



## ***Special Needs Education Policy***

This policy is for all staff, pupils, parents/carers, prospective parents/carers, governors, visitors and partner agencies working within school. The policy is reviewed by the governing body annually or if significant changes are required to meet revised legislation or best practice guidance.

This policy is available from the school website, [www.normantononsoarprimary.co.uk](http://www.normantononsoarprimary.co.uk) and a reference copy can be found in the school office.

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## Contents:

Mission Statement .....	3
1. Aims and objectives .....	3
2. Responsibility for the coordination of SEN provision Senco and Teachers.....	4
3. Arrangements for coordinating SEN provision .....	4
4. Admission arrangements .....	5
5. Specialist SEN provision .....	5
6. Facilities for pupils with SEN .....	5
7. Allocation of resources for pupils with SEN .....	6
8. Identification of pupils' needs .....	6
9. Access to the curriculum, information and associated services .....	9
10. Inclusion of pupils with SEN .....	9
11. Evaluating the success of provision .....	10
12. Complaints procedure .....	10
13. In service training (CPD) .....	10
14. Links to support services .....	11
15. Working in partnership with parents .....	11
16. Links with other schools .....	11
17. Links with other agencies and voluntary organisations .....	12

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

For those children with the most complex needs, an Education, Health and Care (EHC) Plan will be written in conjunction with the local Authority. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Mission statement**

Normanton-on-Soar Primary School is an inclusive school where everyone is made to feel welcome. Normanton-on-Soar Primary School encourages children to be actively involved in their own learning, integrating what they are taught with their own experiences. Inclusion is about the education of all children not just those who have special educational needs. It involves valuing all pupils and staff equally and reducing barriers to learning and participation.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

### Our School Aims

- Be motivated to reach high personal standards across the curriculum
- Understand how to engage in effective learning
- Be able to make informed choices to develop and maintain a healthy body, mind and spirit
- Have positive self esteem / pride in themselves and be confident in what they can achieve
- Be flexible and adaptable when questioning and embracing our evolving world
- Have the skills to learn productively both independently and as part of a team
- Be respectful and responsible individuals who make positive contributions to the world around them

### Objectives:

- **Staff seek to identify the needs of pupils with SEN as early as possible.**

This is most effectively done by gathering information from parents, education, health and care services *and early years settings (where applicable)* prior to the child's entry into the school.

- **Monitor the progress of all pupils.**

Teachers at Normanton-on-Soar Primary School gather formative data from learning activities and interactions. This is supplemented with summative data from assessments and tracking using BSquared for SEND pupils. Each term, the head teacher and Senco identify children who are not making sufficient progress and those who are working below age related expectations. These children are discussed with their teachers and recommended for intervention.

- **Work with parents**

to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies**

when the pupils' needs cannot be met by the school alone. Some of these include, Schools and Families Specialist Service(SFSS), Educational Psychology Service (EPS), Speech and Language Therapy(SALT), Child and Adolescent Mental Health services (CAMHS), a family network of SENCOs, Rushcliffe Primary Behaviour Partnership, Leicestershire Support Service.

- **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. SEND governor conducts monitoring visits. Pupil participation is encouraged throughout school. For example access to wider opportunities for participation in school life *e.g. membership of the School Council, school performances, residential trips, sports teams etc.*

## **2. Responsibility for the coordination of SEN provision**

### **The SENCO will:**

- ✓ Co-ordinate provision for pupils with SEND
- ✓ Ensure class teachers are informed about existing or new information or advice surrounding individuals
- ✓ Arrange, gather paperwork and lead meetings for Annual Reviews and termly meetings
- ✓ Liaise with Support staff
- ✓ Maintain the SEND record
- ✓ Cascade training, advise, updated policies and practices
- ✓ Liaise with SEND Governor and Head Teacher

### **CLASS TEACHERS will:**

- ✓ Identify pupils who are not making expected progress or meeting age related expectations
- ✓ Use assessment to identify the next steps in learning
- ✓ Provide differentiation to enable children to meet objectives
- ✓ Provide planning and guidance for additional adults who work with pupils
- ✓ Keep records of interventions
- ✓ Keep evidence of progress
- ✓ Communicate with parents, at least termly

## **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of all *SEN records* for individual pupils.

### **All staff can access:**

- The Normanton-on-Soar SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, *including provision maps including targets set or alternative records of targets set/outcome monitoring.*
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

#### **4. Admission arrangements**

Please refer to the information contained in our school [website](#).

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Where appropriate children with identified needs will be supported with school transitions through liaisons with parents, support agencies, key staff from both settings.

#### **5. Specialist SEN provision**

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from specialist SEN services where appropriate.

#### **6. Facilities for pupils with SEN**

School complies with all relevant accessibility requirements. Please see the school Accessibility plan.

#### **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (HLN or high level needs) is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior management team, SENCO and governors to agree how the allocation of resources is used.

#### **8. Identification of pupils needs**

##### **A graduated approach:**

##### ***Quality First Teaching***

- a) Children who do not make expected progress or meet age related expectations.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed as necessary about their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents eve.
- i) Parents evenings are used to monitor and assess the progress being made by the child.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

*This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.*

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.



## ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## ***Review***

Reviews of a child's progress will be undertaken regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

## ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and other professional agencies for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided, both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In-class provision and support is deployed effectively to ensure that the curriculum is differentiated where necessary. Individual or group intervention is available where it is felt that pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The SENCO, head teacher and Link SEND Governor oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school through book monitoring, learning walks, pupil voice and child interviews.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and Rushcliffe Primary Behaviour Partnership.

Advice will be sought from The Rushcliffe Primary Behaviour Partnership for children with behaviour difficulties. Where a behavioural incident warrants an exclusion, schools have a duty to inform this service.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in a variety of ways, including parental involvement in achievement reviews and pre-admission meetings and regular liaison with staff (both formal and informal.)

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The SENCO will be responsible for monitoring the progress of individual children and the progress of children with SEN as a monitored group. Progress may be measured in a number of different ways including, PIVATS, B Squared, and advice from the Rochford Review: engagement levels and Pre Key Stage Standards.

SEN provision and interventions are recorded on a provision map which is updated termly by class teachers, reflecting discussion around the child's need. Interventions used to support pupils are monitored, reviewed and evaluated so that we can identify whether provision is effective.

SEN provision is reviewed regularly and robustly in line with the school's Monitoring and Evaluation Cycle. This will include data analysis, updating key documents, monitoring planning, governor visits and an annual learning walk.

An annual report of the effectiveness of the school SEN policy is carried out by the [SENCo /SEN governor.] This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **12. Complaints procedure**

Our aim is for any complaint to be dealt with quickly and sympathetically with an appointment to speak with the Head teacher or SENCO.

If necessary, school will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues *and* funding may be available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

## **15. Working in partnerships with parents**

Normanton-on-Soar Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. *The SENCO may also signpost parents of pupils with SEN*

to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

## **16. Links with other schools**

The school works closely in partnership with other schools in our family. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise

## **17. Links with other agencies and voluntary organisations**

Normanton-on-Soar Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. *The SENCO is the designated person responsible for liaising with the following:*

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

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**Signed** \_\_\_\_\_ *[Name]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed in line with the school policy review schedule**