



## Special Educational Needs (SEN) Policy

Resilience  
Respect  
Responsibility

<p><b>This policy was reviewed by the Governing Body:</b>  <b>July 2023</b>  <b>Change(s) in named personnel approved Sept 2023</b></p>	<p><b>Next review: July 2024</b></p>
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**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability that 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.

This policy reflects the information contained in the Children and Families Act 2014 that came into force on the 1st September 2014 and the SEND Code of Practice that accompanied this legislation.

Children with the most complex special educational needs will be given an Education, Health and Care (EHC) Plan. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

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

The SEND Local Offer is a resource that 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.

## **1. Mission statement**

We are a small school with big ideas. At North Clifton Primary School it is our vision that all children will become independent learners. We believe in nurturing their passion, encouraging their individuality and personalising their learning. We believe that children who take ownership of their learning will achieve their very best. Through the dedication of the staff, the support of the family and the drive of the children, all at North Clifton Primary School will challenge themselves and realise their full potential.

## 2. 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 aims are:

- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that children have their gifts and talents recognised.

### Objectives

- **To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, and prior to the child's entry into the school.
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To 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 SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **To create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENDCo. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

## 3. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision and co-ordinating the day to day provision of education for pupils with SEND is:

**Ilona Sanderson (SENDCo).**

#### **4. Arrangements for coordinating SEND provision**

The SENDCo will hold details of all SEND Support records such as EHCP plans, provision maps, structured conversations and subject targets for individual pupils.

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

- The North Clifton SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on the four areas of need;
- Details of what to do if staff have concerns about a child.
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Assessment information and tracking
- Information on current legislation and SEND provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents, in a clear summary version, in order to aid the effective co-ordination of the school's SEND provision. 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.

#### **5. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the school Admissions policy for further information.

#### **6. Specialist SEND provision**

As a small school we are quickly able to identify children with SEND and to put in place appropriate support and intervention.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10**.

#### **7. Facilities for pupils with SEND**

Our school complies with all relevant accessibility requirements.

The school also has a range of specialist SEND facilities in place. These include

- Wheelchair access – ramps to the front and rear of the school
- Disabled toilet.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their need.
- Early drop off and after school club is accessible to all children including those with SEND.
- Extra-curricular activities are accessible to all children.

- Specialised equipment may be accessed through external agencies where appropriate.

## **8. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget that equates to £6,000. Decisions regarding the allocation of this budget will be made by the SENDCo and Head teacher following discussions with the class teacher. These discussions will centre on each child's individual needs and on making sure effective provision is put in place within school to ensure any barriers to learning are removed. Some of the ways in which the budget may be used are to provide additional Teaching Assistant support or intervention, to provide equipment to support the child or to fund nurture group or counselling activities.

Some pupils with SEND may access additional funding. This additional funding will be from a budget which is devolved to and moderated by the Tuxford Family of Schools and there are currently three levels of additional funding – low, medium and high. (The Family of Schools comprises of Tuxford Academy and its feeder primary schools).

For those with the most complex needs, additional funding is retained by the local authority (Higher Level needs or HLN funding). This is accessed through the Family of Schools. The Family SENDCo 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.

## **9. Identification of pupils needs**

### **Identification**

Please see the definition of Special Educational Needs at the start of this policy.

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND 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 SENDCo 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 SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They will be encouraged to share information and knowledge with the school.

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND 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, SENDCo 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 SENDCo.

## ***Review***

Reviews will be undertaken in line with agreed dates. 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 their parents. The class teacher, in conjunction with the SENDCo 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school, by a parent or a medical professional. 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- Education Psychology Service

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 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.SENDdlocaloffer.org.uk](http://www.nottinghamshire.SENDdlocaloffer.org.uk)

### ***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 in 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.

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

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, and if possible, in line with the wishes of their parents and the needs of the individual.

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

All staff will be kept fully informed of the SEND needs of any pupils in their charge including the sharing of progress reports, medical reports and teacher feedback. Staff will be offered regular training and learning opportunities on the subject of SEND and SEND teaching. Through regular discussions and training all school staff will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

All staff will make use of in-class provisions and support to ensure that the curriculum is differentiated where necessary, and ensure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and ensuring there is a focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

Through the school tracking system staff will be supported in setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **11. Inclusion of pupils with SEND**

The SENDCo and Head teacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.



The school curriculum is regularly reviewed by the Head teacher together with the SENDCo 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.

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

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Staff may speak to parents and pupils on an informal basis at any time throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Staff will speak to parents at the termly Parents Consultation Evenings where details of the child's current progress and targets will be shared and discussed. All parents will be issued with an Annual Report highlighting their child's progress and performance.

The SENDCo and Head teacher will meet termly to discuss SEND provision and to monitor and review the progress of each child on the school's SEND register, and the effectiveness of the current support and intervention in place for each child.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. This evaluation is carried out by the SENDCo, Head teacher and SEND Governor and information is gathered from different sources such as parent surveys, Parents Consultation evenings and feedback from pupils. 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.

Evidence collected will help inform school development and improvement planning.

## **13. Complaints procedure**

Please refer to the school's complaint policy for further details on complaints.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on the formal procedures for complaints.

## **14. 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 SEND.

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

We recognise the need to train *all* our staff on SEND issues. The SENDCo, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **15. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND 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 SENDCo, who will then inform the child's parents.

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

North Clifton Primary School believes that a close working relationship with parents is vital in order to ensure

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

Parents are kept up to date with their child's progress through Parents Consultation evenings, annual reports, termly progress reports and informal discussions.

If parents have any particular concerns about their child or the provision being made for their child then parents can raise their concerns initially with their child's class teacher who may then discuss the concerns further with the SENDCo and then the class teacher and/or SENDCo will feedback to the parents.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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 SEND Governor may be contacted at any time in relation to SEND matters.

## **17. Links with other schools**

The school is a member of the Tuxford Family Collaboration. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

Children transferring from North Clifton Primary School to Tuxford Academy will be offered a full transition programme involving several visits to the school and meetings with Tuxford staff. Parents may also be invited to visit the school with their child. Any SEND records and information concerning children with SEND will be shared with Tuxford staff and in particular the SENDCo at

Tuxford. Arrangements will be put in place to ensure the transition to secondary school is as smooth and efficient as possible.

A full transition programme will be put in place for children transferring to other local Secondary schools, and where possible a member of staff from North Clifton Primary School will accompany the child on a visit to their new Secondary School.

When children with SEND transfer to another Primary school all SEND records and information will be passed on to the child's new school and the SENDCo will speak directly to the new school to ensure the transition is as smooth as possible. The SENDCo will outline the current provision and the child's specific needs.

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

North Clifton Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Family SENDCo
- Bassetlaw Behaviour Partnership Support Team
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Schools and Families Specialist Service
- Early Help Unit
- Healthy Family Team
- Communication and Interaction team
- Early Years Team

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

**This policy will be reviewed annually.**