



Special Educational Needs and Disability Policy and Information Report 2022-2023

This SEND policy and Information Report reflects the principles outlined in the 2015 SEND Code of Practice

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Last reviewed:	<i>September 2022</i>
Next review:	<i>September 2023</i>

Legislation and guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to, but not limited to the following guidance and documents:

- SEND Code of Practice: 0-25 Years
- The Equality Act 2010
- Keeping Children Safe in Education
- The National Curriculum in England
- Teachers standards
- Children and Families Act
- The Special Educational Needs and Disability Regulations
- Supporting pupils at school with medical conditions

This policy was created by the SENCO in liaison with the SEND Governor, the senior leadership team, all staff and parents of pupils with SEND. This policy should be read in conjunction with the following school policies and documents; Behaviour Policy, Accessibility Plan, Single Equality and Community Cohesion Policy, Child Protection and Safeguarding policy, Medical Conditions policy, and Rochdale's Local Offer for SEN.

Introduction

Norden Community Primary School will endeavour to implement the Special Educational Needs and Disability Code of Practice on the identification and assessment of a child with a Special Educational Needs and/or Disability as outlined in the Code of Practice 2015.

At Norden, it is our belief that all children have the right to an education that enables them to achieve to their full potential. We pride ourselves on being an inclusive school, welcoming and valuing the individuality of our children irrespective of attainment, disability, ethnicity, age, gender or background.

The 2015 Code of Practice defines Special Educational Needs as follows:

“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 him or her.

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 so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

We identify and understand that a child may present with a need that can be defined the 4 broad areas of need of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

However, some children may have needs which encompass several areas concurrently.

Aims

Our mission statement:

A school at the heart of the community

providing

Equal opportunities for all to grow and fulfil their academic and personal potential

through

A stimulating and enriched curriculum

within

A safe, happy and supportive environment

resulting in

Responsible and respectful members of our society equipped with a thirst for learning and curious minds.

The school's mission statement, its aims and values, underpins all that we offer to children at Norden Community Primary School and fully includes all children with SEND.

At Norden Community Primary School we:

- encourage all children as learners to develop confidence and recognise value in their own contributions to their learning and thus establish high self esteem
- encourage regular and effective communication between parents and school
- encourage pupils participate and are involved in the process of information gathering and reviewing progress
- ensure that parents and carers are informed of their child's needs and promote effective partnership to involve outside agencies when appropriate
- create a learning community that meets the needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils of different abilities
- identify children with SEND as early as possible and ensure that their needs are met through a graduated approach involving the 'assess, plan, do, review' cycle
- carefully monitor and regularly assess progress of children throughout their time at school, appreciating small and non-linear steps of progress
- ensure that all children have full access to a broad and balanced curriculum, where they are able to take part in the activities of the school, albeit sometimes via a scaffolded approach
- ensure funding is carefully managed and allocated to provide high quality provision for those with identified SEND

- encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best
- ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development
- ensure pupils with medical conditions are included in all school activities with supporting consultation from health and social care professionals
- identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments, enable all children to access all elements of the school curriculum

Roles and responsibilities

The provision for pupils with SEND is the responsibility of the school as a whole, and the Local Authority.

The SENCO is **Lorna Hexter**, who will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SENCO is given two days per week for SEND co-ordination.

The Headteacher is **Rachael Bentham** who will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SEND Link Governor is Michelle Berry who will:

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- **Working with the SENCo** to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- The day to day administration of documentation, records and provision maps; these are located within the relevant class' SEND files and are saved on the 'O' drive.

SEND Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia, global delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, attachment disorders, behaviour
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, physical disabilities, epilepsy, sensory processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

Norden Community Primary School will undertake a Graduated Approach to the identification and assessment of Special Educational Needs and/or Disability. In line with the SEND Code of Practice 2015, pupils will be identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Pupil's will be assessed on entry, as well as termly.

Year Group	Assessment for all	Assessment for most	Assessment for some
Nursery	Early Excellence		WELLCOMM The Engagement Model
Reception	Early Excellence		WELLCOMM The Engagement Model
1		Phonics Screener NFER tests	Boxall Profile for wellbeing and SEMH WELLCOMM The Engagement Model
2		NFER tests Phonics Screener	Pre-Key Stage Standards Boxall Profile for wellbeing and SEMH WELLCOMM The Engagement Model
3,4 and 5		NFER tests	Pre-Key Stage Standards Boxall Profile for wellbeing and SEMH WELLCOMM The Engagement Model
6		Previous DfE statutory tests	Pre-Key Stage Standards WELLCOMM

			The Engagement Model Boxall Profile for wellbeing and SEMH WellComm for Speech and Language
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All teaching staff **are** responsible for identifying children with SEND. **The SENCo** will work with staff to ensure that those pupils who may need additional long term support are identified early. The class teacher will carry out a clear analysis of the pupil’s needs. This will draw on the assessments mentioned above, as well as:

- Their previous progress and attainment or behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Advice from external support services, if relevant

We will follow the graduated approach and the four-part cycle of assess, plan, do, review which is clearly outlined on a pupil’s SEND Support Plan.

Wave 1 – all pupils will receive quality first teaching

Wave 2 – identified pupils will receive targeted quality interventions

Wave 3 – a number of targeted pupils will receive specialist, and highly personalised interventions

After each assessment cycle, pupil progress meetings will take place. These pupil progress meetings will identify those children who may needed additional (wave 2) support. They will also look to identify where additional support (wave 2) is not having the desired effect.

Teachers will speak to parents about any concerns they have regarding a child’s progress.

If a child continually fails to make progress, despite quality first teaching (wave 1) and targeted intervention (wave 2), they will be placed on the SEND register and parents will be informed of this.

The SENCo will then assess if support is needed from a range of outside agency’s including but not limited to health visitor, the school nurse, HYM, S&L therapists, specialist teachers, and educational phycologists.

A child will continue to be identified as having a special educational need if they require additional and different provision to be made in order for them to continue to make progress.

Educational Health Care Plans and Reviews

The SENCO working alongside the class teacher, parents and all relevant agencies will be responsible for drawing up requests for Education Health Care Plans (EHCPs). The SENCO will be responsible for the organising and chairing of any EHCP reviews. We will seek to ensure that all agencies involved with the child and the LA attend review meetings.

When appropriate and with support from outside agency's a EHCP may be applied for. Within school, applications for an EHCP assessment are made by the SENCO using information from a number of sources including home, school, health professionals and other agencies. The application will focus on a plan, do, review cycle and will highlight the child's barriers to learning and what the school have put in place to meet the child's needs. If it is agreed that a child requires a plan, then this is issued. Each plan includes long term outcomes for the child and specifies the support that the school must put in place to help the child meet their outcomes. All children with an EHC Plan have an Annual Review (bi-annual for children under 5) where parents and professionals discuss the child's progress towards their outcomes.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying if the child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

When deciding to place a child at SEND support, a plan will be drawn up where both parents and pupils will help to inform the plan with their views.

We actively encourage parents to be fully engaged and involved in their child's education and meet to discuss any concerns that arise as early as possible. We hold routine parents' evenings twice a year, offer 'meet the teacher' meetings and have an 'open door policy' whereby parents/carers can speak briefly to the classroom staff each morning when they drop off at school. School reports are sent home and we encourage and appreciate any feedback from parents.

Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self- assessment. Children are encouraged to reflect on their own learning and identify next steps and personal targets. We regularly collect and reflect upon pupil views and use this to support the children in their learning.

Transitioning to and from Norden

Where appropriate, we plan for phased transfers to allow the child to become more comfortable with a new environment. Where receiving children to the Early Years we will work closely with nurseries, pre-schools, the area SENCO (if applicable) and parents to prepare for transition. Where welcoming children to our setting at other times, this will be planned for with input from parents, other professionals and the wishes and views of the child. Sometimes supported transition between phases may include a reduced timetable or a higher level of support in order to successfully access the new environment. We will always endeavour to have a thorough handover meeting prior to a transfer so needs can be thoroughly discussed to enable as **smooth a transition as possible**. Sometimes there are children who start nursery or school who have already had extensive involvement from outside agencies - these children are automatically put onto the SEND register.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Our staff has the highest possible expectations for all pupils, including those with SEND. All teaching is based on building on what children already know, can do and understand, and moving this on to the next stage. **Where ever possible, quality first teaching will ensure all pupils have appropriate scaffold to ensure they can achieve the Learning Intention on all lessons.**

At Norden, we use a number of approaches to **teaching that support all children**. These may involve using practical materials or adapting resources so that they can access the curriculum. If children require additional support, specific interventions will be put in place and progress monitored closely. These interventions will be delivered by teachers or skilled teaching assistants. Staff engage in regular professional development to ensure they are fully skilled to support children with SEND effectively. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- **Scaffolding** our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, **content of the lesson**, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Norden Community Primary School has an Accessibility Plan in which adaptations to both the internal and external environment of the school in order to make it more conducive to

learning for a child with SEND are explained thoroughly. This can be accessed via our website or by request from the school office.

Additional support for learning

We have a range of skilled staff to support pupils and address any additional needs they have. We support children in the classroom through quality first teaching and also implement a wide range of personalised interventions delivered by highly trained teachers and teaching assistants. Teaching assistants provide additional support both through small group support and one-to-one **interventions**. **The school SENCo** coordinates and monitors the effectiveness of this provision.

We have additional schemes and materials available so that we have something at the right level for pupils with SEND. These include but are not limited to:

- Precision Teaching (a daily targeted programme to support with spelling and reading)
- Social Skills programmes (Lego Therapy)
- Write from the start (fine motor skills and handwriting)
- IDL (a program which assesses and designs intervention for literacy and numeracy skills based on short regular practise to plug gaps)
- NELI (a speech and language intervention in the early years)
- WellComm (a speech and language assessment and intervention from Year 1+)
- Nurture groups
- Forest school
- 'Sensory Snacks' for pupils who present with sensory processing needs.

We also work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service
- Healthy Young Minds
- #Thrive
- Mental Health Support Team
- Occupational Therapy
- Speech and Language Therapy
- Fair Access Team
- Rochdale Additional Needs Service

Where a child is presenting with a wide range of needs, it may be appropriate to make an Early Help Assessment to ensure a well-co-ordinated multi-agency approach. Unit leaders will be responsible for championing Early Help Assessments and chairing regular meetings in

which information can be shared to support families. The SENCO should attend these meetings.

Expertise and training of staff

Our school provides high quality teaching and learning for all children, including those with SEND. Training with regards to SEND is decided upon on a 'needs led' basis and is continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of learners, such as pupils with autism, dyslexia, etc. Teachers and support staff regularly attend training courses run by experienced school staff including the SENCO as well as Rochdale REAL Trust and other outside agencies that are relevant to the needs of specific children. Staff work closely with these specialists who provide advice or direct support as appropriate. Additional support is given to NQTs and other new members of staff.

Securing equipment and facilities

All day-to-day teaching areas are fully accessible to all learners including those with SEND. School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority and Health Services can provide specialist equipment such as wheelchairs, hoists, standing frames, laptops etc when recommended by a relevant specialist. When necessary, the School Health Team supports us in writing Health Care Plans for pupils with additional needs. Parents and carers are fully involved in this process by attending these meetings and providing vital information. We also have an Intimate Care policy which supports any day-to-day care of this nature (e.g. changing and toileting) and forms a partnership and shared understanding between school and parents/carers.

Evaluating the effectiveness of SEND provision

All children are continuously monitored and assessed. However, every term teachers formally review children's progress and attainment in 'Pupil Progress' meetings with the Senior Leadership Team. Any child causing concern is then discussed with the SENCO, and a plan is put in place to address these concerns. The impact of intervention is closely monitored and evaluated to ensure that the child is making appropriate progress. Teachers meet with parents and carers to discuss concerns and to review progress at regular intervals and SEND Support Plans and Provision Maps are updated accordingly. The SENCO will monitor the SEND Support Plans and Provision Maps on a termly basis. The school's SEND Link Governor regularly monitors and evaluates the effectiveness of our SEND provision.

The success of the schools SEND provision is judged against the aims set within the SEND policy. These aims are reviewed annually and the SENCO provides regular reports to the Governors on the implementation of the policy.

Enabling pupils with SEND to engage in activities available to those in school who do not have a SEND

Norden is a fully inclusive school and thus everything we offer can be accessed by all pupils including those with SEND. We ensure that all reasonable adjustments are made in order for no pupils to experience a disadvantage in access to activities available. We offer a wide range of extra-curricular activities and regular school trips to enrich our curriculum and these trips are fully accessible for pupils with SEND. Details of these are sent home throughout the year. Pupils that have a disability are supported effectively during transition times immediately before and after school, and at break/lunch times if necessary. This can include teachers and/or teaching assistants meeting disabled pupils at entry points in the morning and assisting these pupils to meet parents at home time.

Complaints about SEND Provision

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding; exclusions, provision of education and associated services or making reasonable adjustments, including the provision of auxiliary aids and services.

If a complainant has a concern they should in the first instance seek to arrange to see the class teacher, if appropriate, as soon as possible so that the concern can be dealt with rapidly. If the problem is not satisfactorily resolved, a meeting with the SENCO should be arranged. If you need to see the Head Teacher, please contact the Secretary, so that she can arrange an appropriate appointment and will investigate matters and advise accordingly.

If the issue is still not resolved, the complaint will be heard by the Chair of Governors and subsequently, the Governing Body Complaints Committee.

Contact details of support services for parents or carers of pupils with SEND

<u>Family Action SENDiass (Parent Partnership)</u> <u>Unique Mill Enterprise Centre</u> <u>Belfield Road</u> <u>Rochdale</u> <u>OL16 2UP</u>	<u>01706 515 741</u>	sendiass.rochdale@family-action.org.uk
<u>EHC Assessment and Review Team</u> <u>Number One Riverside</u> <u>Smith Street</u>	<u>01706 925981</u>	ehc@rochdale.gov.uk

<u>Rochdale</u> <u>OL16 1XU</u>		
<u>Speech and language</u> <u>First Floor Callaghan House,</u> <u>Cross Street,</u> <u>Heywood,</u> <u>OL10 2DY</u>	<u>01706 837197</u>	
<u>Rochdale Additional Needs Services (RANS)</u> <u>Floor 4, Number One Riverside,</u> <u>Smith Street,</u> <u>Rochdale,</u> <u>OL16 1XU</u>	<u>01706926400</u>	rans/epsadmin@rochdale.gov.uk
<u>Healthy Young Minds and #Thrive (formerly CAHMS)</u> <u>Birch Hill Hospital</u> <u>Union Road</u> <u>Rochdale</u> <u>OL12 9BQ</u>	<u>01706 754349</u>	

The local authority offer

The local offer in Rochdale can be found at

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

Written by: Lorna Hexter

Date: September 2022

Approved by Governors:

Policy to be reviewed: September 2022