

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



Northgate Primary School

SCHOOL ARRANGEMENTS

1. Policy Statement

This policy document is a statement of the aims, responsibilities and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Northgate Primary School. It is based upon the SEND Code of Practice (2014) and has been developed by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) in consultation with all staff and SLT and agreed by the Governors. It takes into account:

- The Education Act (1996)
- The Equality Act (2010): advice for schools (DfE, Feb 2013)
- The Children and Family Act (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Dec 2015)
- The 0-25 Special Educational Needs and Disability Code of Practice (2014, updated Jan 2015)
- The Special Educational Needs and Disability Regulations 2014
- The National Curriculum in England: framework for Key stages 1 and 2 (2013, updated July 2014)
- Teacher Standards (Jul 2011, updated Dec 2021)
- Keeping Children Safe in Education (2022)
- Opportunities for all: strong schools with great teachers for your child (March 2022)

It should be read in conjunction with the Equality Information and Objectives, Accessibility Policy, Child Protection Policy, GDPR Data Protection Policy, the Antibullying Strategy and the Supporting Pupils with Medical Needs Policy.

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A summary of the key points of this policy, which aims to address the main questions asked by parents and carers, is located on the school website under 'SEND Information Report'.

2. Definition of Special Educational Needs and Disabilities

Special Educational Needs

Northgate Primary School recognises a pupil as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, as outlined by 'The 0-25 Special Educational Needs and Disability Code of Practice (2014)'. A child of compulsory school age or a young person is understood as having 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

Children may have special educational needs or disabilities either throughout, or for a period of time, during their school career. Special educational needs and provision can be considered as falling under four broad areas: communication and interaction,

cognition and learning, social, emotional and mental health, sensory and/or physical needs (see Appendix 1). Special educational provision may be triggered when students fail to achieve adequate progress, despite having had access to high quality teaching that has been adapted to meet their needs.

However, there are a number of factors that can also impact progress and attainment which are **not** considered under the definition of SEND. These include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being the child of a serviceman/woman

In addition, pupils must not be regarded as having a learning difficulty solely because they display poor behaviour in school. We do acknowledge that this may be in response to a need, which we will seek to identify.

Disability

Children who have SEN may have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition. (Code of Practice 0-25 years, 2014)

3. Aims and Objectives

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full, no matter the learning or additional needs of the child. Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. At Northgate Primary School, we endeavour to:

- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development, using the procedures outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2015)
- Assess and make the necessary provision for pupils with SEND, considering them within the wider context of inclusion
- Consider parents and pupils as central to effective provision, nurturing a positive partnership of support
- Ensure that provision enables positive engagement and outcomes through a process of continuous monitoring and development
- Maintain high expectations and ambitions for all pupils, including those with SEND, embedding these within all aspects of learning and interactions with pupils
- Use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all
- Assist all staff in the delivery of required educational provision and ensuring all staff are aware of a child's individual needs
- Ensure that the culture in school is such that a pupil with SEND is socially included in all the activities of the school and receives a balanced and broadly based curriculum, promoting the highest level of achievement

- Foster an atmosphere which promotes a happy, sensitive and secure environment to ensure the most effective learning for all children
- Have regard to all relevant policy and legislation in the decisions we make as a school
- Strive to provide the best setting we can to meet the needs of children with SEND, continually monitoring and evaluating the site and resources in order to effect improvements
- Work closely with external agencies and voluntary organisations, when necessary and appropriate, in order to ensure that pupils and their families have access to all relevant support
- Co-operate with the Local Authority in the education, health and care plan review process and review the provision that is available in the local area
- Work collectively with surrounding schools to share good practice, make the best use of resources and agree actions to ensure successful transitions between schools

4. Roles and Responsibilities

All adults at Northgate accept that provision for children with SEND is a matter for everyone. All members of the school community work towards the school's aims by:

- Using the graduated approach of Assess, Plan, Do, Review
- Adhering to a continuous cycle of planning, teaching, assessment and evaluation to identify, assess and make provision for students with SEND
- Sharing a commitment to inclusion and a partnership approach to provision

When considering the provision for pupils with SEND at Northgate Primary School, the following members of staff are key to ensuring a cohesive and collaborative approach:

- Lynn Wallace (SENDCo)
- Ros Fraser (SEN Governor)
- SEN TAs, line managed by the SENDCo
- Jane Tanner (Headteacher) and Katy Jones (Deputy Headteacher) with regard to safeguarding, as well as managing PPG/LAC funding
- Allison Booth (HLTA) and Lynn Wallace, in terms of meeting the medical needs of pupils

SEND Coordinator

The SENDCo coordinates, manages and reviews the provision for pupils with Special Educational Needs and/or Disability. With the support of the headteacher and governing body, she takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance on SEND for all staff in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. This includes, but is not limited to:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring that an agreed, consistent approach is adopted with resources being used effectively and equitably
- Liaising with and advising all staff on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and resources to meet pupils' needs effectively

- Assisting in the monitoring and evaluation of progress of pupils with SEND, regularly reviewing how expertise and resources can be used to improve the quality of whole school provision
- Working with senior leaders and Governing Body to determine the strategic development of the SEND policy and provision
- Managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for all teaching staff
- Maintaining the school's SEND Support List, and overseeing the records kept for all pupils with special educational needs
- Ensuring lines of communication with parents of children with special educational needs are open and accessible, and encouraging effective home-school partnerships to develop
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies in order to access additional and relevant support for those pupils for whom it is required
- Promoting a child-centred approach to provision throughout the school
- Liaising with the SENCOs in other schools, early years providers or other educational settings to help provide a smooth transition from one school to the other
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements

Governing Body

The Governing Body has a responsibility for ensuring that the necessary provision is made for pupils with special educational needs. They have a duty to monitor and review access to the school and keep the Access Plan up-to-date. They will ensure that:

- A named member of the Governing Body has specific oversight of the school's arrangements for SEN and disability
- They have regard to the requirements of the SEN Code of Practice 0-25 (2014, updated 2015)
- In co-operation with the Headteacher, they determine the school's general policy and approach to the provision for children with special educational needs, establishing appropriate staff and funding arrangements and maintaining a monitoring oversight of the school's work
- The progress and attainment of children with special educational needs and/or Looked After Children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- Objectives and priorities in the school development plan, set by the Headteacher, include provision for SEND
- They are fully informed of the school's provision, including funding, equipment and staffing

Headteacher

The Headteacher is responsible for:

- The management of all aspects of the school's work including provision for pupils with SEND
- Setting objectives and priorities in the school development plan, which includes SEND
- Setting a budget for supporting students within the school's overall financial resources
- Working closely with the SEND staff within the school

- Ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision for other pupils
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

Class Teacher

Teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those with SEND who may access support from teaching assistants or specialist staff. Class teachers are responsible for:

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Identifying children with SEND with the support of the SENDCo
- Providing high quality teaching for all children, including pupils with SEND within the classroom, with appropriate adaptations to the curriculum
- Retaining responsibility for pupils with SEND, including working with the pupil on a regular basis
- Assessing each pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo)
- Regularly reviewing the impact of these adjustments, interventions and support (in liaison with the SENDCo)
- Directly liaising with parents of children with SEND, including leading termly Graduated Response Plan meetings
- Working closely with teaching assistants and specialist staff to develop appropriate and responsive provision

Teaching Assistant

- Supporting pupils, including those with SEND, under the guidance of the class teacher
- Helping to facilitate a wide range of teaching and learning styles, demonstrating flexibility, as appropriate
- Using the school's procedure for giving feedback to teachers about pupils' progress, to support the ongoing development of provision

5. Admission Arrangements for Pupils with SEND

All students are welcome, including those with SEND, in accordance with the DfE Admissions Code. According to the Education Act 1996, if a parent wishes to have their child with a Statement or an Education, Health and Care Plan educated in a mainstream school, the Local Authority must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

IDENTIFICATION, ASSESSMENT AND PROVISION

1. Identifying Special Educational Needs & Disabilities

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional** to or **different** from the provision made as part of the school's usual differentiated curriculum and strategies.

Initial concerns regarding a pupil's progress, attainment, wellbeing or inclusion are raised in the first instance through the following strategies, which are also used to review and monitor progress once a pupil is identified as having SEND:

- Liaison with pre-school provision and/or previous schools
- EYFS profiles and phonic assessment in Reception and standardised tests throughout Years 1-6, including SATs
- Additional range of assessments carried out individually as appropriate
- Liaison with teachers who assess their pupils on a regular basis, in line with the school Assessment Policy
- Liaison with parents through the usual parent-teacher consultation and individual contact between school and parents/carers
- Liaison with external agencies where pupils may have been known to their service(s)
- In-class observations conducted by the SENDCo, or other members of the Senior/Middle Leadership Team (SLT/MLT)
- Work sampling and analysis
- Opportunities to explore pupils' own views, for instance during target setting tasks
- Concern forms
- In class target setting and monitoring

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers, supported by the Middle and Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to concerns with progress should be high quality teaching targeted at the pupil's area/s of need. The pupil will be highlighted at a Pupil Progress Meeting and 'next steps' targets will be made. If a learning difficulty persists and concern is expressed that a pupil may have a special educational need, the concern is raised with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school and the pupil's progress, alongside national data and expectations of progress. This will be used alongside a range of assessment tools, where needed. For higher levels of need, the SENDCo may recommend drawing upon specialised assessments from external agencies and other professionals.

This information gathering process will involve early discussion with the pupil and their parents to help develop a good understanding of areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the children and the next steps.

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. Pupils will be identified on the school's SEND Support List, and will have their needs considered when sitting both internal and external examinations in terms of special arrangements.

2. Graduated Approach

Where a pupil has been identified as having SEND or probable SEND, we will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach (see Appendix 2).

3. Managing Pupils' Needs on the SEND Support List

All children on the SEND Support List will have a termly Graduated Response Plan (GRP) drawn up by the teacher and parent, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them, as well as details of any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the GRP. The GRP is designed to be a working document which is updated to reflect the current needs of the child. The targets aim to be responsive and relevant to a pupil's individual learning needs at any one time. Formal review meetings will take place three times a year, where parents and pupils (as appropriate) will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for providing evidence of progress according to the outcomes described in the plan and are responsible for maintaining and updating GRPs. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Levels of Support

At Northgate, we adopt a 'high quality teaching' approach. We want all children to feel valued as part of our school community. We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, learn and communication information at different speeds
- Require a range of different teaching approaches and experiences

The teachers respond to children's needs by:

- Adapting teaching approaches to meet the requirements of all pupils, enabling them to make good progress
- Making adaptations to the curriculum according to need and skill level
- Highly focused lesson design based upon a clear sequence of learning and an identified end point
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils

- Reviewing learning regularly at the start of lessons, presenting new information in small steps, questioning, providing models and worked examples, practice, checking understanding, scaffolding and providing support, providing opportunities for independent practice, regular reviews of
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently, where possible
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Appropriate feedback and target setting for individual children
- Helping children to manage their behaviour and emotions to take part in learning

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.' (Code of Practice 0-25 years, 2014)

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This is achieved through lesson observations, book scrutiny, pupil progress meetings and SEND meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Support within the classroom

Where a pupil has been identified as requiring support which is in addition to the adapted teaching and learning already in place in the classroom, the class teacher will respond by planning, monitoring and reviewing additional pupil-specific strategies. These strategies will be identified in the teacher's short and medium-term planning, which will adhere to the school's Teaching and Learning Policy. The SENDCo has responsibility for supporting the class teacher in this endeavour. A Teaching Assistant may be deployed to further support the pupil within the classroom. Evidence of well-considered, effectively planned and resourced, adaptations / provision, as well as detailed monitoring and review by the class teacher is essential in the first instance. The SLT at Northgate Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

Additional Intensive Intervention Programs

Where a pupil's needs are ongoing and have not been met in the classroom, despite highly individualised support being put in place, an additional intensive intervention program is planned collaboratively. Additional support is most likely to take the form of 1:1, paired or small group sessions. These structured sessions are taught by a skilled teacher or teaching assistant, are carefully planned with very specific targets, are monitored and evaluated, and in most cases are intended to be relatively short term.

In accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), class teachers continue to be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff.

Specialist Support

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists from outside agencies. Parents will be involved in this decision making process. Specialist advice may be sought at any point during a child's school career to advise on early identification of SEN and effective support and interventions. As and when advice has been received, it will be

shared with parents, teachers and support assistants as appropriate and incorporated into the child's APDR.

At all levels of SEN Support, we aim to include parents/carers and pupils in as much of the process as possible, as effective communication will nurture successful parent partnerships, which in turn facilitate improved learning outcomes for pupils.

4. Education, Health & Care Plan / Statement of Educational Need

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment. In this case an application should be made to the Local Authority, who will make the final decision. This will be relevant for small proportion of pupils who have significant learning needs where extended support from outside agencies is required.

5. Criteria for Exiting the SEND Support List

When a pupil has made sufficient and sustainable progress in their area of need, and they no longer require any provision that is different from or in addition to that which is normally available as part of high quality and adapted teaching, they will no longer be seen as requiring SEND support. If this is the case, then the views of the teacher, SENDCo, parent, pupil and any other professionals involved with the child will be sought as part of the decision making process. If it is agreed by everyone to take the pupil off the SEND Support List, then all historic records will be kept until the pupil leaves the school, and will be passed on to the next setting, alongside their general records. The pupil will continue to be monitored through the school's monitoring procedures, such as Pupil Progress Meetings. If it is felt that the pupil subsequently requires additional assistance, then the procedures set out in this policy will be followed.

6. Partnership with Parents and Carers

We work hard to include parents and carers in their child's education as we recognise that this leads to the best outcomes for their children. We aim to build relationships with parents/carers with sensitivity and confidentiality, and welcome their views and comments. More specifically we promote parent partnership through:

- Involving parents as soon as concerns are raised
- Ensuring all parents are made aware of the arrangements of Learning Support, including the opportunities for meetings between parents and SENDCo both formally at Parents Evenings and informally by agreement
- Providing open door access to the SENDCo to discuss the child's needs and approaches to address them
- Supporting parents' understanding of relevant legislation, including but not limited to The 0-25 Special Educational Needs and Disability Code of Practice (2014), and other external agency advice and support
- Undertaking Annual Reviews for children with EHCPs

In addition, families of pupils receiving SEN support will be asked to contribute to a 'One Page Profile' of their child which will grow and develop over the school year and be reviewed annually in July ahead of transition. These profiles provide a platform for each pupil to have a voice in how they are supported in school, and to have their strengths and what is important to them as an individual acknowledged. They also provide a way for parents/carers to share their knowledge and expertise on how to best support their child and help teachers to develop learning for each individual. These documents are shared with supply teachers.

7. Pupil Involvement

We always work closely with children, getting to know their preferences and needs with regards to their learning and welfare. We meet with them termly to discuss, set and review targets on their Individual Graduated Response Plan. We also have regular pupil interviews to discuss their views and opinions.

8. Transitions

At Northgate Primary School, we value communication in order to best support our pupils. With this in mind, at the end of each academic year, handover sessions take place to allow staff to share pupil information regarding the class they are passing on, and the one they are to take over. Detailed files and copies of assessments, work samples, associated letters and other important documentation follows the child through their time at school.

Northgate Primary School is also committed to ensuring that the transition for all of our pupils to their new schools is managed as carefully and as sensitively as possible. With this in mind, receiving schools are, as far as possible, given a comprehensive and complete overview of the needs of our pupils with SEND, the support historically in place for them during their time at Northgate Primary School and our view of the support that will be necessary for them to receive on arrival at their new school.

9. Supporting Pupils at School with Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children also have SEND their provision should be planned and delivered in a coordinated way. For those children with an EHCP this will be used as it brings together health and social care needs as well as their SEND provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010, updated 2013. Please see the school's Children with Medical Needs Policy for further details.

10. Accessibility

We have an Accessibility Policy in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010, updated 2013.

11. Training and Resources

In order to maintain a high standard of teaching and learning across the school, with particular focus on meeting the needs of SEND pupils, Northgate Primary School ensures that:

- Staff will attend Learning Support/SEND courses which are relevant to, and have a particular bearing on, children they are supporting. In order to maintain and develop the quality of teaching, all staff are encouraged to undertake training and development.
- The SENDCo will provide appropriate INSET and training in school, will source external and specialist speakers, and will respond to the training requests of all teaching staff, wherever possible
- Staff are given regular opportunities, through a range of means, to share and discuss any concerns or queries they may have in terms of the learners with SEND in their classes
- The SENDCo regularly attends relevant cluster, and EHCP in order to keep up to date with local and national information
- On arrival, new staff receive induction which includes an introduction to the school's approach to SEND provision and the expectations the school places on all staff in terms of supporting all their learners, including those requiring additional support

We have a set allocated budget for SEND within the school. Within budgetary constraints, support is allocated according to the level of need. Staffing allocations and interventions are closely monitored to ensure value for money.

EHC Plans and Funding

EHC Plans are put through a transparent banding system based upon the pupils areas and levels of need. The outcome of this process may lead to the allocation of additional SEND funding, dependent upon the agreed band level. This will be reviewed annually in line with the EHCP Annual Review. It is not a decision made by the school.

Local High Needs Funding

The Local High Needs Funding (LHNF) system is designed to support children with emerging high needs or who have needs that fall outside the EHCP process. LHNF can be applied for by the school, together with parents, where the needs of a child are deemed to be 'significant' and the school's funding cannot cover the cost of providing the required support. This funding may or may not be granted. Any LHNF that is granted by the Local Authority will be for a set period of time only. There are strict criteria for a LHNF application which include: Children entering the education system who have significant needs from the outset as identified by at least one professional and who would not be able to access the setting without a high level of support; Children who have experienced a life changing event that has significantly impacted their access to education/learning.

12. Confidentiality

Our work with children and families will sometimes bring us into contact with confidential information. To ensure that all those working at Northgate Primary School can do so with confidence, we will respect confidentiality in the following ways:

- Pupil SEND records will be kept in accordance with the school GDPR Data Protection Policy
- Parents will have ready access to the files and records of their own children but will not have access to information about any other child

It is important to note that confidentiality has to be considered within the guidance of our Child Protection Policy.

13. Complaints Procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's response, should ask to speak to the SENDCo. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of an unresolved issue, parents/carers are advised to contact the Headteacher. Should anyone feel that the matter has still not been resolved satisfactorily, the issue should be taken through the general Governing Body complaints procedure (see Parental Complaints Policy and Procedures).

Links to further parent/carer SEND information and advice can be found on the Hertfordshire Local Offer (www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx).

14. Bullying

The Antbullying Policy provides a detailed overview of our approach to bullying at Northgate Primary School. We are particularly vigilant when it comes to the bullying or victimisation of our vulnerable learners. Staff are asked to identify any incidents of bullying immediately, and these are primarily dealt with by the Headteacher. A log of homophobic and racial abuse is also maintained. We nurture a culture of acceptance and tolerance, using circle time, PSHE and assemblies, amongst other strategies.

15. Reviewing the Policy

The SEND Policy is reviewed annually by the SENDCo, and approved by the Governing Body, as part of Northgate Primary School's monitoring and evaluation cycle. The review includes looking at the effectiveness of identification and provision, efficiency of record keeping and resources, with the aim of continually reviewing and improving our provision.

PERSON RESPONSIBLE:	Lynn Wallace, SENDCo
DATE AGREED:	June 2022
DATE TO BE REVIEWED:	July 2023

APPENDIX 1 – DEFINITION OF THE BROAD AREAS OF NEED

Communication & Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

Cognition & Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional & Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Others may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

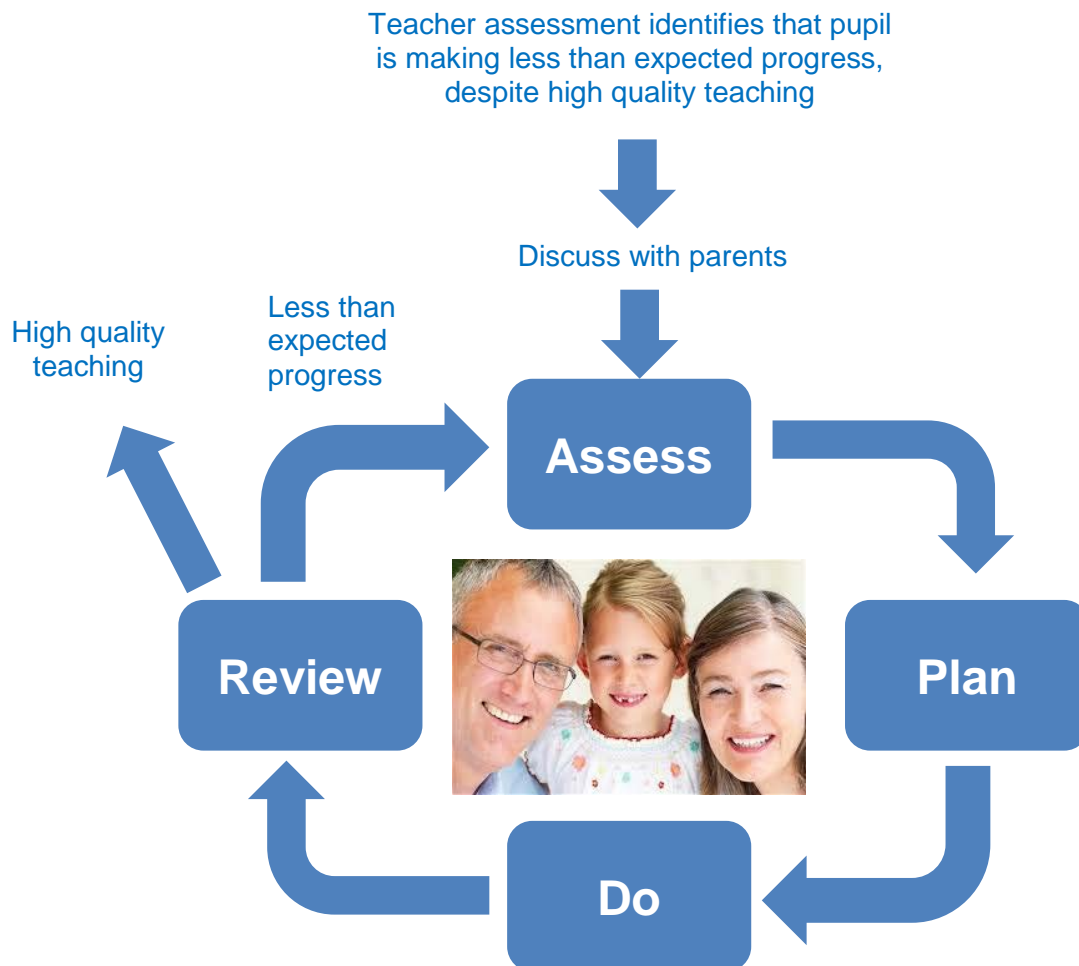
Sensory and/or Physical Needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX 2 – A GRADUATED RESPONSE

The four elements of the approach are identified in the diagram below:



The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

Assess

In identifying a child as needing SEND support, the class teacher will carry out a clear analysis of the pupil's needs, working with the SENDCo. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Any concerns raised by a parent will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo may suggest their involvement to parents/carers

Plan

The teacher and the SENDCo will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support (Code of Practice 0-25 years, 2014).

Review

The effectiveness of the support and interventions, and their impact on the pupil's progress, should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Pupil Progress meetings will occur termly.

APPENDIX 3 – LINKS TO KEY DOCUMENTS

- Northgate SEND School Information Report:
<https://www.northgate.herts.sch.uk>
- The Local Authority SEND Offer:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- Special Educational Needs and disabilities Code of Practice – 0 – 25 years:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- SEN & Disability Act 2010:
<https://www.gov.uk/rights-disabled-person/education-rights>