

SEND Policy and Information Report



Normand Croft Community School

An International Family of Learners

Ageed and adopted by:	Performance and Quality Committee	11 th March 2019
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Next review:	Spring 2020
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Policy revisions :	25 th March 2019
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1. Aims

- a. This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children
- b. Normand Croft is committed to all children having:
 - i. equal access to a broad and balanced curriculum
 - ii. equal access to the opportunities and experiences school has to offer
- c. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of each of all members of the staff team working in partnership with the Special Educational Needs and Disability Co-ordinator (SENDCo)
- d. The Governing Body, Head Teacher and the SENDCo will work together closely to ensure that this policy is working effectively
- e. Quality first teaching is that which is differentiated to meet the needs of the majority of pupils. Some children will require something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it
- f. We will do our best to ensure that the necessary provision is made for any child who has special educational needs or disabilities
- g. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with Special Educational Needs and Disability (SEND) to join in the widest possible range of activities within the school. We will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments
- h. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:
 - i. All teachers are teachers of Special Educational Needs
 - ii. Every teacher is responsible and accountable for the progress and development of all children in their class even where children access support from teaching assistants or specialist staff

- iii. Teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response.
- iv. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, (SENDCOs) and the SEND information report

This policy should also be read in conjunction with the school’s [Child Protection and Safeguarding Policy](#) and the statutory guidance for schools and colleges [Keeping Children Safe in Education](#)

3. Definitions

- a. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- b. They have a learning difficulty or disability if they have:
 - i. A significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- c. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

- a. The SENDCO will
 - i. work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - ii. 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
 - iii. 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
 - iv. Advise on the graduated approach to providing SEND support
 - v. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - vi. Be the point of contact for external agencies, especially the local authority and its support services
 - vii. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
 - viii. Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - ix. Ensure the school keeps the records of all pupils with SEND up to date
- b. The SEND governor will

- i. Help to raise awareness of SEND issues at governing board meetings
 - ii. Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
 - iii. Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- c. The Head Teacher will:
 - i. Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - ii. Have overall responsibility for the provision and progress of learners with SEND
- d. Class teachers are responsible for:
 - i. The progress and development of every pupil in their class
 - ii. 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
 - iii. Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
 - iv. Ensuring they follow this SEND policy

5. Child Protection and Safeguarding

- a. Governors recognise that children with Special Educational Needs or a Disability (SEND) may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.
- b. Children with SEND may be more prone to peer group isolation than other children; to address these additional challenges, our staff should consider extra pastoral support for children with SEN and disabilities.
- c. Indications of abuse will be reported as for other pupils.
- d. The Designated Safeguarding Lead will work with the Special Educational Needs and Disability Co-ordinator (SENDCo) to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

6. Kinds of SEND we provide for

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

- a. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- b. Cognition and learning, for example, dyslexia, dyspraxia
- c. Social, emotional and mental health difficulties
- d. Moderate learning difficulties

7. Identification

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- a. Is significantly slower than that of their peers starting from the same baseline
- b. Fails to match or better the child's previous rate of progress
- c. Fails to close the attainment gap between the child and their peers
- d. Widens the attainment gap
- e. This may include progress in areas other than attainment, for example, social needs.
- f. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

8. What to do if you have a concern about your child

- a. Talk to your child's class teacher about your concerns
- b. It is likely that the class teacher will discuss your concerns with the SENDco.
- c. You may wish to arrange a meeting with the SENDCo.
- d. If you continue to have concerns arrange to discuss these with the Head Teacher.

9. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- a. Often, in the first instance, your child's class teacher will speak to you at the beginning or the end of a normal school day, they may then arrange a further time with you to discuss any concerns in more detail.
- b. The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- c. The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

10. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- a. At Normand Croft we believe it is very important for you to understand the school's approach to supporting your child's learning and development and we'd actively encourage you to attend Family Workshops.
- b. We also believe, where appropriate, that your child's views on any difficulties they may experience with their learning should be listened to and inform any additional support offered.
- c. You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and/or others.
- d. If your child has an identified special educational need you will be invited to additional meetings with the class teacher and SENDCo to discuss current progress, support strategies being used and expected outcomes. Your child's SEN Support Plan will be reviewed at these meetings.
- e. If your child has a Statement of Special Educational Need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. Both written and/or verbal contributions are welcomed.

11. How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- a. We regularly review the school training schedule and professional development programme for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- b. The school is able to access training programmes from different organisations.

- c. Individual training can also be arranged when necessary.

12. How will the curriculum and the school environment be matched to my child's needs?

- a. We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- b. We carefully plan our curriculum to match the age, ability and needs of all children.
- c. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- d. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- e. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- f. We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

13. What types of support may be suitable and available for my child?

- a. This really depends upon the nature of your child's needs and difficulties with learning. But our education provision will seek to address four broad areas of need as defined in the SEND Code of Practice 2014:
 - i. Communication and interaction
 - ii. Cognition and Learning
 - iii. Social, emotional and mental health
 - iv. Sensory and/or physical needs
- b. We have a three-tiered approach to supporting a child's learning.
 - i. **Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

- ii. **Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- iii. **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

c. The current interventions provided at Normand Croft include:

- i. Guided Reading
- ii. Guided Maths
- iii. Language for Thinking
- iv. Lego Therapy
- v. Individualised OT programmes devised by Occupational Therapist
- vi. Fine Motor Skills Groups
- vii. Letters & Sounds 1-1 Phonics
- viii. Talkabout (to promote self-esteem and self-awareness)
- ix. Box Clever (Speech and Language for EYFS)
- x. Speech Sounds

14. How will you support my child to reach his/her learning outcomes?

- a. The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- b. External agencies and specialists may also review your child's progress and adapt their planning accordingly.

15. What is an Education, Health and Care (EHC) Plan and who can request one for one for my child?

- a. The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;
 - i. the views and aspirations of you and your child,
 - ii. a full description of his/her special educational needs and any health and social care needs,
 - iii. establish outcomes for your child's progress,
 - iv. specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- b. You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCo or Head Teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan. Other members of the staff team, specifically those working closely with your child, may also refer concerns to the SENDCo who can assess whether a request for an assessment is necessary.

16. How will you help me to support my child's learning?

- a. There may be suggested strategies or activities for you to do at home to support your child's learning.
- b. We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be

able to offer you individual training in specific support strategies relevant to your child.

- c. The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- d. You may have an opportunity to meet with other professionals involved in supporting your child, for example the Educational Psychologist or Speech and Language Therapist.
- e. We may suggest a referral to other relevant external agencies that may be able to offer you advice and support.

17. How is support allocated to children and how do they move between the different levels of support in school?

- a. We receive funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEND and/or disabilities.
- b. The Head teacher, in consultation with the School Governing Body, decides the budget for SEND provision on the basis of the needs of the children in the school.
- c. The Head Teacher, senior leadership team and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- d. This process is reviewed termly to ensure the best possible intervention is provided to those children who require additional support to learn.

18. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- a. Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- b. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

- c. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

19. What support will there be for my child's happiness and well-being at Normand Croft?

- a. We believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- b. You can be confident that in particular your child's class teacher, the teaching assistants, and the SENDCo are available to provide support to match your child's needs.
- c. You should also feel free to contact your child's class teacher if you have any concerns.
- d. The school has a commitment to a values-led approach to quality teaching & learning.
- e. The schools Promoting Positive Behaviour & Attitude to Learning policy is highly effective in rewarding on-task behaviour.

20. How is my child included in all the same activities as his/her peers at school?

- a. This is a highly inclusive school and committed to providing equal opportunities for all children.
- b. School clubs, educational visits and residential trips are available to all children.
- c. When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- d. You should also feel free to contact your child's class teacher if you have any concerns.

21. How will the school support my child in transition stages?

- a. We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- b. We undertake detailed home visits for all children starting in nursery. It's an invaluable way of getting to know you and your child in the home environment prior to starting the settling programme in school.
- c. Whilst at Normand Croft we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and support strategies.
- d. In the Primary phase we offer all parents a chance to 'meet-the-team' when children move up into a new class, often with a new teacher, each September.
- e. We make arrangements to ensure there is a smooth transition when your child transfers to his/her reception class or secondary school of choice. We offer support in completing borough application forms and facilitate visits to the receiving schools.
- f. If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

22. Who can I contact if I have a complaint about the SEND provision made for my child?

- a. Initially speak with your child's teacher and/or the SENDCo, hopefully they will be able to address your concerns.
- b. You can then contact the Head teacher, who may direct you to the school's complaints policy and procedure.

23. If I have any other questions about my child at school, who can I ask?

We are very happy to speak to you about any aspects of your child's education. It is perhaps best to speak to one of the following in this order:

- a. The class teacher
- b. The SENDCo
- c. The Headteacher

24. The local authority local offer

Our local authority's local offer is published here:

<https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer>

25. Outside Agencies

Speech and Language Therapy 020 8102 4001

Educational Psychologist 020 7361 3311

Child Adolescence Mental Health Service 020 8483 1941

Child Development Service 020 3315 6571

Children & Young People's Occupational Therapy 020 8102 4008

Queensmill School Autism Outreach Service 020 8740 8112

26. Monitoring arrangements

The Senior Leadership Team monitor the implementation of this policy annually.

The governor with responsibility for SEND will monitor the implementation of this policy at least annually and report this to the governing board.

This policy and information report will be reviewed by the SENDco annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

27. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

28. A Guide to interventions at Normand Croft

