




Naunton Park Primary School

Special Educational Needs (SEND) Policy

Special Educational Needs Coordinator (SENDCo)
Mrs Katie Turner (National Award for SEND Coordination)

SENDCo Contact Details:
Telephone school office 01242 513114
Email sendco@nauntonpark.gloucs.sch.uk

Last review date: October 2023
Next review date: October 2024

Approved by Governors 10.10.23 

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 June 2014. This policy has been developed with staff, governors and parents and should be read in conjunction with the SEND information report on the website.

Our Vision

At Naunton Park Primary School, we believe passionately in the importance of inclusion and equality for all children and strive to ensure that these values are at the heart of our SEND practice.

We aim to deliver a broad, balanced and engaging curriculum for all pupils and aim to identify barriers to learning at the earliest opportunity to allow all children to thrive and reach their full potential. We are committed to providing individualised and appropriate support and resources for all children including children with SEND (Special Educational Needs/ Disabilities).

We have a whole school approach in providing high quality teaching and learning for all children including those with SEND and we aim to make sure that all staff have the knowledge and skills to provide an inclusive and supportive classroom/school environment. We strive to raise the aspirations and expectations of all children with additional needs.

Aims

We aim to:

- Offer all children including children with SEND a supportive environment that prepares them for the future and allows them to be healthy, stay safe, enjoy learning and achieve.
- Create inclusive and supportive learning environments for children.
- Identify needs and minimise barriers through early intervention to allow children to meet their full potential.
- Deliver whole school consistently high expectations and aspirations for all pupils including children with SEND
- Work collaboratively with parents and agencies to provide quality provision and support inside the classroom and through interventions.

Objectives

At Naunton Park School our objectives for SEND provision are:

- To ensure that the needs of all pupils including those with SEND are identified, assessed, provided for and regularly reviewed.
- To monitor provision to ensure all children with SEND make progress that is at least in line with expectations.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.
- To take the views and wishes of the child into account.
- To develop an effective partnership with parents to enable them to make an active contribution to the education of their child.
- To provide a supportive atmosphere in which self-esteem and confidence can flourish

- To support all staff in becoming proactive in delivering and supporting quality provision for children with SEND.
- To work with outside agencies to best support needs of children with SEND

A Graduated Approach to SEND Support

At Naunton Park we have a clear focus on a graduated approach to supporting children with special educational needs and disabilities. This includes:

- High quality teaching and learning for all pupils including those with SEND making appropriate adjustments and provisions for individual needs.
- Creating an inclusive classroom/ school environment where all pupils can access the curriculum at their own pace and level.
- Classroom observations, discussions and monitoring followed by appropriate adaptive teaching, work space and resources.
- Discussion with the SENDCo about concerns and providing appropriate evidence of in class inclusion, support and data.
- Additional interventions and provisions from trained staff within school.
- Learning walks, classroom observations, pupil conferencing and book looks to monitor inclusive and effective teaching and learning inside and outside of the classroom.
- Working closely with outside agencies to support higher level needs.
- Diagnostic assessment to help to plan for support.

Identifying Special Educational Needs

Early identification and intervention for children with SEND is paramount in supporting their love for learning. Class teachers are responsible for providing all children with an inclusive and supportive environment that offers children an individualised learning opportunity. We strive for high quality teaching and learning and all staff are responsible for observing and monitoring progress of all children including children with SEND. Teachers should provide appropriate scaffolding and resources to support children's progress in class.

If there are continued concerns about a child's progress after appropriate first quality teaching, this should be raised with the SENDCo along with evidence of progress and in class interventions. Through further observations and discussion with the SENDCo it will be decided if the child needs further intervention and the school will arrange to meet with parents to discuss the child going onto the school SEND register.

My Plan

Following a discussion with parents/carers about the schools concerns and plans for support parents will be asked to sign a consent for the child to be added to the SEND register. Following consent being given a My Plan will be written in partnership with the class teacher/ Teaching Partner and the SENDCo and in consultation with the child and parent/carer wherever possible. A My Plan is a structured planning document which outlines the possible ways to enable the child to achieve their outcomes in order to progress.

Interventions

A child may be given some additional teaching/support either individually or in a group by a Teaching Partner (TP) and sometimes also with the SENDCo or pastoral lead in order to meet their outcomes.

The school uses a variety of interventions and resources to help pupils achieve their outcomes. These include:

- Speech and Language support from a qualified speech and Language Therapist
- Occupational Therapy support from a qualified practitioner
- Fine and Gross motor control activities including Fizzy programme, fine motor 'Hands on Programme'
- Handwriting interventions such as 'Write from the start' and 'Speed up'
- Reading interventions, Rapid Reading, precision teaching techniques, 1:1 reading
- Reading Comprehension, Language for thinking, comprehension cards
- Maths interventions, Number Stacks, Numicon resources
- Spelling interventions, Sounds Write
- Social skills, emotion coaching, zones of regulation, nurture
- Pastoral support
- Lego therapy

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers but may have a bespoke curriculum appropriate for their stage of development. This may include minor changes to the classroom environment or teaching strategies.

Children with special educational needs will be offered in class strategies to support their needs and at times, additional interventions outside of the classroom that do not impact on the teaching of core subjects such as English and Maths. These interventions may take place in small groups or on a 1:1 basis and will be planned and delivered by the class teacher or teaching partner. Teachers will also deliver small group interventions through main teaching time of core subjects.

On occasions school will investigate outside interventions that may support a child's needs. This may include seeking in-reach or outreach from alternative provisions such as therapy-based interventions that the school does not have capacity or resources to support.

Reviewing

My Plans are written and reviewed three times a year. The reviews often follow an assessment period within the whole school calendar. A baseline assessment is used where appropriate and this is completed again at the end of the intervention period to help demonstrate progress. All interventions are recorded in an 'Intervention' book and this can be shared with any member of staff or with parents during parent consultation meetings.

Following the assessments, the TP or teacher delivering the intervention will complete a My Plan review sheet and state if a target is met/ partially met or ongoing. This along with teacher observations, assessments and parent input forms the basis for the new My Plan. Class teachers will then draft the new My Plan for the following term.

Once targets have been set and interventions discussed the My plan is sent home to parents to consult and adapt targets if necessary. Once agreed targets are signed by parents and interventions take place.

My Plan +

Some children's difficulties may be more advanced than the SENDCo will consider whether it is appropriate to consult with other professionals for support. This would include school's Educational Psychologist or the Advisory Teaching Service. Where a number of different agencies become involved with a child, then a Team Around the Child (TAC) meeting will be organised by the SENDCo, along with parents/carers, to discuss appropriate outcomes for the child.

At this point a My Plan+ document is completed and will run alongside the My Plans for the short-term targets. Other professionals that could be involved include Speech and Language Therapists, Occupational Therapists, Health professionals e.g. a paediatrician as well as social care or Early Help.

Education, Health and Care Plan (EHCP)

If a child has demonstrated significant cause for concern, despite appropriate interventions over time, the school may make a request for an Education, Health and Care Plan. This will only happen in a very small number of cases and involves consideration by the Local Authority, working co-operatively with parents, the school and other agencies as appropriate, as to whether this is necessary.

School would collate evidence and professional reports and advice and put an application together. This would include Parent and school contributions also.

Once completed the application is sent to the local authority for review. Once accepted the EHCP application takes approx. 20 weeks and then school and parents will be informed of the outcome. Parents and Health professionals are also able to make an application for an EHCP at any time.

If the application is successful, then the school will be informed of the amount of funding available to the child. This funding is then allocated to meet specific needs of the child. All EHCP's are reviewed annually to make sure that they are meeting needs of the child. At this point the school can apply for additional hours, change of placement or alternative provision.

Exiting the SEND register

At each review meeting the child's progress will be discussed regarding their outcomes and overall attainment in class. The child's views will be considered and if the class teacher and SENDCo consider that the child no longer needs additional provision due to their good progress then parents will be informed of the decision either through a conversation with the SENDCo and/or via a letter and the child will be removed from the school SEND register.

Pastoral Support Plan

If a child's needs are predominantly Social, Emotional and Mental Health and this is not impacting on the child's attainment and progress then the child will be given a pastoral support plan with targets. These will be assessed twice a year with check in assessments every short term.

Supporting Pupils and Families

The Local Offer is published as part of the SEND reforms under the Children and Families Act 2014. The purpose of the Local Offer is to 'offer' information in a single place, which can help parents and carers find and understand what services they and their family can expect from a range of local agencies including statutory entitlement.

The aim of the Local Offer is to support children and young people with SEND and disabilities to feel included within their communities and to be independent. It can help them to make choices and decisions that may have a positive impact on their lives now and into the future.

Gloucestershire's Local Offer can be found at www.glosfamiliesdirectory.org.uk

Our school SEND Information Report can be found on the school website.

Other policies which can also be found on the website and may be of interest include:

- Supporting Pupils with Medical Conditions
- Anti-bullying policy
- Accessibility Plan

Admission Arrangements

The Headteacher, along with the Governing Board, is responsible for the admission arrangements which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs and/or disabilities, as well as identifying and providing for those not previously identified as having SEND.

Further information regarding school admissions is available on the school website which provides a link to the local authority admissions information.

The school SENDCo will liaise with Pre-schools and Playgroups to prepare to support the child as soon as they start school. Where necessary the school will produce a Transition Booklet to help support a child with SEND starting school and will arrange and lead TAC (Team Around the Child) Meetings to help with a smooth transition and to start building a relationship with the child and parents/ Carers.

Transitions, links with other schools, teachers and facilities

Naunton Park Primary School encourages links with special schools and centres such as the Battledown Centre for Children and Families, Belmont and Alderman Knight. This is in order to aid integration as part of the transfer process either into our school or from Naunton Park to a specialist setting.

The school enjoys close links with the Naunton Park pre-school playgroup as well as other local nurseries and playgroups that feed our catchment area. The SENDCo and Foundation Stage Lead attend review meetings in the summer term for children who are going to be joining the school in Reception.

The school also has good links with the main secondary schools that receive our pupils. At secondary transfer, the secondary school SENDCo attends the annual review of all pupils with EHC Plans. There is close liaison by the SENDCo and class teachers with the Secondary School SENDCo/Pastoral Lead regarding all the pupils with SEND. All SEND records are passed onto the receiving secondary school.

Reception SENDCo

Early identification is key in supporting our young students to be successful learners. In order to do this Naunton Park has a SENDCo that works in Reception to help with early identification. The Reception SENDCo will work as part of the Reception Team but will have designated time once a week to complete SEND responsibilities. These might include, liaising with the class teachers or SENDCo about children of interest. It might include writing and reviewing My Plans with the class teachers and set up interventions for support. The Reception SENDCo will liaise with parents along with the class teacher and will attend TAC meetings for Reception children.

Outside agencies supporting SEND

In order to meet the special educational needs of individual children, school works in partnership with a number of services. All outside agency involvement is discussed with parents before referrals are made.

These agencies include:

- Educational Psychology Service
- Advisory Teaching Service
- Speech and Language Therapist
- Paediatrician
- Occupational Therapist
- Children and Young People Services (CYPS)
- Cheltenham and Tewkesbury Alternative Provision School
- Learning Mentor for Adopted Children
- The Ridge Academy
- Social Services
- Play/Art Therapists
- Early Help
- Teens in Crisis
- Mentoring services
- Optometrists
- Audiologists
- Other voluntary services e.g. Winston's Wish

Access arrangements for tests

The criteria for access arrangements for the Year 6 end of Key Stage assessment is determined by the government and potentially changes each year. The Head teacher, Deputy Head, SENDCo and Year 6 teachers will look at the criteria, discuss and assess the current Year 6 pupils with SEND to see if any of them qualify for additional time or if other arrangements can be put in place such as movement breaks or a reader. In rare cases, where a child is working below the level of their Key Stage, other arrangements for statutory tests such as the end of Key Stage assessments or the Phonics screening test may take place.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a range of additional activities. These include extra-curricular sports, music, drama, dance and ICT. There are also occasional visits into school from theatre groups, musicians etc. Educational visits linked to the curriculum are also undertaken in order to broaden the pupils' experience, including a residential visit for Year 6 pupils. This occurs at a PGL site which is fully inclusive in its provision. Pupils with SEND are always encouraged to join in and benefit from these activities.

Monitoring of SEND provision

It is the role of the SENDCo to monitor the effectiveness of the SEND provision through a range of monitoring activities. These may include learning walks, pupil conferencing, book looks and observations.

The SENDCo will report back to the Headteacher about the progress of children with SEND through range of means such as data and reports. The SENDCo will also write a termly report for the Governors to update on

general progress and important changes and training that may have happened with in SEND. This will include updates on how many children are currently on the school SEND register, interventions and progress.

Training and Resources

Each financial year, through the school-delegated budget, we receive formula funding specifically for SEND. All money delegated by the Local Authority in this way is used to fund SEND provision in the school. The school receives additional funding for those who have an EHC Plan. The school uses this money to provide the necessary support for those pupils. The SENDCo receives a budget every year to fund resources for pupils with SEND.

Arrangements for In-service Training

All teaching and non-teaching staff are encouraged to attend a variety of courses which contribute to their Continuing Professional Development (CPD). Performance Management meetings highlight the areas of CPD in which staff would like further training. Teaching staff and Teaching Partners are made aware of courses available to them through the staff room notice board and through CPD Online available at www.cpdgloucestershire.co.uk

All staff are invited to attend appropriate school inset.

The SENDCo attends local courses and conferences including termly cluster meetings in order to keep up to date with local and national updates in SEND. The SENDCo also attends local clusters as well as county updates.

Roles and Responsibilities

Special Educational Needs are the responsibility of all staff and not just the SENDCo.

All staff are involved in carrying out the school's SEND policy and are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Teachers:

- Providing in class adaptive teaching and appropriate resources in line with first quality teaching
- Observations of children who are a cause for concern
- Assessment and monitoring of progress of all children including those with SEND
- Liaising with SENDCo about concerns and support
- Writing My Plans and contributing to My Plan reviews
- Delivering in class interventions where appropriate
- Following guidance and suggested interventions from other professionals

SENDCo:

- Monitor and plan SEND provision across the school
- Maintain the SEND register
- Monitor My Plans
- Monitoring and supporting with provision maps
- Monitoring timetables for TP intervention support
- Supporting and line managing Reception SENDCo
- Supporting and line managing Pastoral Team

- Training class Teaching Partners on delivering interventions
- Observing children that are cause for concern
- Working with other professionals
- Making referrals
- Supporting and liaising with parents and carers
- Providing on line support for home learning where necessary
- Leading annual Reviews and TAC meetings
- Completing all Statutory paperwork in line with guidelines and LA deadlines
- Transitions work with Preschools/nurseries and with secondary schools
- Attending SENDCo Cluster and regional update meetings
- Leading staff meetings and providing appropriate training and CPD
- To provide Governor reports termly about SEND
- Carry out specialised assessment.

Headteacher:

- Monitor SEND progress and attainment across the school
- To provide support and guidance for SENDCo and staff
- To liaise with governors and provide reports for SEND
- To work alongside other professionals

Governors

It is a statutory duty of governors to ensure that the school follows its responsibilities in meeting the needs of children with SEND and fulfils the requirements of the code of practice 2014. The school have an appointed SEND Governor who meets with the SENDCo termly to discuss the school development plan and impact for children with SEND.

SEND Governor – Pat Clayfield

Arrangements for dealing with concerns from Parents/Carers

Partnership between school and parents is key in supporting children in achieving their full potential. In cases where parents are unhappy about the support their child is receiving they are encouraged to meet with the class teacher and or the school SENDCo to discuss possible alternatives. This could be face to face or via a virtual meeting.

If this does not resolve the matter a meeting with the Head teacher may be required. All complaints are taken seriously and are considered through the school complaints policy and procedures.