


# Naunton Park Primary School

## Special Educational Needs (SEND) Policy

Inclusion Lead  
Mrs Joanna Ballinger (National Award for SEND Coordination)

Inclusion Lead Contact Details:  
Telephone school office 01242 513114  
Email [sendco@nauntonpark.gloucs.sch.uk](mailto:sendco@nauntonpark.gloucs.sch.uk)

Last review date: October 2024  
Next review date: October 2025

Approved by Governors 8.10.24 

## **Compliance**

**This policy complies with the statutory requirements laid out in the SEND Code of Practice 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.**

## **Rationale**

“All children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adult hood, whether into employment, further or higher education or training.”

(DfE Special Educational Needs Code of Practice)

## **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 (Special Educational Needs/ Disabilities) practice.

We aim to deliver a broad, balanced and engaging curriculum for all pupils and to identify barriers to learning at the earliest opportunity so that all children can thrive and reach their full potential. We are committed to providing individualised and appropriate support and resources for all children including children with SEND.

We have a whole school approach in providing high quality teaching and learning for all children 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**

At Naunton Park Primary School our aims for SEND provision are:

- To offer all children including SEND children a school experience that prepares them for the future and allows them to be healthy, stay safe, enjoy learning and achieve.
- To create inclusive and supportive learning environments for children in which self-esteem and confidence can flourish
- To identify needs and minimise barriers through early intervention to allow children to meet their full potential.
- To maintain consistently high expectations and aspirations for all pupils across the whole school, including children with SEND

- To work collaboratively with children, parents and agencies to provide quality provision and support inside the classroom and through interventions.
- To ensure that the needs of all pupils including those with SEND are identified, assessed, provided for and regularly reviewed.
- To support all staff in becoming proactive in delivering quality provision for children with SEND.

### **Definition of Special Educational Needs**

The school recognises that, while all children have individual learning needs, a minority of children will have Special Educational Needs. As a school we closely follow the guidelines set out by the SEN Code of Practice:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) Have a significantly greater difficulty in learning than the majority of others the same age; or (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill) (DfE Special Educational Needs Code of Practice)

Special Educational needs falls into four broad categories

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (previously Behaviour, Emotional and Social Development)
4. Sensory and/or Physical

Some children may fit clearly into one of these categories, whereas some may cover two or more areas. Assessment will take place to ascertain accurate details of a child’s specific needs. There are different categories which may impact on a specific child’s attainment and progress but they are not considered 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 (LAC)
- Being a child of Serviceman/woman
- Being a Traveller

### **A Graduated Approach to SEND Support**

#### **Identification**

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 teaching, this should be raised with the Inclusion Lead along with evidence of progress and in class interventions. Through further observations and discussion with the Inclusion Lead 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 school's concerns and plans for support, parents will be asked to sign a consent for the child to be added to the SEND register. A My Plan will be written in partnership with the class teacher/ Teaching Partner and the Inclusion Lead 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 Inclusion Lead 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
- 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 hub
- Pastoral support
- Lego therapy

All pupils are entitled 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.

### **My Plan +**

Some children's difficulties may be more advanced and the Inclusion Lead will consider whether it is appropriate to consult with other professionals for support. This could include for example the school's Educational Psychologist or the Advisory Teaching Service. At this stage a My Assessment is carried out with the family and the Inclusion Lead. Where a number of different agencies become involved with a child a Team Around the Child (TAC) meeting will be organised by the Inclusion Lead, 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 and Health 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 and Health 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 will work together with parents to collate evidence and professional reports and advice and put an application together.

Once completed the application is sent to the local authority for review. If 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 EHCPs 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 Inclusion Lead 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 Inclusion Lead 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.

### **Admission Arrangements**

The Headteacher, along with the Governing Body, 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.

### **Transitions and links with other schools**

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 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 Inclusion Lead 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 Inclusion Lead will liaise with Pre-schools and Playgroups to prepare support for 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.

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 Inclusion Lead and class teachers with the Secondary School SENDCo/Pastoral Lead regarding all the SEND pupils. All SEND records are passed onto the receiving secondary school.

### **Outside agencies supporting SEND**

To meet the special educational needs of individual children, the 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 Headteacher, Deputy Head, Inclusion Lead and Year 6 teachers will look at the criteria, discuss and assess the current Year 6 SEND pupils 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 very rare cases, where a child is working significantly below the level of their Key Stage, the headteacher can use their discretion to disapply them from tests.

### **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. SEND pupils are always encouraged to join in and benefit from these activities.

### **Monitoring of SEND provision**

It is the role of the Inclusion Lead 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 Inclusion Lead will report back to the Headteacher about the progress of SEND children through a range of means such as data and reports. The Inclusion Lead will also write and present a termly report for the Governors to update on general progress and important changes and training that may have happened within SEND. This will include updates on how many children are currently on the school SEND register, interventions and progress.

### **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 Inclusion Lead receives a budget every year to fund resources for SEND pupils.

### **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 are made aware of courses available to them

through the staff room notice board and during staff meetings. All staff are invited to attend appropriate school inset.

The Inclusion Lead attends local courses and conferences including termly cluster meetings to keep up to date with local and national updates in SEND. The Inclusion Lead 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 Inclusion Lead.**

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 quality first teaching
- Observations of children who are a cause for concern
- Assessment and monitoring of progress of all children including SEND
- Liaising with the Inclusion Lead 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

Inclusion Lead:

- 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 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 Inclusion Lead 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 Inclusion Lead termly to discuss the school development plan and impact for children with SEND.

SEND governor – Pat Clayfield

## **Working with Parents/Carers**

In accordance with the SEND code of practice the school believes that partnership between school and parents is key in supporting children in achieving their full potential. The school provides user friendly information to parents and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- understand their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

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 Inclusion Lead 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.

## **The Local Offer**

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' or provide 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. Our school SEND Information Report details our offer of support at school and can be found on the school website. Gloucestershire's Local Offer can be found at [www.glofamiliesdirectory.org.uk](http://www.glofamiliesdirectory.org.uk)

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