



**Netherbrook Primary School**

**Special Educational Needs and Disability (SEND)  
Policy 2020 – 2021**

**Netherbrook Primary School  
(Learning Link Multi Academy Trust)**

**Special Educational Needs and Disability (SEND) Policy**

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training”

Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

**Vision:**

At **Netherbrook Primary School**, we believe passionately in inclusion and equality for all children and adults, and strive to ensure that these values are at the heart of our SEND practices. We will always involve parents and children in key decisions, as well as planning and reviewing progress; we know that parents are the first educators of their child and that we need their knowledge and co-operation to plan effectively. We know that the earlier we identify SEND and provide support, the more successful our children will be. We are committed to providing expert support and resources for children with SEND to fulfil their individual potential. We guarantee a whole-school approach to providing for the needs of children with SEND. We make sure that all staff have the knowledge and skills to support all children, including those with SEND, throughout our School, so that children at Netherbrook can:

**1 Introduction**

This policy was reviewed and updated in April 2021 in line with the revised Code of Practice (January 2015)

We believe that all children are individuals and have an equal right to an excellent and enjoyable education, which will enable them to achieve their full potential. Our school provides a broad and balanced curriculum for all children. However, by providing opportunities that are additional to and different from those provided within curriculum, we are able to respond effectively to the four areas of need identified in the Code of Practice, namely:

- Communication and Social Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special learning needs and require particular action by the school. Some children are more able in certain areas of the curriculum and therefore require a more challenging curriculum.

These requirements are likely to arise as a consequence of a child having special educational needs or specific physical or medical needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. These children may need additional or different help from that given to other children of the same age.

Our school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

## Special Educational Needs (SEND) Policy

We recognize that children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### 2 Aims and Objectives

Our school empowers the children to succeed through providing a clear focus on outcomes not just on hours of support.

#### Aims

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that the children have a voice in this process

#### Objectives

- To identify (at the earliest opportunity) and provide for pupils who have special educational needs using a robust whole school strategy
- To work within the guidance provided in the SEND Code of Practice 2014, updated 2015
- To provide a Special Educational Needs and Disability Co-coordinator (SENDCo/Inclusion Leader), who will work within the SEND policy
- To ensure a high level of staff expertise to meet need through targeted continual professional development
- To work collaboratively with all professionals and outside agencies when the pupils needs cannot be met by the school alone.
- To work with parents/carers and children to gain a better understanding of the whole child and involve them in all stages of their education taking into account their informed choice and their views.
- To monitor and review progress and provision regularly
- To ensure support for pupils with medical conditions to achieve full inclusion in all school activities through consultation with health and social care professionals (see Supporting Children with Medical Needs Policy)
- For governors, in co-operation with the head teacher and Inclusion Leader, to determine the school's general policy and approach and ensure that the necessary provision is made for any pupil who have SEND

### 3 Educational Inclusion

"All teachers are teachers of children with special educational needs. Teachers are responsible and accountable for the progress and developments of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of our children. We aim to achieve this through the reduction of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- may have physical disabilities
- may have specific medical conditions which impact upon their education
- may have social, emotional or mental health difficulties
- acquire, assimilate and communicate information at different rates
- need a variety of teaching approaches and experiences

## Special Educational Needs (SEND) Policy

Teachers respond to children's needs by:

- providing support for children who need help
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- thinking of different strategies to challenge and stretch our more able learners

#### 4 What is Special Educational Needs and Disability?

Children with special educational needs or disability have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have significantly greater ability in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- they are under school age and fall within the definitions above

Many of the children who join our school have already attended Netherbrook Time for Twos, Nursery or another early education setting. If the children come from our nursery their needs have already been assessed. If children have attended another early education setting children they join us with their needs already assessed. Some children may not have attended any early education setting prior to starting in Reception class. All our children are assessed when they join school with a statutory Reception Baseline assessment, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If any of our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of available classroom and school resources. Parents are invited to meet with their child's class teacher to discuss appropriate targets and they are added to the class provision map. The child is also involved in this process and contributes their own ideas and thoughts to the provision map. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher can discuss a child's specific needs with the Inclusion Leader and ask for specific strategies, resources or advice. Targets are reviewed at four key points across the academic year in conjunction with parents and the child, and new targets are then set. At this point it can then be decided whether further intervention is required, or assessment by external agencies such as Learning Support Service or Speech and Language therapy is needed. It is the Inclusion Leader's responsibility to contact and work with these external agencies. However, it is the child's class teacher who is fully accountable for their progress and attainment during the time they have them in their class.

The Individual Learning Plan (MY PLAN +) is a document which is then produced by class teachers for any pupil with SEND who accesses additional support from an outside agency. Class teachers write these plans and meet with parents. They are also supported by the Inclusion Leader, as it is vital that external agencies targets are prioritised by the class teachers. During the meeting with parents, the teacher adds on the parents and child's views, adapts or adds any targets and asks all parties to sign the plan. There are 3 copies made: 1 goes home to parents and 1 is centrally filed. The final copy, which is the working copy, is kept in a SEND folder, in a locked cupboard, in the child's classroom. My Plan reviews may take place over the phone or over MS Teams if Covid-19 restrictions are in place. Plans and reviews are also kept on the staff drive in a designated folder.

Strategies on a child's ILP or provision map are delivered in a range of ways to suit the targeted outcome. Some provision is also delivered through small groups or 1:1 by Teaching Assistants and/or Teachers. Notes are made and placed in pupil's Discovery Books to show the pupil's continuum of learning. These notes then feed into the review of the plan or provision maps before the next one is written.

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In school the Inclusion Leader:

- manages the day-to-day operation of the policy
- co-ordinates the provision for the children's special needs
- supports and advises colleagues
- collates the records of children with special educational needs
- monitors the progress of children who have specific needs, including assisting staff who need to assess children who are working below age related expectation, using the Pre Key Stage Standards or DAPA assessment in some instances
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the governing body
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs
- contributes to the professional development of all staff
- maintains ongoing dialogue and support for parents

### **5 Identification and Assessment of Special Educational Needs and Disability**

The 2015 Code of Practice says that:

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 him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Disability definition:

Some young children who have SEND may have a disability if they have 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. (Equality Act 2010).

However, we recognise that other issues may impact upon progress and attainment which are not SEND, including:

- Attendance and punctuality
- Health and welfare
- English as an additional language (Children are not regarded as having a learning difficulty if the language or form of language of their home is different from the language in which they will be taught. (Section 312 Education Act 1996)
- Economically challenged and so being in receipt of Pupil Premium Grant
- Being a Looked After Child

Early identification of SEND is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the Inclusion Leader meet to assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The Inclusion Leader works with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the Inclusion Leader break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The school always seeks a range of professional advice before making a formal request for an Education, Health, Care Plan (EHCP). The needs of the child are considered to be paramount in this.

There are three levels of SEND support at Netherbrook. These are School Support, School Support Plus and Education, Health, Care Plan (EHCP).

### **Record of Concern (ROC)**

A Record of Concern is given to the Inclusion Leader, which is actioned within 4 weeks. The Inclusion Leader actions the ROC following the Plan, Do, Review process. The class teacher will act on the actions before attending a further

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meeting with the Inclusion Leader to discuss whether the child needs School Support or requires another avenue of support. Occasionally, with a short intervention, children may not need to move to School Support.

### **School Support (My Plan)**

The triggers for School Support will be underpinned by evidence that a child, despite receiving differentiated learning opportunities, is making limited progress as highlighted in the whole school strategy.

When a teacher identifies that a pupil has Special Educational Needs, the teacher, in consultation with the Inclusion Leader and the parents makes the decision to place the pupil at School Support on the SEND Overview. Parents sign the Record of Concern Review document to gain parental permission. A My Plan will be written by the teacher.

Teachers will devise target interventions “additional to or different from” those provided as part of the school’s usual differentiated curriculum. These targets will be recorded on the class and whole school provision map. The teacher will remain responsible for working with the child on a daily basis and for planning and delivering work. The teacher will plan future interventions for the child and continue to monitor and review progress. Records of children receiving support at this level will be recorded on a provision map. If the pupil continues to make little or no progress this will be discussed with teachers, Inclusion Leader and parents. A decision may be taken that a child is moved to School Support Plus, which is when an outside agency becomes involved.

### **School Support Plus (My Plan +)**

The triggers for School Support Plus will be that despite receiving support under School Support, the child continues to make insufficient progress. Where there is a higher level of need, or specific need, identified specialist assessments may be used from external agencies and professionals, including Speech and Language, Learning Support Service, Educational Psychology. “Additional” or “different” strategies to those at School Support are put in place, including personalised targets recommended by external agencies. At this point, an Individual Learning Plan (My Plan +) will be drawn up. These targets are reviewed four times a year and a meeting will be held with parents to discuss progress and next steps. The child’s views are also gained as part of this process. Meetings during lockdown/Covid-19 are via telephone or MS Teams.

### **Roles and Responsibilities**

The Inclusion Leader is Mrs Louise Reeve. ([lreeve3@netherbrook.dudley.sch.uk](mailto:lreeve3@netherbrook.dudley.sch.uk))

The Inclusion Leader will take the lead in:

- Liaising with outside agencies
- Planning future support and interventions for the child in discussion with colleagues
- Monitoring and reviewing the action taken
- Deciding if any further assessments are required; if the pupil continues to make little or no progress this will be discussed with teachers, Inclusion Leader and parents at each review of the child’s personalised targets.
- Making a referral to the Directorate of Education for an Education and Health Care Plan (EHCP) assessment in severe and complex cases.
- Reviewing EHCPs annually.

### **Referral for an Education, Health and Care Plan (EHCP My Plan +)**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of sources including:

- Parents
- Teachers and other relevant professionals
- Inclusion Leader
- Social Care

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- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

### **Education, Health and Care Plans (EHCP)**

Following Statutory Assessment, an EHCP will be provided by Dudley LA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **6 The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disability.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

### **7 Allocation of resources**

The Inclusion Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher and the Inclusion Leader informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the Inclusion Leader meet regularly to agree on how to use funds directly related to statements or an Education, Health, Care Plan (EHCP).

The Headteacher, Inclusion Leader, Educational Psychologist and Learning Support Service (LSS) advisor meet termly to decide on the best use of resources for the following term.

The Inclusion Leader meets with the Educational Psychologist on a termly basis linked to the school to arrange for any observations and assessments of children. The advice given by the Educational Psychologist is then included in the strategies outlined on the My Plan+.

The Inclusion Leader meets every term with the Speech and Language Therapist linked to the school to arrange for any observations and assessments of children. The advice given is then included in the strategies outlined on the ILP.

The Inclusion Leader meets at frequent intervals with the member of the Autism Outreach Team linked to the school to discuss the progress of these children. The advice given is then included in the strategies outlined on the My Plan+.

**8 Monitoring and evaluation**

The Inclusion Leader monitors the children with SEND in our school and are involved in supporting teachers when drawing up My Plans for the children. The Inclusion Leader and the Head teacher hold regular meetings to review the work of the school in this area.

The governing body reviews this policy annually and considers any amendments to comply with statutory requirements and best SEND practice.

**Equal Opportunities**

This policy adheres to all the principles, aims and objectives set out in the school's Equality Plan.

Last updated: April 2021.