



Special Educational Needs

POLICY FOR SPECIAL EDUCATIONAL NEEDS

All staff are aware of this policy and there is a further policy specific to EYFS. This policy should be read in conjunction with the Equal Opportunities Policy.

All children have a human right to be educated alongside their peers. At NPS we are fully committed to meeting the needs of those children with Special Educational Needs and NPS has due regard to the SEN and disability Code of Practice 2015 (providing guidance on Part 3 of the Children and Families Act 2014 and associated regulations).

Definition of Special Educational Needs

NPS follows the Special Educational Needs Code of Practice 2015 definition: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has 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.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

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.

At NPS the **Special Educational Needs Code of Practice** is followed and a graduated approach to identifying and supporting pupils is taken.

A four step, graduated approach will be taken as follows.

1. Assess

A clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil and their previous progress and attainment will be taken. The views of parents and the child will also be recorded and compared, as well as those of any appropriate external agencies.

2. Plan

If it is decided a child will receive SEN support the parents will be notified. All teachers and the SENCO will agree interventions and support in communication with parents. Clear outcomes with high aspirations will be identified.

3. Do

The class teacher is responsible for working with the child on a daily basis, working closely with teaching assistants to support agreed targets. The SENCO will provide additional support in identifying the child's strengths.

4. Review

The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed according to the agreed time frame. The impact and quality of support and interventions will be evaluated, along with the views of the pupil and their parents. The teacher will then amend support based on these discussions.

Principles

We believe at NPS that all children are entitled to an appropriate education, that promotes high standards and the fulfillment of potential. This should enable children to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood

In providing for those children defined as having Special Educational Needs (SEN) at NPS we seek to:

- ensure that all children are valued equally
- ensure that all children make progress
- work in close partnership with parents and children
- ensure that Special Educational Needs are identified and assessed as early as possible
- ensure children's needs are met as soon as is practicable
- ensure that aspirations are high and outcomes are improved
- ensure that all children have access to a relevant, broad and balanced curriculum with deliberately ambitious personal targets set
- work proactively with professionals, including Social Services, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs
- maintain and develop a range of expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis.

Partnerships

At NPS, we believe that to provide for children with SEN, requires strong partnership between all those involved – Advisory Bodies, parents, children, staff and other professionals. We aim to maintain a close co-operation between education, health and social care. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication. We believe both children and parents should be involved in decision making at individual and strategic levels.

Partnerships with Parents

At NPS, we value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work

with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At NPS, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN Framework and receive an annual report of their progress
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

The Governing Body

The Governing Body, with the Head Teacher and staff at NPS, has agreed this policy and the procedures for meeting the needs of those children with Special Educational Needs, with or without a Statement. A member of the governing body has specific oversight of the school's arrangements for SEN and disability.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head Teacher will work closely with the SENCO of Nursery and the SENCO for Key Stages 1 and 2.

SENCO

The SENCOs, with the Head Teacher, play a key role in determining the strategic development of the SEN Policy and provision in the school in order to raise the achievement of children with SEN. The SENCO will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision.

The SENCOs take day-to-day responsibility for the operation of the SEN policy and co-ordinate the provision for individual children, working closely with staff, parents and other professionals. The SENCOs provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEN.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of children's achievements and setting targets, the SENCOs develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCOs collaborate with Curriculum Leaders so that the learning for all children is given equal priority.

At NPS the principle responsibilities for the SENCOs include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN

- overseeing the records of all children with Special Educational Needs
- advising on the graduated approach to providing SEN support
- liaising with parents and teachers of children with SEN
- contributing to the professional development of staff
- liaising with external professionals including Educational Psychologists, health and social care professionals and Physiotherapists.
- acting as a key point of contact with external agencies, especially the local authority and its support services
- liaising with next providers to ensure a smooth transition
- ensuring that the school's records are kept up to date
- working with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

At NPS we acknowledge the importance of this role and the time required for managing Special Educational Needs.

All Teaching and Non-Teaching Staff

All staff should be involved in the development of the school's SEN policy and be fully aware of the procedures for identifying, assessing and making provision for children with SEN.

Class teachers are fully involved in providing for the needs of the children in their care, in writing IEPs and collecting additional information for the SENCO and other professionals.

Class teachers are responsible for setting suitable learning challenges, providing high quality teaching, responding to children's diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Early Identification

At NPS we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs before they enter school, every effort will be made to

liaise with the early education setting, other professionals and the parents to enable the school to develop an IEP and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Assessment, the school will endeavour to:

- use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use Curriculum and Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and involve parents in developing and implementing a joint approach at home and in school.

- NPS is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

Record-keeping

- At NPS, we acknowledge the importance of keeping records to meet the needs of individual children. The following procedures are followed:
- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- The SENCOs are responsible for ensuring that comprehensive records are kept properly and available as needed. Records form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.
- NPS has chosen to continue using our agreed style for IEPs as a method of record keeping. Details are provided of additional or different provision made under SEN support and these records are used to monitor the progress and development of these pupils.
- On transfer to another educational establishment, the school provides full records to the receiving school. Such records include all the information held by the SENCOs, including IEPs (where appropriate).
- Copies should be kept in the school for future reference.
- A record of the child's progress and behaviour is kept in the child's confidential file in the main office.

Monitoring Children's Progress

At NPS, the progress of all children is monitored throughout the school by the class teacher, who keeps records and provides differentiated work, if appropriate.

The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have. Parents will receive an annual report detailing their child's progress, and in addition will be communicated with regularly to discuss clear outcomes for their child.

Progress

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These will 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 such progress is high quality teaching targeted at the pupil's areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence, the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress where required.

All teachers are encouraged to be alert to emerging difficulties and respond early. Both parents and children are listened to by all professionals.

Individual Education Plan

It is the responsibility of the child's class teacher with the appropriate SENCO to draw up and review the IEP which NPS chooses to use as a method of record keeping and planning.

Strategies employed to enable the child to make progress should include information about the short-term targets set for or by the child, the teaching strategies to be used, the provision to be put in place, the review date, success and outcomes (recorded at the review).

The IEP should record only what is different from, or additional to, the differentiated Curriculum. It should focus on three or four targets that match the child's needs.

Four broad areas give an overview of the range of needs that should be planned for; in order to assess what action the school needs to take. Children's needs may fall across more than one of these categories. These are:

1. Communication and interaction (for example, autism)
2. Cognition and learning (for example, dyslexia)
3. Social, emotional and mental health difficulties (for example, depression)
4. Sensory and/or physical needs (for example, hearing impairment)

IEP Review

IEPs should be reviewed at least twice a year, though certain children might benefit from more frequent reviews. The review meeting should be organised by the SENCO. Parents are invited to the IEP reviews and their views on the child's progress

should be actively sought. Where possible, the child should also take part in the review process and be involved in setting targets, according to their age and capacity. If a child is not at the review, their views should be considered in any discussion.

Evaluation

This policy will be the subject to continuous review by the Head Teacher, Deputy HeadTeacher, SENCOs and Governors.

Reviewed & Updated – Sept 2019