



Name of policy	Special Educational Needs
Date of review	September 2024
Date of next review	September 2025
Written by	Mrs Ann Reed (SENDSCO)

Policy for Special Educational Needs.

At Norbreck Primary Academy we are fully committed to meeting the needs of pupils with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. We have due regard to the SEND Code of Practice 0 – 25 2014. It should be read in conjunction with the ‘Safeguarding’ policy, and the ‘Supporting pupils with medical conditions’ policy.

Definition of Special Educational Needs

‘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.’ (SEN Code of Practice)

‘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 him or her 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 because the language of their home is different from the language in which they are taught.

Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in Local Authority Schools, other than Special Schools in the area.

Principles and Values

In our provision for pupils with SEND, we seek to:

- Ensure all pupils are valued equally
- Ensure all pupils make progress
- Work in close partnership with parents/carers and children
- Ensure staff work closely together
- Ensure that Special Educational Needs are identified and assessed as early as possible
- Ensure pupils’ needs are met as soon as possible
- Work proactively and co-operatively with the LA and other agencies, (including Psychologists, Social Care, Speech Therapists, Advisory Teachers and medical services) in identifying, assessing and meeting Special Educational Needs
- Maintain and develop a range of expertise and knowledge within school
- Monitor, review and evaluate policy and provision on a regular basis.

Partnerships

We believe that to successfully meet the needs of children with SEND, strong partnerships are necessary between all involved – LAs, parents/carers, children, staff and other agencies. We realise the importance of clear information and good communication, and an understanding of roles and responsibilities.

Partnership with Parents/Carers

At Norbreck Academy, we value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents at all times, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure the needs of their child are identified and met as soon as possible. The school endeavours to provide relevant information so parents can play an active part in their child's development, and reinforce learning at home.

At Norbreck Academy, 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 SEND Framework
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support about special educational provision

The school informs parents when special needs are first identified, and will keep parents informed of any changes.

Parents are involved in termly review meetings, and are encouraged to contribute to the implementation of Plans using the 'Plan – Do – Review' process. Copies of plans detailing current targets for the child are sent to parents, and shared with all those who work with that child. The SENDCO may meet with parents to discuss concerns, assessments or provision for their child at additional times to the Review meetings. These are arranged to suit parents, and will involve appropriate professionals.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Trustees, Head Teacher and SENDCO team, all members of staff have important responsibilities. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND.

The Trustees

The Trustees, with the Head Teacher and staff at Norbreck Academy, have agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs, with or without an Education, Health and Care Plan. The Trustees determine the staffing and funding arrangements, and oversee the school provision and work.

The SENDCO presents a report to trustees at meetings three times a year. The Trustees report annually to parents on the school's policy on SEND.

The Trustees of Norbreck Academy endeavour to follow the guidelines as laid down in the Education Act 1966, the Code of Practice 2014 and included in the 2003 Green Paper Every Child Matters, in order to:

- do its best to ensure that the necessary provision is made for any pupil with SEND
- ensure that where the Head Teacher has been informed by the LA that a pupil has Special Educational Needs, those needs are made known to those who are likely to teach them
- ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs
- ensure that a pupil with SEND is fully included in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practicable. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of their peers, as well as the efficient use of resources.

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 work closely with the SENDCO and keep the Trustees fully informed on Special Educational Needs issues.

SEND Team

SEND at Norbreck Academy is overseen by a SEND team.

The Lead SENDCO at Norbreck Academy is Mrs Ann Reed.

Mrs Vicky Cadwallader has responsibility for children on the SEND register whose primary need is SEMH.

Mr Andrew Conway, as Autism Champion for the Academy, has responsibility for children whose primary needs are linked to ASC.

The Special Needs Team plays a key role in determining the development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.

The SEND team takes responsibility for the day-to-day operation of the SEND policy, and co-ordinates the provision for individual children, working closely with staff, parents and other agencies. Each member of the SEND Team provides relevant professional guidance to colleagues with the aim of securing high-quality first teaching for children with SEND. Staff follow the Graduated Approach, as advised by Blackpool Authority.

There is regular liaison with Mrs Michelle Hamer (Family Support Worker) and Mrs Karen Fagioli (Learning Mentor) of the Pastoral Team.

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

The SENDCO liaises with Curriculum Co-ordinators to ensure learning for all children is given equal priority.

The main responsibilities for the SENDCO include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision
- liaising with, and advising teachers
- ensuring Teaching Assistants are well managed by teachers to meet the needs of children with SEND
- maintaining records for children with Special Needs
- overseeing provision and progress for children on the SEND Register
- maintaining the SEND Register
- liaising with parents of children with SEND
- contributing to INSET
- liaising with external agencies, including the LA Advisory Teachers and Educational Psychology Services, Health and Social Services, and voluntary bodies
- working with, and monitoring work done by bought in specialists such as Communicate Speech and Language Therapy.

The SENDCO assesses and teaches children who are on the Code of Practice at SEN Support or have Education, Health and Care Plans, implementing appropriate programmes of work.

All Teaching and Non-Teaching Staff

All staff should be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. The SEND team is involved in the induction of new staff to ensure they have necessary support with this.

Class teachers are fully involved in providing for the needs of the children in their care. They collect additional required information for the SEND team and other agencies, and contribute to target setting in Review Meetings. Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers, and for monitoring progress.

Teaching Assistants liaise with the SENDCO and class teachers on provision, pupil response and progress, to ensure it is appropriate for the children they are working with.

Early Identification

At Norbreck Academy, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If we are 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 agencies and parents, to enable us to make appropriate provision.

We are open and responsive to expressions of concern from parents, and take account of any information that parents provide about their child.

Record-keeping

We recognise the importance of keeping records to meet the needs of individual pupils, and use the following procedures:

- Class teachers are responsible for keeping records of concerns, intervention and progress in class.
- The SEND team is responsible for ensuring comprehensive records are kept for all children on the SEND Register, and are available as needed.
- If a child is referred for Statutory Assessment to the Education Authority, a record of the child's work, along with resources and special arrangements already used are made available.
- Children on the SEND Register have termly Plan-Do-Review documents detailing targets, strategies and impact. Copies are kept by the teacher, SENDCO and parents.
- On transfer to another educational establishment, we provide full pupil records to the receiving school, including all information held by the SENDCO. Copies of

SEND records are kept in school for future reference, for the recommended length of time under GDPR rules.

Monitoring Children's Progress

The progress of all pupils is monitored throughout the school by the class teacher, who should keep records and provide differentiated work, if appropriate.

Attainments are recorded on Sonar Tracker, which is updated regularly.

Pupil Progress Monitoring Meetings are held termly with the Headteacher and class teachers. If concerns are raised about a child's progress, the following procedures are followed.

Pre-SEN Stage – First Concerns Stage One and Two

The class teacher will monitor progress closely of children they have concerns about, and will provide appropriate intervention strategies and support in the classroom to meet the needs of the child.

The teacher will refer to the Graduated Approach, where strategies are recommended for each area of need.

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.

If the teacher continues to have concerns, after implementing recommended strategies at First Concerns Stage One, the teacher will access First Concerns Stage Two on the Graduated Approach.

A record will be kept of the strategies tried, and impact noticed.

Progress

Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress. This can be defined in a number of ways.

For instance, progress that:

- closes the attainment gap between the child and his/her peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- matches, or betters, the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in behaviour

Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively.

SEN Support

If the teacher continues to have concerns about a child, having followed the suggestions and strategies from the Graduated Approach at the First Concerns Stage, they will complete a 'Cause for Concern' form. (Appendix A)

This will be given to the SENDCO, and discussed. A decision will be made whether to

- a) record these concerns and monitor progress carefully on the Monitoring list, and review termly, or
- b) if it is agreed that the pupil requires help over and above that which is normally available within the class, consideration should be given to placing the child on the SEND Register at SEN Support.

Before a child's name is put on the Special Educational Needs Register, the school will ask permission from parents, and inform them that special provision is being sought for the child because he/she might have SEND.

When a class teacher or SENDCO identifies a child who is having difficulties, and he/she is placed at 'SEN Support', the class teacher will provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through SEN Support could be the teacher's or other's concerns. There should be evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress, even when the teaching approaches are targeted to areas of weakness
- shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in other areas of the curriculum
- presents persistent emotional, behavioural or social difficulties which do not improve through the school's behaviour management systems
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child's class teacher, in consultation with the parents, concludes the child might need further support to make progress:

- the teacher should seek help from the SEND Team

- the teacher and SENDCO consider the reasons for concern, referring to information already in school
- additional information is sought from parents, who are always consulted and kept informed of any action taken, and the outcomes
- the school liaises with other agencies, (eg Health or Social Services), if they are involved with the child
- the child's class teacher should remain responsible for:
 - working with the child on a daily basis
 - planning and delivering differentiated activities in class
 - working with, and directing TA support in class, to deliver suitable provision
- the SENDCO should take a lead in:
 - assessing further the strengths and weaknesses of the child
 - planning future support for the child, in discussion with colleagues
 - monitoring and reviewing the action taken.
- the information collected about the child and details of extra help given should be incorporated in the child's records.

Nature of Intervention

At this stage of SEN Support, it is our responsibility, here at Norbreck, to provide any extra support.

The SENDCO and the class teacher should decide on the action needed to help the child to make progress.

Intervention strategies could include:

- deployment of extra staff to enable one-to-one or small group tuition (depending on financial resources and staff availability)
- provision of different learning materials or special equipment
- staff development and training
- SENDCO time spent on devising the nature of planned intervention.

A record will be kept by the SENDCO of children who are placed on the Monitoring list and SEND Register.

SEN Support: Plan – Do - Review

If a child continues to show a lack of expected progress, a meeting will be held with SENDCO, parents, class teacher and the child, and the child will be put on the SEND register and identified as 'SEN Support' on the Code of Practice.

The 'Plan – Do – Review' process is followed for all children who are placed on the SEND Register at SEN Support. All children who are placed on the SEND Register will have a plan drawn up which will identify strategies and provision which is in place, and 3 short

term SMART targets. (See Appendix B for the 'PDR' pro-forma used at Norbreck) The plan should record only what is different from, or additional to, the differentiated curriculum.

The class teacher will write the plan, in consultation with all who are involved with the child. This will be shared with parents, and all concerned.

The 'Plan – Do – Review' document should be reviewed each term. The review meeting will be organised by the class teacher. Parents are invited to the reviews, and their views on the child's progress should be sought. Where possible, the child should attend also, and be involved in setting targets. If a child is not at the review, their views should be considered in any discussion.

Where a child is at serious risk of exclusion, the plan should reflect appropriate strategies to meet their needs, and advice should be sought from the Advisory Teacher in the Education Authority. Parent Partnership Meetings will be held involving the Head Teacher, Parents, and all who work with the child.

At a Review meeting, the school and parents might decide to request help from external professionals or agencies. The SENDCO would refer to the relevant services, and the child would usually be seen in school, if that is practicable, so advice can be given to teachers on new targets and strategies. The support could include assessment and writing reports or advice as well.

The triggers for intervention at SEN Support could be that, despite following the Plan – Do – Review process, the child:

- continues to make little or no progress in specific areas over a long period
- continues to have difficulty in developing literacy and numeracy skills
- continues to work at a level substantially below that expected of children of a similar age
- has emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class
- has sensory or physical needs and requires specialist equipment, regular advice, or visits by a specialist service
- has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External Support Service Intervention

Where the school seeks help from external support agencies, the following points are taken into consideration.

- The support agencies need to see the child's records to establish which strategies have been employed and which targets have been set and achieved.
- The support services can advise on new and appropriate targets and strategies for the child's Plan – Do - Review document.
- Specialist assessment arrangements may be necessary. If so, outside specialists, eg an Educational Psychologist, could be required for this.
- The SENDCO, class teacher, English and Maths Co-ordinators and the external specialists consider a range of teaching approaches, appropriate equipment, and teaching materials, including ICT.
- The external specialist may act in an advisory role, assess the child, or be involved in teaching the child directly.
- In some instances, improved management, based on advice from health professionals, might reduce the child's Special Educational Need considerably.
- The strategies specified in the Plan – Do – Review document should be implemented as far as possible in an inclusive classroom setting.
- The interventions drawn up in the plan will be delivered by the class teacher, additional Teaching Assistant support, or the SENDCO.
- If more detailed advice from other outside professionals is necessary, the consent of parents is sought. This will be recorded in the child's file by the SEND team.

Statutory Assessment

The Special Educational Needs of the majority of children in Norbreck Academy will be met effectively through SEN Support. However, if there is still significant cause for concern with a child, after appropriate support and intervention, the school will put a request to Blackpool Education Authority 'PSAM' panel for a Statutory Assessment.

The assessment is conducted by the Education Authority in close collaboration with parents, the school, and other agencies who are involved. The school is aware that Statutory Assessment does not always lead to an Education, Health and Care Plan.

The school will provide evidence to Blackpool Authority's PSAM to show that strategies and recommended programmes which have been implemented over a period of time, have been unsuccessful.

The SENDCO will be responsible for this, and will include documentation showing:

- A 'Chronology of Action', detailing provision made by the school at each stage of the Graduated Approach
- Plan-Do-Review documents
- record of regular reviews

- information about the child's health
- information showing the level the child is working at
- evidence of progress over time
- evidence of the involvement of relevant professionals, and the impact of recommended advice and strategies
- assessments done by the Educational Psychologist or advisory specialists
- the views of the parents and child
- any involvement of Education Welfare or Social Care
- any CAF, TAF, GIR or EHA information

If Blackpool's Central Support Services, particularly the Educational Psychologist, have been involved, and the necessary evidence is available, the Authority should be able to make a decision relatively quickly on whether a Statutory Assessment is necessary. The PSAM panel usually meets three times a term to consider cases.

In the meantime, the child will continue to be supported at SEN Support.

Immediate Referrals

If a child demonstrates such significant difficulties that the school considers it impossible or inappropriate to carry out in full the usual assessment procedures, an immediate referral will be made to Blackpool Education Authority.

Education, Health and Care Plans

When the Statutory Assessment has been completed, the Education Authority will decide whether to issue an Education, Health and Care Plan. The EHCP should clearly specify provision necessary to meet the needs of the child.

At Norbreck Academy, we endeavour to provide education in line with the recommendations, including appropriate facilities and resources, staffing arrangements, and any necessary modifications to, or exclusions from the National Curriculum. We aim to provide a broad and balanced curriculum to all children.

All children with an EHCP will have a plan with short-term targets, which will be reviewed once a term. These plans will be drawn up by the appropriate member of Norbreck's SEND Team, in collaboration with external agencies, the class teacher, parents and the child.

Where the Education Authority declines to provide an Education, Health and Care Plan, the school can request a reassessment after six months. Parents have a right of appeal against the decision to the SEN tribunal.

Annual Review

There will be a formal Annual Review for all children with EHCPs, when parents, the Education Authority, school and all other professionals involved are invited to meet and consider the progress made over the previous year.

The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the EHCP
- to review the special provision made for the child
- to consider the appropriateness of the EHCP, and whether it needs to be amended or is to be maintained

The Head Teacher has delegated responsibility for the administration of Annual Reviews to the SEND team. The Head Teacher will assist with reviews where appropriate.

Review procedures:

- The SEND Team member with responsibility for that child will seek written advice from the child; parents; school doctor; Educational Psychologist; teacher, and anyone else considered appropriate. All will be invited to attend the meeting, including the pupil, who may attend for all or part of the review.
- The Review will normally be conducted as a Person Centred Planning Meeting.
- The school's advice will be written by the SEND team member in collaboration with the teacher and Support Staff, and will report on progress, behaviour, attitude to learning, and the continued appropriateness of the EHCP.

The Annual Review Meeting will normally be arranged in school, and will be chaired by the member of the SEND team who has responsibility for that child.

After the meeting, the appropriate SEND team member will prepare a report and submit it to the Education Authority within ten school days.

Transfer to Secondary School

When organising the Annual Reviews, we will consider the following points before the child's transfer to secondary school.

- The move to secondary school will be discussed in the Year 5 Review.
- Parents will be encouraged to visit the Secondary schools to consider the options available.
- The Year 6 Review will be held in the Autumn term.
- It is important that placements are finalised as soon as possible, so any necessary arrangements can be made.
- The SENDCO from the receiving school will be invited to the final annual review.

All records are passed on to the receiving secondary school for each child on the SEND Register.

The SENDCOs from the secondary schools are invited to a transition review in the Summer term. Extra visits and support are arranged to ease transition.

Resources

Funding for SEND is received from the Education Funding Agency. The budget allocated is used to provide teaching, special support assistants and materials.

SEND funding is reviewed annually and reported to parents in the Trustees' Report.

The SEND team maintains detailed records of all pupils on the SEND Register. All teaching staff have a Special Needs file in their classrooms containing copies of 'Plan, Do Review' documents for their children, and any other assessments or relevant reports and documentation. This file should be made available to all teaching staff, support staff, and supply teachers working with the children.

A teacher's resource file is kept in the Special Educational Needs Resource Area. This file contains information relating to the nature of various types of Special Educational Need, and strategies which can be used to help. There are also additional books, journals and articles providing information for staff.

There is a wide range of resources available to support children with SEND. These are kept centrally in the Special Educational Needs Resource Area, and in the SENDCO's room.

The school building is accessible for disabled pupils. If further adaptations are necessary for individual pupils, the Trustees will consider what reasonable steps can be taken. Norbreck Academy has a duty to prepare an Accessibility Plan for disabled pupils. The Accessibility Plan will be reviewed annually and included in the Trustees' Report.

Evaluation

This policy will be the subject of continuous review by the Head Teacher, SENDCO, Trustees, teaching and non-teaching staff. It will be an agenda item on the full annual Trustees' Meeting in the Autumn term, from which the annual report to parents on SEND will be written.

Complaints procedures

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole-School Complaints Policy.

If there continues to be a disagreement with regard to the SEND provision, Blackpool Education Authority will make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between parents and the school. Parents have the right to appeal to a SEN tribunal at any stage.

Ann Reed: September 2024
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