



# SPECIAL EDUCATIONAL NEEDS POLICY

## Introduction

At Northfield Manor Primary School we welcome and value all children and strive to deliver a fully accessible social and academic curriculum. We rejoice in the richness and diversity of our school community. We recognise that all children may have special learning needs at some time during their school careers and while these will be addressed, in the main, by classroom teachers, sometimes they will call for extra provision. We believe that it is important to work in partnership with parents/carers, children, outside agencies and the local and wider community to achieve a fully inclusive school and to ensure the best provision for life-long learning is available to the children.

The SENCO at Northfield Manor is Miss Anna Freeman.

Miss Freeman is also a member of the Leadership Team of the school.

Qualification: National Award for SEN Coordination

## Aims

To enable the children to:

- Feel confident about approaching the learning tasks they are set
- Achieve success and develop independence
- Feel secure, valued and happy in the school whatever their level of achievement
- Receive an equal proportion of reward and recognition for their personal, social and academic progress and achievements
- Make sustained progress according to measurable performance indicators in literacy and maths
- Make appropriate progress in personal organisation and social integration
- Fully access the school building, curriculum and all school-related activities

We ensure that all children, including those with Special Needs, are protected from Bullying and we have Safeguarding procedures in place to ensure all children's safety and well-being. Please refer to separate policies.

## Provision

In order to achieve these goals and bring about these pupil outcomes, we will:

- Appoint a Special Needs Co-ordinator to manage the implementation of this policy who is qualified and a member of the Leadership Team
- Implement in full the SEND Code of Practice 2014; the Special Educational Need and Disability Act 2002 and the Equality Act 2010
- Develop screening procedures at appropriate times which enable us to assess the development of each child, especially in the areas of basic literacy, basic numeracy and social adjustment
- Monitor and track the attainment of all children to ensure progress is made
- Identify those with special educational needs and, with reference to outside agencies, ensure that Individual Profiles are developed to support the meeting of particular needs involving:
  - The child
  - Their parents/carers and other significant adults
  - Classroom teachers



- Teaching assistants
  - Specialists e.g. Health Professionals
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- Create a bank of SEN resources including ICT for use throughout the school
  - Develop home/school partnerships
  - Initiate Education, Health and Care Plans where appropriate, monitor their implementation and carry out Annual Reviews
  - Make appropriate use of Pupil Premium Funding for identified children e.g. to support additional staffing or purchase specific resources
  - Use INSET opportunities to raise awareness about the specific nature of learning needs and ways in which they can be addressed most effectively

### **Identification of Special Needs**

We recognise that a child has Special Educational Needs (SEN) A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These help us 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

Children can be identified with very different needs:

Communication and interaction

Cognition and learning

Social, emotion and mental health difficulties

Sensory and/or physical needs and medical needs

We also recognise that all children are vulnerable to stress caused by personal circumstances and may experience bereavement or separation at some time during their school career with which they may need support at that time.

Other factors may require specialist provision and support in order to ensure that a child has full access to education. We recognise this and have appropriate procedures in place to support these children e.g. Looked After Child, EAL children, or a child with a parent in the Services.

### **Strategy for Provision – Assess – Plan – Do - Review**

At Northfield Manor Class Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff. The teachers provide high quality teaching, differentiated for individual pupils.

Where a child is having difficulty and not making appropriate progress, due to a specific need we:

- Carry out initial monitoring and assessment
- Discuss the child's difficulties and needs with parents/carers



- Create targets and identify strategies to support the child
- Create an individual profile and possibly an Individual Target Plan
- Implement interventions and strategies and the use of specific resources
- Review the provision half termly
- Share the outcomes of reviews with parents/carers at least three times a year

If strategies are not working advice will be sought from outside agencies: Health professionals; Pupil Support Service; Educational Psychologist; Communication and Autism Team; Behaviour Support Service  
If it becomes increasingly difficult for the school to meet the needs of a child we may make a request for an Education, Health and Care Plan (EHCP) to ensure that a child is placed in an appropriate educational setting where all their needs are met.

Throughout this process the views of the child and their parents/carers are sought and taken into consideration.

If at any point the child begins to make appropriate progress and is working in-line with his/her peers, or their needs are fully addressed, they will be removed from the SEN register.

### **Partnership with parents/carers**

The school believes in developing a close working partnership with the parents/carers of all pupils. Parents/carers play an important and active role in meeting their child's targets and supporting their learning. A child will require parental support with regular homework tasks and the possible use of a home/school diary. Teachers and the SENCO are happy to meet with parents/carers to discuss their concerns.

The School's SEND Information Report and this policy are available on the school's website:

<http://www.nthfdman.bham.sch.uk/send-information-report/>

Further information can be found on the Local Authority's website: <http://www.mycareinbirmingham.org.uk/>  
Which describes the Local Offer – what support is available for children and families living in Birmingham.

### **Partnerships with other external support services / agencies**

The school recognises and welcomes the need to work with a wide range of external support agencies. They provide support for individuals and advice for parents/carers and school about appropriate activities and strategies to use to support children's development.

Those listed below are not an exhaustive list but represent our most common contacts:

- Educational Psychology Service
- Pupil and School Support Services for learning difficulties in Literacy and Maths.
- Communication and Autism Team
- Sensory Support Service
- Behaviour Support Services
- Child and adolescent Mental Health Service
- Paediatricians – Doctors at Allen's Croft Children's Centre
- The School Nurse
- Occupational and Physiotherapists
- Social Workers and Family Support Workers



## **Transition arrangements and links with other schools**

The school has good links with Health Services and Advisory Teachers who liaise with us about any child with SEN entering the school at Reception level.

As children move from one year group to the next, their records are transferred and teachers are made fully aware of their needs. When a child moves to a new school all records are transferred and the SENCO will contact the new school.

The major transition point comes at transfer to secondary school at the end of KS2. There are very good links with the major secondary schools with meetings between SENCOs and teaching staff. Transition plans are made for children with the greatest need and they can access a transition group in school, where issues that are concerning them can be addressed. Children are able to visit their new school. All relevant SEN information is sent to the destination school and in some cases the new SENCO is invited to the final IEP review.

## **Professional Development**

Teaching and non-teaching staff, have regular in-service training on aspects of special needs and inclusion in order to update knowledge about national requirements, policy and practice. The school makes full use of local authority services (Access to Education), in addition to its own programme of SEN INSET.

The SENCO:

- Monitors the progress of the children
- Supports class teachers and teaching assistants (TAs) throughout the year
- Developing appropriate procedures to monitor provision and the impact of interventions and
- Providing appropriate training
- Liaises with outside agencies and parents/carers
- Liaises with and reports to the school's SEN Governor
- Makes requests for and creates EHC plans as appropriate
- Makes arrangements for children with SEN to have access to exams
- Works as part of a team in school that supports children with medical needs e.g. Asthma – see separate policies re. Medical Needs in School
- Works alongside the Senior Management team to ensure the school has a strategic approach to Provision Management across the school i.e. ensuring that there are appropriate resources in school to support the needs of SEN children in all year groups
- Attends termly, Local Authority Network meetings to keep up-to-date with local and national updates
- Attends a Local SENCO Support Group to share good practice with local schools

## **Arrangements for considering complaints about school SEN provision**

Complaints about SEN provision at Northfield Manor Primary School should be made in the first instance to the class teacher. If the teacher cannot address the complaint then the complainant should be referred to the School's Curriculum Complaints Procedures (available in the school office).

## **Accessibility and Success for Everyone**

Every three years the school audits its inclusive provision against the 'Success for Everyone Inclusion Standards'. An Accessibility Action plan is created which is reviewed annually. The School Governors have to approve the plan. The plan addresses current priorities and works towards improving access to the Site and Building; the Curriculum and Information. We value and consider the views of all stakeholders when reviewing the standards, inviting them to meetings and/or sending out questionnaires.



This policy will be reviewed at least annually.

***Date agreed by the Governing Body:***

***Signed: Dave Duff 28/11/16***

***(Chair of the Governing Body)***