



Northburn Primary School

Special Educational Needs and Disability (SEND) Policy

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<u>Policy Information</u>	
Updated:	March 2023
Review period:	2 years
Review required by:	March 2025

In adherence with the Local Authority, Northburn Primary School has a duty to ensure appropriate educational special provision is provided to a learner with a special educational need and/or disability (SEND) if they have a learning difficulty or disability. Wherever possible, the needs of those learners identified with SEND are met in mainstream schools, which are inclusive, with the learner at the centre of their education.

Northburn's Statement of Intent

At Northburn Primary School, every learner is unique; we celebrate diversity and interests, aiming to make a positive difference to enable everyone to fulfil their potential at Northburn, and beyond, into adulthood. The individuality of every learner is valued and celebrated regardless of race, culture or religious beliefs, or abilities or needs. Staff are committed to providing a broad, balanced and aspirational curriculum, where learners have access to the right support with barriers to learning removed to meet the individual needs of all our learners. Staff work closely with professionals from education, health and care services, and with the learners themselves and their parents/carers to ensure they are central to any decision-making, thereby nurturing successful citizens of the future.

This SEND Policy outlines the framework for the School to meet its duty, obligation and principal equality values to provide a high-quality education. Through quality-first teaching, Northburn aims to remove potential barriers to all its learners, including those with SEND, providing the right support through Ordinarily Available Provision (OAP)¹, at the right time to meet the needs of learners. This will enable learners to fulfil their potential and thrive, leading happy, healthy and productive adult lives.

Through successful implementation of this policy, the School aims to continue to:

- promote inclusion;
- eliminate discrimination;
- promote equal opportunities; and
- foster good relationships between learners with and without SEND.

¹The term "Ordinarily Available Provision" comes from the Code of Practice (DfE, 2015) and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their internal funding and resource arrangements.

We will:

- identify learners' needs as early as possible;
- collaborate with the Local Authority, health and social care services (external professionals/specialists) to provide high-quality support to meet the needs of learners, including those with SEND;
- involve learners and parents/carers in decision-making to give them greater choice and control over support, and informing them of their child's progress;
- create an environment where learners feel safe and listened to;
- provide inclusive quality-first teaching for all learners so that staff understand everyday support and adaptations, effectively utilising and adapting support and resources, and funding where agreed upon, through OAP; and
- prepare learners for adulthood, independent living and employment.

Definition of SEND

The *Code of Practice* (2015) notes that a learner is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age; and/or
- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the *Equality Act* (2010), a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The *Code of Practice* identifies four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties; and
- Sensory and/or physical needs.²

² Appendix 1 details these areas (*Code of Practice*, 2015).

Roles and Responsibilities

Clare Scott: Headteacher, Designated Safeguarding Lead (DSL), responsible for Looked After Children (LAC).

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Natalie Harrison: Deputy Headteacher, Deputy Designated Safeguarding Lead, responsible for Pupil Premium.

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Lucy Dawson: Assistant Headteacher, SENCO (completed SENCO Award in 2017), Senior Mental Health Lead, Deputy Designated Safeguarding Lead

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Andrew Gullon: Governor responsible for SEND

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Northburn's SENCO is responsible for:

- liaising with parents/carers of learners with SEND (both those with and without an Education, Health and Care Plans (EHCP)), keeping them informed about the provision being made, progress and, when required, ensuring a planned and smooth transition between phases;
- liaising with other professionals such as early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as required to ensure an integrated (multi-agency) approach;
- supporting teachers in the assessment of a learner's strengths and weaknesses, and advising on effective implementation of support as recommended by other professionals;
- co-ordinating provision made to support SEND learners, advising on the graduated approach;
- providing support and organising relevant training and Continuing Professional Development (CPD) for staff so they are able to deliver the necessary programmes and targeted interventions; and
- collaborating with the Governing Body and Headteacher on the provision for SEND to ensure that Northburn meets its responsibilities under the *Equality Act (2010)* and determining the strategic development of the SEND provision in the School.

Teachers are responsible and accountable for adapting teaching to respond to the strengths and needs of all learners (*Teachers' Standards*, 2012). This includes, but is not limited to:

- planning and reviewing support for learners identified with SEND in collaboration with parents, the SENCO and, where appropriate, the learner;
- setting high expectations for every learner, aiming to teach a full curriculum whatever a learner's prior progress;
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving their potential;
- being accountable for the progress and development of the learners in their class; and
- being aware of the needs, support provided and outcomes sought to SEND learners.

Identifying and Responding to SEND

In accordance with *Code of Practice* (2015), there should be no delay in identifying and responding to SEND. Early identification and effective provision improve long-term outcomes for learners and helps them prepare for adulthood. Central to SEND at Northburn is inclusive, quality-first teaching. Identifying, assessing, planning and reviewing is part of quality-first teaching, where learners can access provision to aid their development and progress.³

Early Years learners with SEND

Provision provided in Early Years ensures learners develop well and are kept healthy and safe. This includes ongoing assessments of learners' progress with an overview to assessing SEND.⁴ Staff recognise emerging difficulties learners may experience and respond early. Staff listen and understand when parents/carers, or the learner, express concerns about development. The School ensures that:

- learners with SEND get the support that they need;
- learners with SEND engage in the activities that the School offers alongside learners who do not have SEND;
- the SENCO is responsible for coordinating SEND provision; and
- parents/carers are informed when the School makes special educational provision for their child.

³ Learners are not supported by individual members of staff as we aim to promote independence, not reliance. Learners with SEND do not have a named person who supports them throughout the day.

⁴ The *Code of Practice* notes that a delay in learning and development or difficult or withdrawn behaviour in the early years does not necessarily indicate that a learner has SEND.

Initial Concerns

To secure the best outcomes for learners, a range of information is used to identify whether a learner requires additional support:

- staff, parents/carers or the learner (if appropriate) can raise initial concerns regarding progress or wider needs such as social, emotional and/or wellbeing;
- screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills;
- whole school tracking of outcomes indicates lack of expected rate of progress; and
- observation of the learner indicates that they have additional needs.

These concerns are then noted on an *Initial Concerns* document developed with the support of the person/persons raising the concern, the class teacher, phase leader and/or the Special Education Needs Coordinator (SENCO).

Collaboration, communication and co-production are central to SEND. A period of monitoring and reviewing commences - two cycles of "Assess, Plan, Do, Review" (ADPR) - with the length of a cycle being pre-determined and agreed by staff, parents/carers and other professionals (when involved). This process includes an analysis of the learner's progress (against school and national data) and personalised provision through targeted support and/or intervention is planned for and delivered in the School. Following this, the *Initial Concerns* document is reviewed with relevant staff, parents/carers and the learner (if appropriate) and it may be agreed that no further personalised provision through support/intervention is required.

Alternatively, the learner may continue to make less than expected progress with concerns ongoing, or require long-term support/intervention/reasonable adjustments for their needs, despite personalised provision as noted on the *Initial Concerns* document. In these instances, the School will continue monitoring and reviewing through:

- a *Personalised Support Plan* (PSP), or
- a *Passport*, if the learner is identified as having SEND⁵ (using the definition of SEND from the *Code of Practice* above) and is placed on the School SEND register.

⁵ The following are not SEND but may impact on progress and attainment:

- attendance and punctuality;
- health and welfare;
- English as an Additional Language (EAL);
- qualification for Pupil Premium (PP);
- being a Looked After Child (LAC);
- being a child of service personnel; or
- behaviour (any concerns relating to a child's behaviour may be due to an underlying response to a particular need which should be investigated).

The PSP and *Passport* aim: first, to remove barriers to learning; second, to put in place an effective provision through Ordinarily Available Provision to support the learner to make good progress; and third, enables staff to monitor the effectiveness of support and interventions on a learner's progress.

Each PSP and *Passport* is developed through a dialogue with the learner, parents/carers, teachers, teaching assistants and other professionals (when involved), and identifies features of additional support and/or access arrangements provided to meet a learner's needs.

SEND Support

Where a learner is identified with SEND, we work in partnership with parents/carers, who are encouraged to share their knowledge of the learner and him/herself to give all parties involved the confidence that their views and contributions are valued and will be acted upon. The School may also seek more specialist advice or guidance beyond what is offered from *Northumberland County Council's Inclusive Education Services*. We work together in partnership with all those involved, keeping the learner at the centre of the process thereby supporting best possible outcomes. Successful involvement from all those involved leads to a successful partnership.

For those learners who arrive at Northburn and are already identified with SEND, the SENCO will liaise with the previous school, nursery or setting to develop a personalised *Passport* to ensure a smooth transition and continuity of provision.⁶

The Graduated Approach

As outlined in the *Code of Practice*, Northburn follows the graduated approach of a four-part cycle (APDR) where decisions and actions are revisited, refined and revised which are noted on the learner's PSP or personalised *Passport*. This approach is embedded in whole school practice for all learners; every teacher is responsible for "adapting teaching to respond to the strengths and needs of all learners" (*Teachers' Standards*, 2012). The graduated approach enables staff to develop an understanding of what a learner's needs are and what support should be put in place to reduce/remove barriers so that they can make good progress.

⁶ Northburn welcomes learners with known SEND, as well as identifying and providing for those not previously identified as having SEND. Further information about [Admissions](#).

In summary, the graduated approach following the APDR model is:

- **Assess:** identify a learner as needing SEND support. The class teacher, SENCO, learner (if appropriate) and the learner's parents/carers will assess and establish the learner's needs. This assessment draws on the teacher's assessment and experience of the learner, their previous progress, and any other information such as behaviour, views of parents/carers and the learner him/herself and advice from specialists.
- **Plan:** after discussions with parents/carers, support and intervention will be put in place with expected impact on progress, development and behaviour identified with a clear date for review. All staff who work with the learner are made aware of their needs, the outcomes sought, the support and intervention provided and any teaching strategies or approaches required. This is recorded on the PSP or *Passport* which also notes APDR cycles to support the learner's needs.
- **Do:** the class teacher remains responsible for working with the learner on a daily basis and assessing the impact of support and intervention and how these can be linked to classroom teaching. The SENCO oversees the implementation of interventions and further assessments of the learner's strengths and weaknesses, advising on effective implementation of support.
- **Review:** the effectiveness, impact and quality of the support and intervention is reviewed regularly to ensure they are matched to the learner's need and that barriers to learning are overcome. This feeds back into the analysis of the learner's needs. Support and outcomes are revised in light of the learner's progress and development, and any necessary revisions/amendments are made to the PSP or *Passport*. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.⁷

Consideration of Statutory Assessment (COSA)

If a learner has been receiving SEND Support and progress is still not being made or the learner is showing a level of SEND that cannot be reasonably resourced by the School,⁸ then the School, in consultation with parents/carers (or learner), can request that the Local Authority carries out an Education, Health and Care needs assessment. This request is a Consideration of Statutory Assessment (COSA) which collates information such as:

- difficulties the learner is experiencing;

⁷ Appendix 2 shows a flowchart of this Graduated Approach. For further information see:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018-2.pdf>

⁸ Currently, a notional budget of up to £6,000 per learner, within the School's overall budget, is allocated towards the costs of providing provision for learners with SEND. This fulfils the School's duty to use its 'best endeavours' to secure special educational provision for learners with SEND.

- how Northburn supports the learner and its impact;
- any supporting evidence (PSP, *Passport*, reports from other professionals); and
- parent/carer/learner's views.

COSA forms are submitted to Northumberland County Council's SEND Commissioning Panel.

If the application is unsuccessful, the School will consider and implement any recommendations of feedback from the SEND Commissioning Panel on the personalised *Passport* about how the learner's targets can be met through the School's existing provision.

If the application is successful, parents/carers are informed and the process explained. A proposed support plan is drawn up by a named caseworker and everyone involved is asked for their views. The amended proposed support plan is discussed again at the SEND Commissioning Panel and a decision is then made whether an EHCP needs to be issued.⁹

Education, Health and Care Plan (EHCP)

An EHCP helps to, "... raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions" (*Code of Practice*, 2015). If an EHCP is issued, the documentation states the kind of support that the learner needs and how that support will be provided. Parents/carers and learners will be involved in discussions about how the School can best implement the plan's provisions to help the learner thrive in their education, and will discern the expected impact of the provision on the learner's progress.

The ECHP is a legal document that identifies the learner's specific needs, where they will receive their education, and additional support required to help them learn. The EHCP is reviewed yearly (or bi-annually if the learner is in the Early Years Foundation Stage) and involves parents/carers, professionals and (if appropriate) the learner. These meetings (usually held in school) outline the individual/small group support needed. It has long- and short-term goals that outline provision for a learner's needs to secure the best possible outcomes to prepare them for adulthood.

⁹ For further information see:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

Safeguarding

Learners with SEND are at a greater risk of abuse and maltreatment. At Northburn, staff are aware of learners identified with SEND who may:

- have the potential to be disproportionately impacted by behaviours such as bullying;
- face additional risks online, e.g. from online bullying, grooming and radicalisation; or
- be at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

Furthermore, staff are aware that there are additional barriers to recognising abuse and neglect in this group of learners. These barriers include, though are not limited to:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's condition without further exploration;
- these learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners;
- the potential for learners with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the School's Child Protection and Safeguarding Policy recognise that additional barriers can exist when identifying abuse.¹⁰

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead in collaboration with the SENCO.

Transition

We recognise transition can be difficult for a learner with SEND and we take steps to ensure that transition between stages of learning and into adulthood is as smooth as possible by:

- ensuring everybody works together to support the transition: learner, parents/carers, school staff, outside professionals;
- sharing all information, such as a learner's PSP, *Passport* and/or any reports from outside professionals, necessary to support the learner; and
- sharing detailed information about a learner with all relevant staff at transition points.

¹⁰ Policies can be found [here](#).

At Northburn, we will ensure that learners are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education, by engaging with secondary schools, as necessary, to help plan for any transitions, to ensure learners are supported successfully in preparation for adulthood.

Staff Development

Northburn is committed to providing regular training for staff development. SEND is a frequent part of this training with staff having accredited qualifications in a range of SEND. Regular monitoring, reviewing and development of staff's understanding of SEND, and strategies used to support learners with SEND, underpins our commitment to providing for all learners.

If you have any concerns, please let us know. We want to work with you in the best interests of your child. If after discussion you are unhappy, you can complain. Initially an attempt will be made to resolve a complaint about SEND provision at school level. The procedure is that the class teacher/phase leader/SENCO attempts to resolve matters, then, if required, the Headteacher/Chair of Governors becomes involved. For further information, please refer to the School's [Complaints Procedure](#).

Promoting mental health and wellbeing

At Northburn we promote resilience, confidence and the ability to learn in subjects across the curriculum, encouraging positive behaviour, social development and high self-esteem.

Staff in the School are trained to encourage and support pupils suffering with Social, Emotional and Mental Health (SEMH) difficulties. When in-school support and/or intervention is not appropriate, referrals to external professionals will be submitted. The School will continue to support the learner as best it can.

For learners with more complex problems, additional in-school support will include:

- supporting the learner's teacher, to help them understand and support the learner's behaviour;
- providing professional mental health recommendations, e.g. regarding websites for further support;
- individual work with the learner delivered by mental health specialists;

- an Individual Health Plan (all schools must comply with the statutory duty of caring for pupils with medical needs); and
- family support and/or therapy upon the recommendation of mental health professionals.

Legal Framework

This policy has due regard to all relevant legislation laid out in the *SEND Code of Practice 0-25 (2015)*, including, but not limited to, the following documentation:

- Children and Families Act 2014
- Disability Discrimination Act 1995
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Local Government Act 1974
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2017) Supporting pupils at school with medical conditions
- DfE (2018) Working together to safeguard children
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2022) Keeping children safe in education

This SEND Policy reflects the Department for Education, *SEND Code of Practice: 0-25 years (2015)* and Policy is reviewed annually by Mrs Clare Scott (Headteacher), in conjunction with Miss Lucy Dawson (SENCO) and in consultation with the governing board. Any changes will be communicated to all members of staff who are required to familiarise themselves with the policy as part of their induction programme.

Appendix 1: Broad areas of need (Code of Practice, 2015)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have

disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

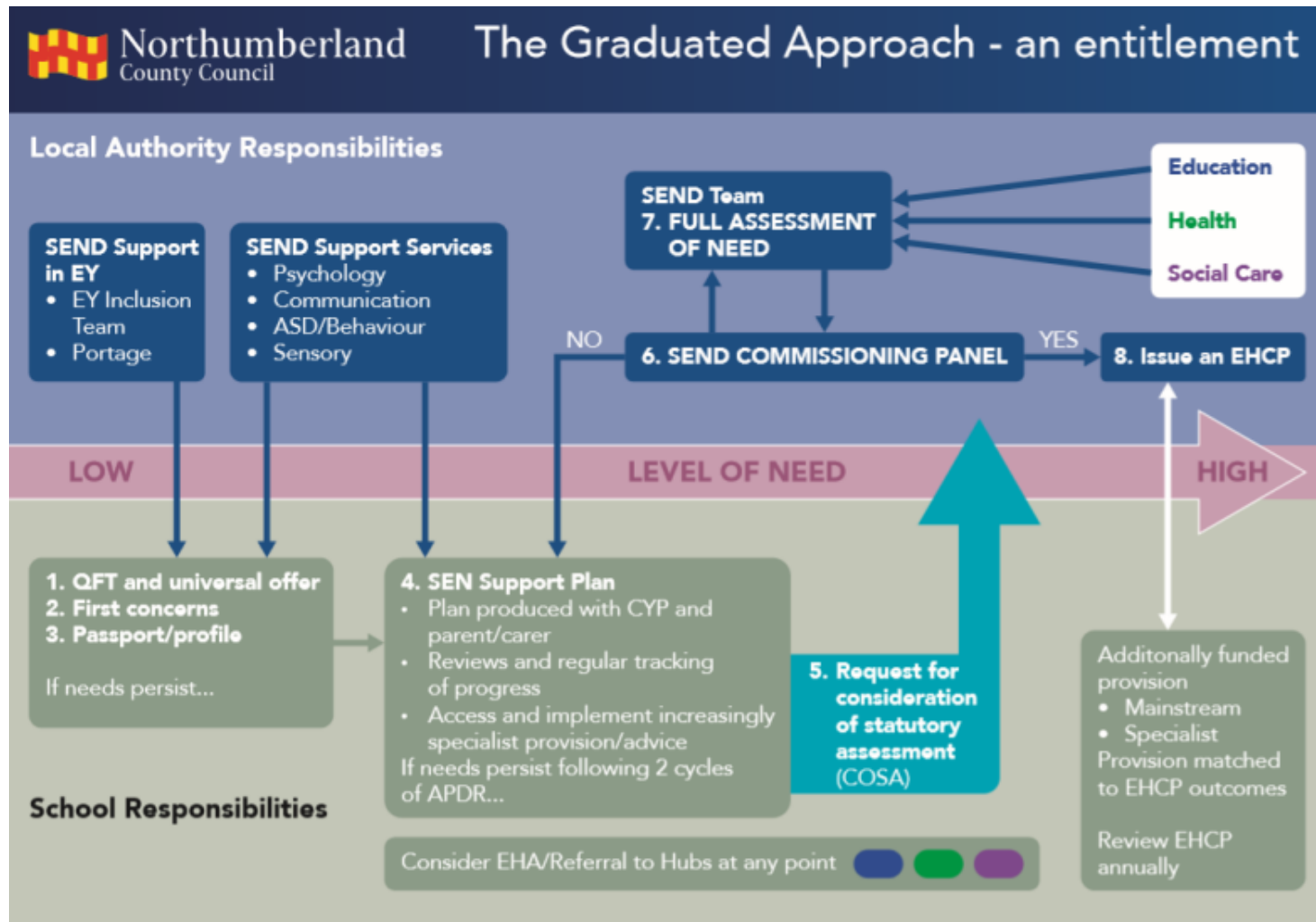
Sensory and/or physical needs

6.34

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2



Key

EY – Early Years

QFT – Quality-First Teaching

CYP – Children and Young Person

EHA – Early Health Assessment