



# NORTHSIDE

## Primary School

# Special Educational Needs/Disabilities Policy

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### Rationale

Northside School strives for all pupils to maximise their life chances and participate as active citizens in society by experiencing a positive learning environment that has high expectations of everyone, values the differences of individuals, and offers respect and dignity to all.

All areas of school life are inclusive, indeed it is one of our core values. Teaching is tailored to provide both challenge and support, encouraging everyone to achieve to their potential through a broad and balanced curriculum. We aim to achieve this by helping pupils overcome barriers to learning by matching tasks to pupils' needs, adjusting the curriculum so they are able to fully participate in their learning.

### Northside Values

**RESPECT** – to respect our needs, beliefs and each other.

**PRIDE** – to have confidence in our abilities and celebrate success.

**INCLUSION** – to work together with families and our diverse community to become life-long learners.

**CHALLENGE** – to have high expectations of ourselves so we achieve our best.

**CREATIVITY** – to creatively express our feelings and ideas.

**RESILIENCE** – to develop life skills so we fulfil our potential.

### Aims

The school's aims and objectives are to:

- Enable all pupils to have full access to all elements of the school curriculum
- Ensure every pupil realises their full potential and optimises their self-esteem
- Identify, assess and provide for a pupil's needs as early as possible
- Ensure that curriculum planning and assessment takes account of the type and extent of individual's difficulties
- Create an environment that meets the SEND of each child
- Attain high levels of participation from pupils, parents and carers.
- Work in partnership with other agencies and schools
- Involve parents in supporting their child's education
- Ensure that our pupils have a voice in this process
- Identify the roles and responsibilities of staff in providing for pupils SEND

This policy is based on documents published by the Department for Education (DfE):

- The Special Educational Needs and Disability (SEND) code of practice (2015)
- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010
- 'Mental health and wellbeing provision in schools'

- Supporting pupils with medical conditions at school
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their SEND Information Report and policy online
- The UK General Data Protection Regulation (GDPR)

### **Definition of Special Educational Needs (SEND)**

Some pupils have barriers to learning which result in SEND that require particular action by the school.

Pupils have 'special educational needs' if they have a learning difficulty that calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils the same age.
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age (in schools within the area of the local educational authority).
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Pupils may have a SEND either throughout or at any time during their school career.

### **The Role of the Inclusions Leader**

The Inclusions Leader at Northside School is Lucy Mulvihill-Ellis, she is also the Deputy Headteacher and a Safe Guarding Lead.

If you have a question about SEND at Northside please contact Mrs. Mulvihill-Ellis at [lmulvihill@northsideprimary.co.uk](mailto:lmulvihill@northsideprimary.co.uk)

The Inclusion leader will:

- Positively promote and oversee the school's policy for SEND.
- Work collaboratively with pupils, parents, staff and governors to ensure the most appropriate interventions and outcomes for those pupils identified as having SEND.
- Liaise with external agencies, including the LA's support, Early Years providers, educational psychology services, health and social services and voluntary bodies.
- Contribute to the professional development of staff.
- Oversee the records and monitor the progress of all pupils with SEND.
- Organise and monitor SEND resources.
- Coordinate specific provision made to support individual pupils with SEND.
- Advise staff, parents and governors on the graduated approach to providing SEND support.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

- Be familiar with the provision in the Local Offer and the professionals who are providing a supporting role to the families in Barnet.

### **The Role of the School Governors**

School Governors have a duty imposed by law to ensure that:

- Teaching staff are aware of the importance of identifying and providing for pupils who have SEND.
- All those likely to come into contact with pupils with SEND are aware of their individual needs.
- All relevant documents are published onto the school website.
- A governor is assigned to monitor SEND, (Sangeeta Samuel is our SEND Governor)
- This policy is implemented fairly and consistently across the school.
- The school meets its duties in relation to supporting pupils with SEND.

### **The Role of the Headteacher**

The Headteacher will:

- Work with the Inclusion leader and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Make sure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Make sure the school fulfils its statutory duties with regard to the SEND code of practice.

### **The Role of the Class Teachers**

Each class teacher is responsible for delivering quality first teaching to ensure:

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Planning and reviewing support for pupils with SEND is using a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- High expectations for every pupil and aiming to teach every child the full curriculum, whatever their prior attainment.
- They follow this SEN policy.

### **Assessment, Monitoring and Support**

At Northside Primary School we plan, manage and review SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

Early identification is vital either from the school assessment process or parental concerns. The class teacher will discuss any concerns with the parents/carers at the earliest opportunity and seek their opinions and enlist their help. The class teacher will also liaise with the Inclusion leader and SEND team. Assessment data, observations and discussions in Pupil Progress Meetings will be considered. Termly targets, shared with parents, carers and the individual pupils, will be set and their progress monitored.

The Inclusion Leader works within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- The analysis of data, including entry baseline and end of EYFS data, SATs, annual and termly pupil assessments
- The use of our local authority SEND criteria (Early Identification Toolkit)
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The Inclusions Leader maintains a list of pupils identified through the procedures listed; this is called the Special Needs Register. This list is reviewed each term when a detailed analysis of the list takes place.

Where concerns continue and parents/carers agree, external specialist advisory services will be sought, such as:

Educational Psychologist (EP); Speech & Language Therapists (SALT); Child & Adolescent Mental Health Services (CAMHs), Barnet Integrated Clinical Services (BICS), Inclusion Advisory Team (IAT), Occupational Therapists (OT), The Barnet Virtual School and the Autism Advisory Team (AAT). Where specialist advice has been given, SEND support plans will be drawn up and reviewed at the end of each term.

### **SEND Support**

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision tracking. If the school have a concern they will discuss this with the parent/carer and the class teacher will in the first instance record this on out initial concern and monitoring record.

On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

If the child does have Special Educational Needs or Disability or we suspect this may be the case then the class teacher with the Inclusion Lead will meet with the parent/carer to discuss this and plan next steps and identify outcomes and provision.

*For more detailed information on Northside's provision and procedures for pupils with Special Educational Needs or Disability please see the schools [SEND Information Report](#) on the school website.*

### **Targets and Support Plans**

Pupils on the Special Needs Register will have SEN Support Plans setting out outcomes and any provision made that is additional to and different from the usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in a SEN Support Plan which will contain information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Scaled score to indicate achievement
- The outcomes recorded at review

The SEN Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. The SEN Support Plan will be created through discussion with both the pupil and the parent or carer. The plan will be reviewed each term with the inclusion of parents, carers and pupils' views.

### **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum that is differentiated to enable them to access the learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

The National Curriculum, Early Years Framework and, where necessary, the engagement model, are our starting points for differentiated planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils diverse learning needs.

Generally, all pupils with SEND will join in all activities of the school with pupils who do not have SEND. In exceptional cases, in which part of the curriculum is deemed inappropriate, the Headteacher may give a special direction for either modifying or not applying the National Curriculum for the child for a period of up to six months (section 19 of the 1988 Educational Reform Act).

Pupils may also receive help from support staff and/or have learning aids. Where necessary, to maximise learning, pupils may occasionally work in small groups or in a one-to-one situation outside the classroom.

The range of provision may include:

- In class support for small groups with an additional teacher or Learning Support Assistants (LSA)
- Small group withdrawal with LSA or teachers
- Individual class support / individual withdrawal
- Further adaption of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. There are different measures of progress but those used at Northside Primary School include:

- Narrowing of the attainment gap between pupil and peers
- Preventing the attainment gap widening
- Showing progress within lessons
- Showing an improvement in self-help and social or personal skills
- Showing improvements in the pupil's behaviour
- Pupils independence increase

## **Education Health and Care Plan**

### **Request for Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

### **Education Health Care Plans**

An Education Health Care Plans (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority (Barnet) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

### **Reviews of an EHCP**

Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan. (Biannually if under 5)

Our school will comply with all local arrangements and procedures when applying for

- SEN contingency funding
- An Education Health and Care Plan
- Referrals to external agencies

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with Barnet's guidance - particularly with regard to the timescales set out within the process.

We invite parents to the reviews and will always try to involve the child in the review and will do this by discussion prior to the meeting.

### **Safeguarding**

Northside recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

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

The headteacher and Governing Body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

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

### **Specialist Provision**

The main building, halls and nursery have wheelchair access and there are toilet facilities for disabled pupils and staff. There is currently no wheelchair access to upper floors.

### **Supporting Successful Preparation for Adulthood**

Northside is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

