



# Northbourne Church of England Primary School

## Policy for Inclusion and Special Educational Needs

### School Mission Statement Northbourne CEP School

#### **VISION STATEMENT:**

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

#### **To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness**

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of "life in all its fullness" .  
(John: 10 v10)

Headteacher: Mr Matt Reynolds  
SENCO: Mrs Jennie Underwood

Approved by Governing Body

[Date]

Last reviewed on:

[Date]

Next review due by:

[Date – note: this document should be updated **annually** and as soon as possible when any of the information in it changes]

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## 1. Aims

Northbourne CEP School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Northbourne CEP School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who can successfully transition to the next phase of their education or adult life.

## 2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24

Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Governance in Academy Trusts 2024: [Governance in Academy Trusts](#)

### **Kent Local Authority:**

#### **The Local Authority's local offer**

The Local Authority's Offer can be found in the SEND Information Report

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

#### **Countywide Approach to Inclusive Education (CATIE)**

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

‘As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.

- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

## Education Strategy – to be confirmed

**Special Educational Needs Mainstream Core Standards (ordinarily available provision) :** [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Northbourne works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website:

- SEN Information Report: [SEND Information Report](#)
- Safeguarding Statement: [Safeguarding Statement](#)
- Behaviour Policy: [Behaviour Policy](#)
- Equality Policy: [Equality Policy](#)
- Accessibility Plan: [Accessibility Policy](#)
- Attendance and punctuality policy: [Attendance Policy](#)

### 3. Definitions

#### Definition of SEN

'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 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 to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

#### Definition of Disability:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a low threshold and includes more children than many realise: 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

#### Special Educational Needs Register:

At Northbourne CEP School, the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system.

***A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.***

#### Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. **A pupil on SEN support will not have an education, health and care plan.**'

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

### **Education, health and care (EHC) plans**

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

### **Monitoring register**

At Northbourne CEP School we track every pupil who may have a diagnosis but do not require any additional support beyond those identified within the mainstream core standards. We also monitor pupils who may be encountering some barriers to learning, these pupils are added to our monitoring register whilst we are investigating the pupil's needs and determining what the specifics of the barriers are.

## **4. Inclusion and Equal Opportunity**

In our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

In all year groups, we ensure that classroom enrichment (including extra-curricular) activities encourage the participation of all pupils. All clubs, trips and activities offered to pupils at Northbourne CEP School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

We recognise that provision for Special Educational Needs (SEN) is a whole staff responsibility, 'all teachers are teachers of SEND' and therefore it is our intention to meet children's special educational needs through a carefully planned, well balanced and broad curriculum which reflects differentiation and need. Effective inclusion is demonstrated by

classroom staff, parents, school leadership and wider professionals working together to ensure challenge, dignity and an inclusive environment are present for all pupils. We are committed to inclusion, and this remains part of the school's strategic plan for improvement; developing cultures, policies and practices that include all learners, by responding to their life experience and needs. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors write and review annually an Accessibility Plan which identifies the aspects of the school that need to be improved, including buildings, curriculum, and training of staff.

At Northbourne CEP School we endeavour to investigate and assess the needs, identify the potential barriers to learning and plan and implement appropriate support. A review of the support is then carried out to determine whether the provision implemented is appropriate or whether further adaptations need to be made. Provision across the school is constantly reflected upon and reviewed due to the ever changing landscape of SEND.

SEND monitoring through books and lessons, and SEND learning walks are often utilised to capture a full picture of how the mainstream core 9 standards are embedded throughout the school and whether further adaptations are required.

Our SEN information report can be found on our website: [SEN Information Report](#)

## **5. Roles and Responsibilities – in conjunction with SEN Information Report**

Northbourne CEP School work strategically in line with the Special Educational Needs Code of Practice 2015.

In compliance with the SEND Code of Practice (2015) most needs will be met within the mainstream classroom through Quality First Teaching and mainstream core standards and the SENCo will liaise closely with teachers to ensure that reasonable adjustments are made to the curriculum to enable all pupils to make expected or above expected progress.

Wherever possible, SEND children are taught alongside their peers as set out in the CoP (2015). All pupils with SEN are identified and placed on either the SEND register or monitoring register (depending on the level of need and support required) and clear provision mapping is in place.

All staff participate in continued professional development (CPD) to ensure that they are trained to identify and support pupils with SEND, with significant emphasis placed on early identification of need and providing the best possible outcomes for the child.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.

- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

## 5.1 SENCO

**All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).**

**SENCOs must complete the qualification within three years of taking up the post.**

Our SENCO is Mrs Jennie Underwood [senco@northbourne-cep.kent.sch.uk](mailto:senco@northbourne-cep.kent.sch.uk)

Mrs Underwood is experienced with children who have Special Needs. She is a qualified teacher with many years teaching in Mainstream and Special Provision Schools. She achieved the National Award in Special Educational Needs Co-Ordination in 2019. She is also an assistant DSL.

In addition, Mrs Morrison our previous SENCO works closely with Mrs Underwood to ensure a smooth transition. Mrs Morrison is our Specialist Teacher who works with children across the school where needed.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Northbourne 's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.

- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
  - Be the key point of contact for external agencies, especially the local authority and its support services
  - Ensure the school keeps up-to-date records of all pupils with SEN.
  - Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
  - Hold status in order to have capacity and authority to make change.
  - Ensure genuine coproduction and collaboration with the wider community.
  - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - To keep up to date with key national and local SEN development.
  - Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
  - Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
  - Work closely with other colleagues and SENCOs in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

## **5.2 Headteacher**

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.

- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

### 5.3 SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor will:

- Help raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### Academy Trust

#### 7.4.1 Children with special educational needs and disabilities (SEND)

Boards have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Trusts **must** also meet these requirements by virtue of their funding agreement.

There should be an individual on the board who has specific oversight of the school's arrangements for SEND.

DfE Academy trust governance guide: updated 2 October 2024 [Academy Trust Governance Guide](#)

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- Carry out monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

**Our SEN Governor is Jacqui Traynor.**

#### **5.4 Teachers**

**All teachers are teachers of pupils with special educational needs.** Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.' (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- Communicating with parents at the earliest opportunity to:
- Discuss concerns about progress or potential barriers to learning.
- Set clear, measurable targets and/or outcomes for pupils and review progress towards them

- Discuss the activities and support that may help achieve the set outcomes
- Listen to the parents' concerns and agree their aspirations for the pupil.

### **Adaptations typically used to support pupils with SEN**

Class differentiation is a key management technique when supporting pupils with SEN. All lessons can be differentiated to support all learners and allow them to be fully included in class whilst keeping to the topic of the lessons being taught. Examples of differentiation could be:

- Individual learning outcomes
- Shorter tasks
- Different wording of tasks
- Visual/pictorial support

We also adapt our approaches to how we teach to suit the way the pupil works best.

There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, coloured overlays, visual timetables, Now and Next Boards, larger font, writing frames, task management boards, seating aids, Language through colour resources, sensory aids etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials, using mathematical manipulatives

(See SEN Information Report section 8 for further details regarding interventions, etc)

[SEN Information Report](#)

### **Teaching Assistants/Support staff will:**

- Support pupils with SEND, ensuring their safety and ability to access learning
- Activities and understand the information presented.
- Aid the execution of provision plans and interventions suitable to each pupils' learning objectives.

- Build a trusting relationship with all pupils and communicate according to their understanding.
- Promote inclusion and acceptance, support diversity and ensure pupils have equal access to learning and development
- Promote class interaction and ensure pupils engage throughout the lessons
- Promote a love of reading
- Provide opportunities for developing independence
- Assist pupils with practical activities using a variety of teaching aids
- Under the guidance of teaching staff, provide feedback to pupils, parents and carers about their progress, achievements and any problems that may have arisen.
- Contribute to professional conversations with regards to progress, pupils' needs, provision and progress.
- Keep up to date records of interventions and share these with all SENCO and class teacher.

## **5.5 Parents and carers**

Parents and carers should inform the school/academy if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Parent voice is collected through discussions, surveys, questionnaires. At Northbourne CEP School we also hold SEND Coffee morning sessions, which also enables us to collect feedback and parent voice about provision and communication.

For those pupils with an EHC Plan or a personalised plan (PLP) we meet with parents three times per year (including an Annual Review meeting for those with an EHC Plan) to discuss the provision in place and their child's progress against targets. Depending on the outcome of these discussions provision and targets may be changed to ensure the child continues to make progress.

During the Annual Review Meeting parents are asked to provide feedback using the appendix 1 form provided by the LA. This is then submitted alongside the Annual review form and the child's voice appendix too.

## **Reporting systems**

All parents of pupils at Northbourne CEP School are invited to discuss the progress of their children on two occasions a year and receive a written report two times per year. In addition, we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary, this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Map. If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made, and the parent will be invited to all planning and reviews of this provision.

Children who have been identified as having a special educational need will have an Individual SEN Plan, which will be shared with parents a minimum of three times per year. Parents will be actively supported to contribute to assessment, planning and review.

Additional meetings are also available in Term 6 for those parents who wish to meet and discuss provision and transition to their next class, often the new class teacher is also invited to these meetings if it is possible to release them from class

## **5.6 The pupil**

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in

year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Northbourne CEP School are able to express their views through:

- Pupil questionnaires- identifying how they like to learn
- Appendix 1
- Verbally or visual
- Pupil Voice sessions
- Pictures and images
- Pupil interviews
- Pupil Voice representatives
- House Captains and Vice House Captains
- Head Boy and Head girl
- Individual check-ins with key members of staff

## **6. SEN Information Report**

Our SEN policy works in conjunction with our SEN Information report.

Our SEND Information Report can be found on our website: [SEND Information Report](#) which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

## **7. Admissions and Accessibility**

Northbourne CEP School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes the admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs. Pupils who meet the admission criteria will be admitted

to Northbourne CEP School that the facilities are available to meet their needs. Ultimately, the Headteacher, Governing Body and Local Authority are responsible for children coming on roll and this process is also covered by the Local Authority appeals process. Decisions on the admission of pupils with an Education, Health and Care (EHC) plan are made by the Local Authority.

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

More detailed information on our admissions arrangements can be found on our school website [Northbourne CEP School Admissions Policy](#)

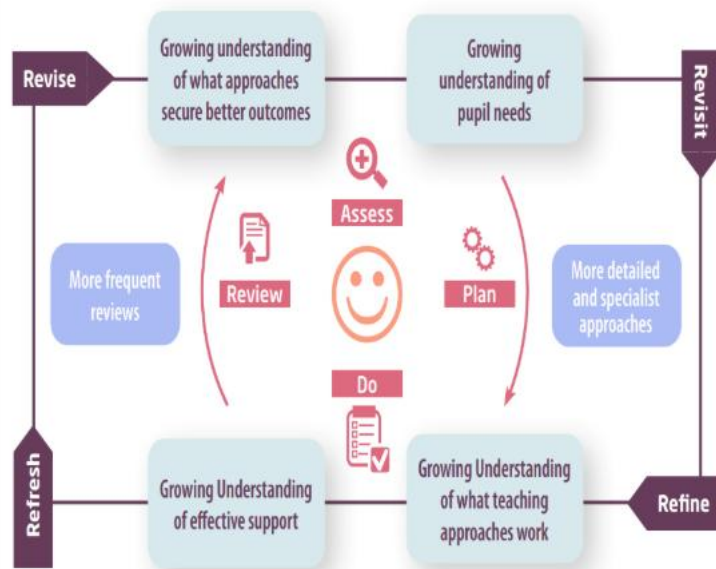
## **Accessibility**

At Northbourne CEP School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors will promptly action any adaptations to the environment as necessary. Details of our school's Accessibility plan can be found on our website:

[Accessibility Policy](#)

## **8. Our school approach to SEN provision**

At Northbourne Primary School, we follow the graduated approach (see below). The graduated approach is a 4-part cycle of assess, plan, do, review.



**Assess:**

The school will assess and screen each pupil’s current Language skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

DfE/DOH SEND Code of Practice: 2015, 6.17

We will follow the ‘graduated approach’ to meeting your child’s SEND needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.

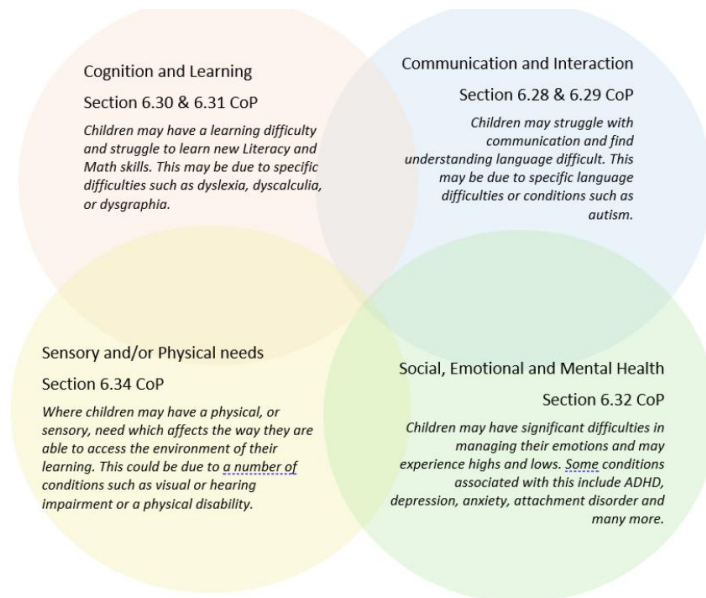
<b>Assess</b>	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child’s input, as well as getting help from external professionals where necessary.
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<b>Plan</b>	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

### **8.1 The kinds of special educational need for which provision is made**

At Northbourne CEP school, provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Northbourne CEP School, we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.



## 8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Northbourne CEP School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Northbourne CEP School progress is closely monitored throughout the year to review their academic progress, through the use of pupil progress meetings which happen three times a year. However, pupils with SEN have more frequent assessments and are monitored every term, 3 x times pupil progress meetings and 3 x SEN review meetings.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school/academy use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as:

- Class based assessments (Spelling, arithmetic, reasoning, comprehension etc.)
- Reading age assessments
- Little Wandle Phonic Screener

- Speech Link Assessment
- Language Link
- STLS Cognitive Assessment
- Boxall profile
- Ravens (non verbal reasoning)

These tests enable the early identification of difficulties that a pupil may present with such as Dyslexia, Dyscalculia, Developmental Language Delay (DLD), communication difficulties, possible hearing difficulties, tracking difficulties, sensory processing difficulties, social and emotional difficulties etc. Whilst none of these assessments can diagnose a specific difficulty, they can provide information that will inform the appropriate intervention and provision to support progress and outcomes. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Depending on the outcomes of these assessments, pupils are likely to be reassessed at a later stage; Reading age assessments are carried out at least 4x per year to show progress and to identify the lowest 20% of readers. Progress towards Speech and Language interventions are assessed on the Speech Link Platform throughout the year, however the Speech and Language Link assessments can only be carried out once per year. All teachers are also expected to review the intervention and targets set within their year group provision maps 3x per year and these are monitored by the SENCO

Teachers at Northbourne CEP School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school early identification of need's protocols as set out in section 8. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve, the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

Northbourne CEP School has access to:

- A link speech and Language therapist, whom the SENCO can book advisory slots for to discuss individual pupils, this may result in a referral being made and an individual assessment being administered depending on the level of need and support already put in place.
- The Communities of Schools termly meetings, where further advice about specific cohorts of pupils can be gained and access to potentially other services including EPs and STLS.

- The SENCO is also able to refer pupils to the Children's Therapies Team (OT & Physio) through the online portal (the POD), this would only be the case following extensive support that had already been put in place.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school/academy is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process, and training will be delivered to ensure the provision is of a high quality.

***It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.***

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school/academy will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through Whole Class Provision Planse with Mainstream strategies attached, SEN Register, and Individual Provision Plans shared electronically.

### **8.3 Consulting with Parents**

At Northbourne CEP School, we are happy to arrange meetings with SEND parents at any time to discuss any issues or concerns (see email addresses above). A member of staff is on the gate each morning. We also offer SEND Coffee mornings every other term to provide parents with the opportunity to share their experiences with other parents and cover topics throughout the year. These meetings are also used as an opportunity to collect parent voice and feedback about provision and communication across the school. In addition, three formal meetings are also available to parents of SEN, where the SENCO is available to attend, to discuss provision in place and their child's progress.

For those pupils who have (PLPs) or EHC Plans, parents are invited to three scheduled meetings throughout the year, to discuss progress and provision in place. Parents are always encouraged to contribute during these meetings and their feedback is invaluable. For annual review meetings, parents are encouraged to complete appendix 1, which is then submitted alongside all other forms electronically. Parents are provided with copies of reviewed PLPs and any next steps are communicated via email or letter to parents and

staff. Parent questionnaires are also utilised at the end of each academic year to capture parent voice with regards to SEND.

## **9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes**

At Northbourne CEP School the progress of pupils is monitored and reviewed every term. Each review of SEN support will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. The SEN Code of Practice (2015, 6.17) describes “inadequate progress” thus:

- 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 rate of progress.
- Widens the attainment gap.

The provision is assessed and discussed alongside its impact on progress. This data is given to the SENCo who monitors the effectiveness of the provision. If the expected progress is not evidenced, the support is reviewed, altered as required or changed. Evidence of the support a pupil has received is logged and reviewed via our provision maps three times per year, and these are used should a referral be required for further support. If the provision has been set by an Outside Agency and targets given to the school to work on and monitored using a SEN Support Plan (SEN Plan) – they have joint responsibility for checking on progress and reviewing provision, this is done within their review cycle, however the provision is continuously monitored within school and should we feel that there are concerns regarding the provision set an earlier review will be scheduled.

### **Educational Health Care Plans (EHCP)**

For those pupils who have an EHC plan or personalised plan, the review process should take place three times a year, including the final Annual Review, whereby outcomes that have been identified are reviewed and additional or alternative outcomes added if necessary. These meetings should consider the pupil and parents voice as a central component to the document.

The school's best endeavours through:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensure pupils are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Mrs J Underwood every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

## **10. Complaints about SEND Provision**

Complaints Northbourne CEP School follows the DEALT Complaints Policy, which can be found on our Website. We encourage parents to discuss their concerns with the class teacher, SENCo or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. If the complaint is not resolved, after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have an Education and Health care Plan there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints, which fall within this category, cannot be investigated by the school.

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273

Complaints about SEN provision at Northbourne CEP School should be made to the Mr Reynolds in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All complaints relating to a named member of staff must be sent to the headteacher/principal.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice [SEND Code of Practice](#)

Complaints Policy: [Complaints Policy](#)

## 10. Glossary and SEND Acronyms -

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator

- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages