



Special Educational Needs Policy / Information Report



'Eager to learn ~ Live to learn'

CONTENTS

	Page
1. SENCo details	1
2. Legislative Compliance	2
3. SEN at Northern Parade (Federated) School	2
4. SEND policy aims	2
5. Objectives	3
6. Identifying Special Educational Needs	3
7. A Graduated Approach to SEN Support & Managing Pupils' Needs	4
8. Criteria for Exiting the SEN Register/Record	5
9. Supporting Pupils and Families	6
10. Supporting Pupils at School with Medical Needs	6
11. Monitoring and Evaluation of SEND	6
12. Training and Resources	8
13. Roles and Responsibilities	8
14. Storing and Managing Information	9
15. Accessibility	9
16. Dealing with Complaints	10
17. Bullying	10
18. Reviewing the Policy	11
19. Useful links & documentation	11

Special Educational Needs Co-ordinator (SENCo): **Mrs Simone Elliott**

SENCo Contact Details

Tel : 023 9266 2659 (Monday, Wednesday, Thursday)

Email : simone.elliott@kingsacademies.uk

SENCo Qualifications

Qualified Teacher Status

National Award for SEN Co-ordination (NASENCo award) gained 10th July 2013

Executive Headteacher: **Mrs Debbie Anderson**

Exec HT Contact Details

Tel : 023 9266 2659

Email : headnps@kingsacademies.uk

Exec HT Qualifications

Qualified Teacher Status

Masters Degree in the Management of Education (MA Ed)

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2010
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions DfE April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document: September 2014
- Northern Parade Schools' policies for Safeguarding and Child Protection
- Accessibility Plan / Equality & Diversity Objectives & Action Plan
- Teachers Standards 2012

This policy and our accompanying SEN Information Report was created by the SENCo through consultation with school staff, parents and stakeholders such as specialists from outside agencies including Speech and Language Therapists and Teacher Advisers for Hearing and Visual Impairments, who work with the school. It was shared and discussed with the SEND Governor (Mr Nigel Huxtable) and then with the Local Governing Board.

Special Educational Needs and Disabilities at Northern Parade (Federated) Schools

At the heart of the quality of education at the Northern Parade Schools lie high expectations and the belief that each child, regardless of ability, disability or medical need, has a unique contribution to make to school life. We ensure that everyone, be they child, parent or member of staff, is valued and that our different interests, life-experiences, characteristics and strengths are celebrated.

We believe that quality education begins in the classroom and is led by the Classteacher whose role it is to provide a learning experience which creatively enables every child, including those with Special Educational Needs or Disabilities, to raise their aspirations, overcome their barriers and discover for themselves a love of learning. Every teacher is a teacher of our children including those with special educational needs.

Special Educational Needs & Disabilities Policy Aims

SEND provision at the Northern Parade (Federated) Schools will always embrace the school's overall vision and aims:



In our vision for the Northern Parade (Federated) Schools we aim to establish ...

*'A creative community working together to motivate,
challenge & build resilience in our independent learners.'*

In order to achieve this vision and value statement we aim:-

- To nurture and support every child to achieve their full potential in all areas of learning – collaborative, intellectual, emotional, physical, social, moral, spiritual and cultural.
- To equip children with the resilience to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.

- To ensure excellence in teaching and learning within a high quality learning environment through leadership and within all aspects of school life.
- To value excellence and recognise the uniqueness of every member of our school community.
- To provide a broad and balanced curriculum with emphasis on the basic skills of English, mathematics and Science.

Special Educational Needs and Disabilities Objectives



- We will work within the guidance provided in the SEND Code of Practice 2014.
- We will place pupils and their families at the heart of their provision and consider the ‘whole child’ when planning support.
- We will provide support and advice to empower all staff to embed effective and creative differentiation for pupils with SEND within quality first teaching.
- We will work towards solutions which give all pupils the tools, resources, creativity, persistence and confidence to develop successful independent learning.
- We will monitor pupil progress half-termly in order to promptly identify and provide for pupils who have special educational needs and additional needs.
- We will operate a consistent ‘whole school’ approach to the management and provision of support for SEND, which is the responsibility of the SENCo.
- We will ensure that all support is regularly monitored for effectiveness – and adapted where necessary, using the ASSESS-PLAN-DO-REVIEW model.
- We will develop and maintain effective and positive working relationships with professionals and outside agencies who provide support and expertise for pupils with SEND.
- We will ensure that staff have the resources and training opportunities they need in order to best meet the needs of the children in their care.

Identifying Special Educational Needs



A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.
(SEND Code of Practice 2014)

At the Northern Parade (Federated) Schools we focus on individual progress as the main indicator of success. We hold half-termly pupil progress meetings where progress and provision are rigorously reviewed. We strive to make a clear distinction between ‘under-achievement’ – which may have many causes, such as attendance, punctuality, health and welfare or other personal circumstances – and special educational needs. Where pupils are identified as underachieving, we will quickly ensure that appropriate support and/or interventions are put in place to help these pupils catch up.

English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. Likewise, pupils in receipt of the Pupil Premium Grant, Looked After Children, Gypsy, Roma or Traveller children and children of servicemen/women may be on the school’s provision map and may need specific learning opportunities, but they do not necessarily have special educational needs.

Disability in itself does not constitute a special educational need, however, Northern Parade takes very seriously it’s duty under the Disability Equality Legislation to make ‘reasonable adjustment’ (Code of

Practice 2014) so that pupils enjoy fully the curriculum and opportunities provided for all pupils at our school.

Under-achieving pupils, and vulnerable learners who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map). Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

When considering the nature of a child's special educational need, we refer to the 4 broad categories of need described in the Code of Practice (section 6.28-6.35). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

The purpose of identification in this way is to inform the planning of support. Such planning will begin with the needs of the whole child and may include aspects in addition to their learning needs.

A graduated response to SEND support – Identifying and Managing Pupils' Needs

Northern Parade provides a graduated response to each child dependent on the level of need.

These are often referred to as waves of intervention.

Wave 1 Quality first teaching through differentiation in all lessons (based on planning designed to move all learners from their starting points to where they need to be).

Wave 2 Small group support for those pupils who are achieving below age expected standards. Designed interventions are implemented to increase rates of progress and secure learning for groups of learners that puts them back on course to meet age expectations.

Wave 3 Focused, individualised programmes for pupils achieving well below age expected standards. These programmes are specifically designed to accelerate progress and minimise performance gaps.

1. At Northern Parade (Federated) Schools we are committed to providing the very best quality first teaching experience for all pupils. Classteachers are directly responsible for the progress and attainment of all pupils in their class and for providing effective solution-focused differentiation of the curriculum for pupils with SEND.

2. If, despite a range of in-class strategies to address need, a Classteacher remains concerned about a child's learning, they should share these with the SENCo, detailing attainment and what has already been tried, providing a relevant work-sample where appropriate. Concerns must also be shared with the child's parents and their views recorded. The SENCo will then consult with the teacher about that child and may do one or more of the following:

- Observe the child in class
- Chat to the child about their learning
- Analyse work samples
- Ensure that ordinarily available provision is being adhered to
- Give analytical checklists to the teacher to complete
- Complete assessments e.g. CAT4, phab, benchmarking
- Make recommendations to the Classteacher based on the above



- Consider extra group support to boost skills
- Refer to outside agencies/outreach services

The child's progress will then be reviewed with the pupil, to discuss new strengths, needs and strategies. Teachers should then meet again with parents to share observations with them and give tips and ideas they can try at home.

The child's progress and work will continue to be closely monitored and evidenced by the Classteacher and will also be monitored by the SENCo during this time to see if the provision is effective. An Individual School Support Plan (ISSP) may be written and shared with parents at this time. Parents will also be given suggestions as to how to support their child's learning at home.

The provision put in place will be reviewed with parents on a termly basis with additional discussions taking place as necessary. A decision will be made whether to continue with this level of support, or to consider a more formal approach (see below).

3. If a child's progress and learning are still a significant concern and quality first teaching enhanced by the support put in place has not been effective in closing gaps in attainment or overcoming barriers to learning, then a decision may be made, in consultation with parents, Classteacher and SENCo, to place the child on the SEND register. This continues and formalises the approach begun above.

The pupil would be reviewed with parents and the program of support reviewed. It maybe that smaller-group or 1:1 provision would be considered helpful. Progress would continue to be monitored closely by the Classteacher and SENCo and further analysis of difficulties, through high quality formative assessment, may be carried out, with consideration given to the 4 broad categories of need outlined in the previous section. It remains the Classteacher's responsibility to evidence progress towards the outcomes identified in the support agreed above. The Classteacher and parents would now meet at least once a term to review targets and provision and discuss next steps, using the model of ASSESS-PLAN-DO-REVIEW. Provision should include advice on how learning can be supported at home.

4. If, despite this specific, targeted approach using high-quality, evidence based interventions, a child's progress over time remains a concern, school, through discussion with parents, may next consider seeking external specialist advice. In order to qualify for external support, children will have to meet the thresholds for that support service. The Classteacher, SENCo and parents will need to complete any necessary paperwork – which may be a specific referral form or Early Help Assessment – in order to secure this support. Classteachers, with the support of the SENCo, are responsible for ensuring that recommendations made by such specialists are incorporated fully into that child's provision and parents are kept informed.

5. For some children, despite specialist input and a committed, rigorous approach to support – both in the classroom and through quality intervention work – their progress and attainment will fall a long way behind that of their peers. In this instance, parents and school will consider making an application to the Local Authority for assessment for an Education, Health and Care (EHC) Plan. There are clear thresholds which the school must use as guidance when considering applying for such a plan based on learning needs and the level of provision currently in place. Application for and maintenance of such plans will be carried out in accordance with the guidance in the Special Education and Disability Code of Practice 2014.

Criteria for Exiting the SEND Register

Pupil progress meetings are held half-termly for all pupils. It is a fundamental aim of support at Northern Parade to help children close gaps in attainment or overcome barriers to learning. Where intervention has

succeeded to do this and a child maintains this over a period of 2 terms, a decision may be made - in consultation with parents – to remove a child from the SEND register. The child's progress and attainment would then continue to be monitored closely for the rest of their time with us to ensure that success was enduring. Staff or parents who become concerned again about a child's learning needs should speak to the SENCo and meet to re-evaluate provision.



Supporting Pupils and Families

At Northern Parade (Federated) Schools we have an 'open door' ethos, and would encourage any parent or pupil to come and talk to us if we can help in any way regarding a child's learning needs.

- The SENCo is Mrs Simone Elliott: simone.elliott@kingsacademies.uk
- Detailed information about SEND at Northern Parade can be found in our Inclusion section on the school website: www.npschools.uk in the Parents' Area tab. A paper copy of this information is available and can be shared with parents when their child is first placed on the school SEND register – and is also available from the school office.
- Further information to help parents and families can be found on Portsmouth's Local Offer page: www.portsmouthlocaloffer.org
- The Portsmouth Special Educational Needs & Disabilities Information, Advice & Support Service offers information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability. They can be contacted in confidence and promise to listen and offer impartial advice and support:

Telephone: 0300 303 2000

Email: portsmouthiass@roseroad.org.uk



Supporting Pupils with Medical Needs

Northern Parade (Federated) Schools recognise that pupils at school with medical conditions should be effectively supported so that they have full access to education, including school trips and physical education. In these circumstances we refer to the document 'Supporting pupils at school with medical conditions' dated December 2015 for guidance. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision – in which case the SEND Code of Practice (2014) is followed.

Arrangements for pupils with Medical Conditions are made on an individual basis. When school is first informed about a medical condition, an 'Individual Health Care Plan' or protocol may be drawn up with parents and medical professionals, as described in our Medicines in School policy. This plan is a 'living document' and will be reviewed at least annually to ensure that it remains accurate.

The qualified first aid staff and school Admin Team are generally responsible for medications unless otherwise identified for specific pupils who have a 1 to 1 Special Needs Assistant.

Monitoring and Evaluation of SEND

At Northern Parade (Federated) Schools we are committed to rigorously monitoring all aspects of our provision in order to continually modify, develop and improve teaching and learning for all pupils. Lessons and planning are routinely monitored and observed by the Executive Headteacher and Senior Leadership Team. The SENCo/Inclusion Manager is responsible for carrying out the performance management of the Dragon's Den (Pastoral Team) and Learning Support Assistants from the Sensory Resource Provision. Assistant Headteachers/Year Group Leaders conduct performance management for other Learning Support Assistants/Special Educational Needs Assistants, which includes setting targets at the beginning of the year and identifying any training needs. Progress towards targets is then reviewed termly. The performance and impact of LSAs/SNAs will be commented upon as appropriate during the regular monitoring of teaching and learning.

All additional support is recorded and evidenced to form a Provision Map. There is a collective responsibility to keep this up-to-date, as detailed below:

Learning Support/Special Educational Needs Assistants

Where LSA/SNAs have been delivering an intervention they must ensure prompt, effective communication back to Classteachers regarding progress, difficulties etc. At the end of an intervention, LSA/SNAs will share personal comments regarding children's attendance, attitudes, progress and any other significant information with the SENCo.

Classteachers

Classteachers must ensure that there is good communication between themselves and any LSA/SNA delivering intervention to any child in their class. It is the Classteacher's responsibility to ensure that a pupil's Individual School Support Plan is kept up to date – with particular regard to the strategies which help a child and their barriers to learning. Teachers will also be involved in inputting data into the school's tracking systems and reviewing progress towards identified outcomes. It is the Classteacher's responsibility to ensure that the updated pupil's Individual School Support Plan is shared at least termly with parents.

SENCo

The SENCo is responsible for managing and overseeing the whole SEND system. This will be done at least each half term. In addition, the SENCo will oversee the Assistant Headteachers/Year Group Leaders who set up and enter data for interventions which are run outside of the classroom. Where this is the case, it is the SENCo's responsibility to keep Classteachers aware of baselines, targets and outcome data.

Provision, as recorded, is monitored and reviewed by the SENCo and is adjusted as necessary.

Information to inform this review of provision may include:

- Discussion with the pupil, parents, classteacher or teaching assistant delivering the intervention.
- Observation of all or part of the intervention 'in action'
- Developmental drop-ins to ensure quality first teaching
- Progress analysis at Pupil Progress Meetings
- Analysis of work completed in the session
- Assessment materials

The review of provision will actively inform future support and may result in an intervention being continued, discontinued or adapted to ensure maximum effectiveness for each individual.

Progress for all children is analysed and may be discussed in pupil progress meetings, which may be attended by the SENCo. Pupils' Individual School Support Plans form an important part and should be available at these meetings.

The views of parents and staff are gathered annually through distribution of a questionnaire. The views of pupils are sought through a range of means including circle time and discussion when they review their

Individual School Support Plan. The information gathered from these exercises is then used to feed into future provision and practice.

The SENCo will report at least annually to the school's SEND Governor.

Training and Resources

Funding is allocated by need and budgetary constraint. Additional funding for children will be decided in a joint meeting between parents, school and the Local Authority by the Inclusion Support Panel.



All new teachers and support staff will undertake a thorough induction program on joining our school, which will include a meeting with the SENCo. The agenda for this meeting will include:

- Introduction to the school ethos and aims of SEND provision – including our commitment to working closely with pupils and their families
- Explanation of how 'graduated approach' works within our school
- Explanation of the 'Individual Education Plan' system for recording, monitoring and evaluating provision
- Training in the use of intervention programmes and record-keeping
- Discussion of the needs of individual pupils they will be working with
- Where to find pupil records and SEN resources
- Overview of key interventions we use for SEN support

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development. Some needs may arise during staff appraisal/performance management discussions, and others will be identified and planned by the SENCo. Northern Parade (Federated) Schools recognise the value in continually updating staff capability and will always seek to look for ways to extend expertise or develop new skills or knowledge.

The school's SENCo regularly attends cluster network meetings and LA network meetings in order to keep up to date with local and national updates in SEND and to discuss and share good practice.

Roles and Responsibilities

The Role of the SENCO

The SENCo, with the support of the Executive Headteacher and Local Governing Board, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils.

The SENCo at Northern Parade is Mrs Simone Elliott and her responsibilities include:

- Having a specialist knowledge and understanding of SEND.
- Providing strategic leadership of SEND.
- Planning and setting the school's SEND provision.
- Managing SEND resources.
- Developing positive relationships with parents and other agencies.

- Managing and developing staff and other adults in their knowledge, skills and provision for pupils with SEND.

The Role of the Local Governing Board

The named governor responsible for SEN is Mr Nigel Huxtable. The Local Governing Board determines the school's general policy, and is responsible for securing the necessary provision for any pupil identified as having SEN. The governors ensure, through the Executive Headteacher delegation, that all teachers are aware of the importance of providing for these children.

The Role of Support Staff (LSAs/SNAs)

The line manager for LSA/SNAs is the SENCo – Mrs Simone Elliott. LSAs/SNAs must work closely and co-operatively with teaching staff to implement support plans and deliver interventions for pupils with SEND. They must follow carefully the advice and support plans of external professionals working with the pupil/s they support. When supporting children with SEND, LSAs/SNAs should strive to establish strong links with a child's family and contribute to an open dialogue between home and school. Whilst children with an allocation of 1:1 support will need significant input and support, staff should strive to provide times of 'distant support' where possible to enable pupils to maintain or develop independent learning skills. Northern Parade (Federated) Schools ensure that LSAs/SNAs have opportunities for continuing professional development in a variety of areas to ensure that they are highly skilled members of staff, and that we, as a school, are maximizing their impact.

Other Roles

Inclusion Leader – Mrs Simone Elliott

Pastoral Support Dragons Den Team – Mrs Rachel Smedley, Ms Kelly Head

Specific staff with Safeguarding Responsibility – Miss Nina Marabese, Mrs Debbie Anderson

Member of staff responsible for pupils with pupil premium funding or looked after children – Mrs Yvonne Amor

Member of staff responsible for meeting medical needs of pupils – Mrs Simone Elliott, Mrs Julie Waller, Mrs Jayne Chambers

Storing and managing information

Information about pupils with additional needs is stored according to the school's Privacy Notice and Confidentiality Policy.

A paper record of all interventions relating to any child receiving additional support at school is kept in year groups with initials, not full names. Other correspondence/documentation is secured in a locked filing cabinet in the SENCo office at school. Electronic copies of documents are stored in the school's secure server. Any email correspondence relating to individual pupils is only exchanged through the school's secure email service.

Accessibility

Northern Parade (Federated) Schools, in line with its duty under the Disability Discrimination Act, as amended by the SEN and Disability Act 2001, has an accessibility plan which clearly outlines its commitment to improving the accessibility of the school. For more details and information, please refer to the Accessibility action plan which links closely to our Equality & Diversity plan.



Current facilities include hearing loops, a sensory/therapy room, specialist sensory impairment staff.

Our school is an inclusive school, where difference is acknowledged, but celebrated. Where children have a disability which might affect their access to the curriculum, we strive always to adapt the classroom and work to enable access for all. This may include use of equipment such as pencil grips, writing slopes, wedge cushions or use of Information Technology.

In communicating with parents, paper copies of all electronic correspondence is provided where requested – and is available to all from the school office. As part of our SEND provision, we encourage parents to come and speak to the Classteacher or SENCo if they require assistance with interpreting reports from specialists, or filling out paperwork.

There is open access to the classrooms every morning from 8.30am and immediately after school, at 3.15pm, when parents are welcome to come in and speak to their child's teacher. If a longer time is required, then parents are encouraged to make an appointment. Each Classteacher can also be contacted through the school office email address adminnp@kingsacademies.uk

Dealing with Complaints

At Northern Parade (Federated) Schools, it is our goal to work in collaboration with parents and children to give each and every pupil an enjoyable and successful time at school. If at any time parents are unhappy or concerned about their child's SEND provision, they should, in the first instance speak with their child's Classteacher. If, having done this, there are still concerns, an appointment should be made to speak to the SENCo, who will be happy to meet and work towards a solution.

Any residual concerns should be taken to Mrs Debbie Anderson, Executive Headteacher.

Procedures for making a formal complaint are described in detail in the school's Complaints Policy, which can be found on the school website or is available from the school office.

Contact Details:

School Office – 023 9266 2659

SENCo – Mrs Simone Elliott (In school Monday, Wednesday & Thursday each week)

email: simone.elliott@kingsacademies.uk

Executive Headteacher – Mrs Debbie Anderson – email c/o of headnps@kingsacademies.uk

Bullying

Northern Parade (Federated) Schools believe that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. We are an inclusive school and work hard, through circle times, our PSHE curriculum and our behaviour policy to create a culture of respect where strengths are celebrated and differences valued.

We actively promote inclusion by:

- holding regular class circle times to build positive relationships and provide an opportunity for children's concerns to be discussed, also using Philosophy for Children (P4C)
- children having ample opportunities at playtimes and lunchtimes to mix and get to know children from other classes
- within classes, using a variety of grouping-types so that children regularly work with a range of learners
- assemblies tackle a variety of themes and values
- we have systems of peer mentoring and buddy classes
- many of our strategies for learning and progress are part of provision for ALL pupils.
- the school employs a pastoral support team (Dragon's Den) who work with pupils who are experiencing difficulties with their emotions and relationships
- holding Awareness Days e.g. Sensory, ASD

As a school, staff are vigilant for signs of bullying in all pupils – whilst mindful that pupils with SEN can be vulnerable to bullying. Where possible, it is our policy to find solutions for barriers to learning which are inclusive (see above), discreet – and enabling. We promote independence in learning at all times – and learning persistence – by teaching strategies for success and, through positive relationships, building self-esteem and a determination to succeed.

Where a child with SEN describes an incident or makes an allegation of bullying, direct action will be taken in line with the school Anti-Bullying Policy.

Reviewing the Information Report/Policy

This will be reviewed by the SENCo at least annually. This review will include an invitation to parents and staff to contribute their thoughts and ideas and a chance for pupils to have their say through circle time and informal discussion. It will then be passed to Governors for ratification.

Date Agreed : November 2019

Review: (Annually) Autumn 2020

(Ratified by Governors at the next meeting 6th February 2020)

Useful Links & Documentation

Portsmouth Local Offer – www.portsmouthlocaloffer.org

SEND Information, Advice and Support Service - www.portsmouthsendiass.info/en/Main_Page

Portsmouth Parent Voice - www.portsmouthparentvoice.org