



Nythe Primary & Nursery School Policy & Practices for SEND

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SEND Co-ordinator (SENCo)

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National Award for SEN Coordination achieved Sept 2015 (Reading University)

Vice Principal / Member of the Senior Leadership Team

SEND Governor

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The Nythe SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Nythe Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity and together, we take pride in all staff and pupils making a positive contribution to our school and the wider community. We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

Context

Nythe is a mainstream primary and nursery school with 214 pupils aged 2 – 11. There is no specialist resource provision at Nythe.

Around 13% of our children (including Nursery) are either at SENS (SEN support) or have EHC Plans (Education, Health and Care Plans). This is currently just below the national average, although several children are causing concern and may be added to the register in the near future. All teachers expect to have children with SEND in their class.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

There are 4 broad categories of need:

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

Aims & Objectives

We aim to raise the aspirations of, and expectations for, all pupils with SEND and provide a focus on outcomes for children and not just hours of provision / support.

Our objectives are:

- To work within the guidance provided in the SEND Code of Practice 2014.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of individual children.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to SEND.
- To ensure support for pupils with medical conditions with full inclusion in all school activities by ensuring consultation with health and social care professionals.

Assessment and Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings, three times a year. Where children are identified as not making progress in spite of Quality First Teaching, the class teacher uses the Needs Checker and Universal Provision Checklist in the Core Standards. The class teacher and SENCo will look at these together and a plan of action agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental concerns seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the Core Standards are followed and appropriate provision is put in place.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Although the school can identify special educational needs, and make provision to meet those needs, we are not able to offer diagnoses. Parents are advised to contact their GP if they think their child may have a particular condition such as ASC or ADHD, or some other disability.

All pupils with SEND are on the school SEND register which is reviewed and updated at least three times a year. Individual Provision Maps (IPMs) are completed for all pupils on the SEND register. IPMs are updated at least 3 times a year. IPMs include the child's identified needs, barriers to learning, strengths, provision and aspirations. The views of the children and their parents and carers are also sought and recorded.

Teaching and Learning

We believe that children learn best with the rest of their class. Quality first teaching is at the heart of meeting the individual needs of all children. The Swindon Core Standards materials are used to support class teachers in providing quality provision for all children with SEND.

We aim to provide sufficient support to enable children to reach their challenging targets, but without developing a learned dependence on an adult.

The school provides a range of interventions which are recorded on overview provision maps completed by the SENCo. Interventions are often crucial in closing the attainment gap between children at SENS and their peers, and are monitored closely by the SENCo and class teachers.

The Nature of Intervention

The SENCo meets with class teachers three times a year to discuss the pupils on the SEND register, as part of pupil progress meetings. The SENCo and the class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TAs or other staff.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the class teacher will be responsible for working with the child and ensuring the writing and delivery of any individualised support programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents are encouraged to contribute to individual provision maps and are invited to a meeting with their child's class teacher at least three times a year.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Dyslexia Friendly School

Nythe Primary School was awarded the Dyslexia Friendly Quality Mark Award in December 2020, following a verification visit from the Swindon Dyslexia Service on 9.12.20. Children with literacy difficulties receive support in a variety of ways including through targeted interventions and the use of coloured overlays, pencil grips and writing slopes. All staff adopt dyslexia friendly strategies including the use of clear texts, differentiated activities and the use of supportive resources such as word banks.

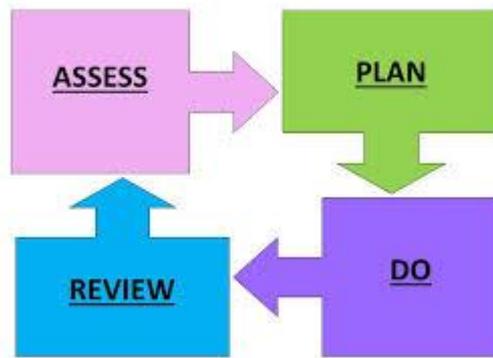
Working with Parents and Children

We aim to have good relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' evenings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term. An Individual Provision Map (IPM) will be completed.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. The child may be invited to attend all or part of the meeting, if appropriate. Thereafter, parents are invited to a meeting at least 3 times a year to review progress made, set targets and agree future targets and provision.



Swindon's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25.

Details of Swindon borough Council's Local Offer can be found at <https://localoffer.swindon.gov.uk/>

The Swindon Core Standards materials used to support with the identification of children with SEND also found on this website.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a standard substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Moving to an EHC Plan (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to go through statutory assessment. This may result in a child being issued with an EHC Plan and we generally make this application if:

- The child has a disability which is life-long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASC or ADHD) or an identification (e.g. of dyslexia) does not mean that a child needs, or will qualify for, an EHC Plan. If the application for an EHC Plan is successful, a meeting will be called for parents, school staff and any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the SEND Team at the Local Authority will produce the EHC Plan which will record the decisions made at the meeting. The EHC Plan will focus on the outcomes desired for the child and an annual review meeting will take place to measure progress towards those outcomes.

Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.
- Children who require emergency medication or have long term medication needs, have an individual care plan which all staff are aware of.
- Annual staff training is in place to ensure the needs of children with allergies, asthma, epilepsy and diabetes are catered for and named staff are trained in the administration of ongoing and emergency medication.
- Some children may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for disability equality and accessibility. Where a child has a particular need, the school will make reasonable adjustments to ensure those needs are met.

The role of the SENCo

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.

- Co-ordinating provision for children with SEND and production of overview provision maps.
- Liaising with, and advising, teachers and teaching assistants.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Overseeing the records of all children with SEND.
- Monitoring the progress of all children with SEND at least three times a year.
- Liaising with parents of children with SEND.
- Contributing to the continuing professional development of staff and co-ordinating external training.
- Liaising with local secondary schools and pre-schools / nurseries so that support is provided for pupils as they prepare to transfer. Liaising with SENCOs from other schools when children transfer at different times.
- Liaising with external agencies and ensuring children are referred swiftly.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.
- Publication of an annual SEND Information Report.
- Contributing to the Early Help process, as required.

The role of class teachers

- Discuss any concerns with the SENCo at the earliest opportunity and complete a Needs Checker and Universal Provision Checklist from the Core Standards, if appropriate.
- Co-produce individual provision maps with parents, children and outside agencies. To review these plans regularly and invite parents to a meeting at least three times a year.
- Plan an inclusive curriculum, ensuring all children are able to succeed in their learning.
- Ensure all recommendations from other professionals are followed through.
- Monitor the progress of children against outcomes set, and communicate results to the SENCo.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body is responsible for ensuring that the school has regard for the 2014 SEN Code of Practice and that SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.

There is a nominated SEND Governor whose role is to meet with the SENCo to monitor provision and progress for pupils with SEND.

Nythe Nursery

All aspects of this policy relate to Nythe Nursery which opened in September 2019. The procedures and paperwork laid out in Swindon Borough Council's 'Early Years Handbook' and the Core Standards are also followed, and advice is sought from the Early Years Advisory Team, as necessary. The SENCo works closely with the Early Years Lead to ensure the best outcomes for all children in the Nursery who may have additional needs and early identification is central to daily practice.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Equal opportunities

At Nythe Primary School we are committed to providing equal opportunities for all regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school. Every pupil will be given the opportunity to experience success in learning and to achieve as high a standard as possible to fulfil their potential.

This policy should be read in conjunction with the following documents:

- SEND Annual Report to Parents
- The Accessibility Plan
- The Equalities Policy & Action Plan
- The Policy for Supporting Children with Medical Needs