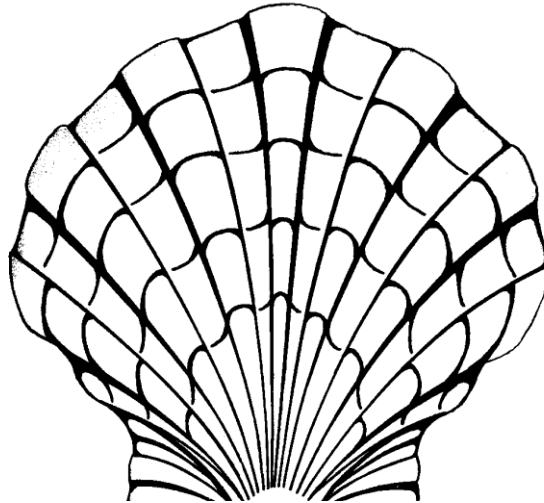


***NAZEING PRIMARY SCHOOL***



***SPECIAL EDUCATIONAL NEEDS &  
DISABILITY POLICY & INFORMATION  
REPORT***

# **Nazeing Primary School**

**‘Ask, Achieve, Aspire’**

## **Special Educational Needs and Disability** **Information Report 2020-21**

### **Introduction**

Nazeing Primary School is a community school for children aged four to eleven years. The school is situated in the village of Nazeing in Essex near the border with Hertfordshire. We are an inclusive school, recognising that all children are entitled to equal access to every aspect of school life and the curriculum. School admissions are coordinated by Essex County Council.

We endeavour to ensure that any pupil who has Special Educational Needs receives the appropriate educational provision and we try to make reasonable adjustments to ensure that a pupil with a disability is not at a substantial disadvantage, compared to their peers.

We firmly believe that the best outcomes for any pupil can be achieved when we work in partnership with parents and families towards agreed goals.

### **How Do We Work in Partnership with Families?**

From their application for a place, to a child joining and throughout the child’s time at the school, parents are given regular opportunities to discuss their child’s needs, progress and any concerns they may have with school staff. These opportunities can occur, for example, through:

- Meetings to discuss and agree admission arrangements from pre-school/nursery or to secondary school and any support necessary to ensure a smooth transition;
- Termly meetings to discuss academic progress with the class teacher;
- Termly SEND support review meetings with the SENCO and class teacher.

The child is always central to the planning, the review and the evaluation of the support they are receiving to promote their progress. The school is committed to ensuring that every child’s needs are met, whilst making sure that decisions about pupils with Special Educational Needs and Disabilities are informed by the insights of parents and children. The children’s views are fully considered through age appropriate conversations about desirable outcomes and expected progress.

Parent’s views are also important to us and we have an Open Door policy, which means that parents are welcome to come in at any time to speak to or, where necessary, make an appointment to see a child’s class teacher, the SENCO or Headteacher. If parents think that a child may have special educational needs, or are concerned about their progress, they are encouraged to talk to a member of staff. Our Special Educational Needs Coordinator (SENCO) is Mrs L. Jarrold. She can be contacted on the telephone via the Nazeing Primary School office: 01992 893344; spoken to in person; a meeting can be arranged or by email: [ljarrold@nazeing.essex.sch.uk](mailto:ljarrold@nazeing.essex.sch.uk).

As a school, we work hard to communicate effectively with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and resolved easily.

If the situation arises where parents are unhappy about the provision being made for their child or the impact of that provision, and feel that the Class teacher, SENCO or Headteacher has been unable to reassure them that needs are being met effectively, then the school's Complaints Procedure sets out clearly what the steps are to draw these concerns to the attention of the Governing Body.

This Information Report should be read in conjunction with our Special Educational Needs & Disability Policy which follows:

## **Special Educational Needs & Disability Policy**

This policy reflects the consensus of the whole school community and has the agreement of the Governing Body. Implementation of this policy is the responsibility of all teaching staff and will be monitored by the Special Educational Needs Team (Headteacher, Inclusion Manager (SENCO) and SEND Governor). The person responsible for managing the school's provision made for pupils with SEND is the SENCO: Mrs L Jarrold in consultation with the Headteacher: Ms J E Pomfret and Mrs. H. Stolton, Chair of Governors.

### **Aims**

At Nazeing Primary, we take a whole school inclusive approach to pupils with Special Educational Needs and /or Disability (SEND), recognising that all children should have access to a broad, balanced and stimulating curriculum. We aim to raise the aspirations of and expectations for all pupils with special educational needs in order that they:

Reach their full potential,  
Are included fully in our school community,  
Make a successful transition to secondary school.

### **Objectives**

- To rapidly identify and provide for pupils who have special educational needs and additional needs,
- To make reasonable adjustments for those with a disability to increase access to the curriculum and the school environment,
- To support the needs of pupils with medical conditions to achieve full inclusion in all activities by consulting with health and social care professionals,
- To communicate pupils' needs appropriately throughout the school,
- To build close links with parents/carers,
- To work within the guidance of the SEND Code of Practice: 2015,
- To operate a 'whole pupil, whole school' approach to the provision and management of support for pupils with SEND,
- To provide support and advice for all staff working with pupils with special educational needs,
- To make effective use of all support services available to us.

### **Definition of Special Educational Needs (from Special Educational Needs and Disability Code of Practice: 0-25, 2014)**

At Nazeing Primary, we recognise that a child has a Special Educational Need (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them, which is different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of pupils of the same age, or  
Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools.

## **Identifying Special Educational Needs**

The SEND Code of Practice 2015 describes four broad categories of educational need.

These are:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental health difficulties,
- Sensory and/or Physical Needs.

When a pupil has a learning difficulty which calls for special educational provision, we will identify the specific needs by considering the needs of the whole child rather than the educational needs in isolation. Where necessary, we will seek the advice of specialists or source specialised equipment to enable pupils to access all the curriculum opportunities available to their peers. In this way, we can ensure that any support or interventions provided are appropriate for each individual child.

For some children, social and emotional difficulties can prevent them from learning and in these cases we work closely with the child and family to seek the appropriate support from outside agencies. This may include: Emotional Wellbeing & Mental Health Service (EWMHS,) Extended Services, Family Solutions; Social Care etc. The school has gained Enhanced Healthy School Status and has been recognised as an 'Attachment Aware School', which indicates the good work undertaken within the school to support pupils' emotional well-being and mental health.

Factors may impact on progress and attainment which are NOT SEN, but must also be considered and closely monitored. These include:

- Disability (our Accessibility Plan outlines the 'reasonable adjustments' made in compliance with current Disability Equality legislation)
- Behaviour (where identified as an underlying response to a category of need, will be investigated to ensure that appropriate support is provided. See also: Behaviour Policy)
- Attendance and punctuality
- Health and welfare
- Having English as an additional Language
- Being in receipt of Pupil Premium grant
- Being a 'Looked After' child or an adopted child
- Being a child of a Serviceman/woman

## **A Graduated Approach to SEND Support**

Every teacher is a teacher of every child in their class, including those with special educational needs and disabilities. The teacher is responsible and accountable for the progress and development of all pupils in their class, including pupils who receive support from Learning Support Assistants. The graduated approach is at the heart of whole school practice, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. High quality first teaching, differentiated for individual pupils, is our first step in responding to pupils who may have SEND.

The SENCO or Leadership Team regularly and rigorously monitors and reviews the quality of teaching for all pupils, particularly 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 most frequently encountered special educational needs.

Ongoing assessment by the class teacher is used to identify pupils who have specific needs. Where a pupil's lack of progress is causing concern the class teacher, working with the SENCO, will use all the information gathered within school about the pupil's performance, alongside national data and expectations of progress. Once a potential special educational need has been identified, provision will become increasingly personalised, as we respond to a growing understanding of the child's barriers to and gaps in learning and undertake an increasingly individualised assessment of need using the graduated approach: Assess-Plan-Do-Review.

### **Assess**

Where a pupil continues to make inadequate progress, despite high quality teaching, targeted at their area of weakness, the class teacher and SENCO will make a record of their observations and individualised assessments. These will be added to other sources of information that staff can draw on to establish a clear analysis of the pupil's needs. At this stage it may be necessary to explore precise gaps in learning through the use of assessment tools or standardised tests, to seek the views of the pupil and parents and, if relevant, advice from other professionals or support services.

### **Plan**

If it is decided to provide SEND support, parents will be formally notified and the pupil's needs will be noted on the school's SEND Profile. A One Plan, including a One Page Profile will be agreed by the class teacher, SENCO, parents and pupil. The plan will specify the outcomes desired by all parties, the support provided to achieve these outcomes and a date for review. The curriculum and learning environment will be adapted to further reduce barriers to learning, which may include the use of specialised equipment or resources. All staff who work with the pupil will be made aware of their needs, the outcomes sought and the strategies to be employed. Wherever possible, parental involvement will be sought to reinforce or contribute to progress at home.

### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility where interventions include group work or 1:1 work away from the teacher. They will work closely with the SENCO or LSA to plan and assess the impact of support and how it can be linked to classroom teaching.

### **Review**

Class teachers will continually monitor the effectiveness of provision, making any necessary adaptations to provisions to promote success. The impact that SEND support has on pupil progress will be reviewed on the agreed date with the pupil, parents and SENCO. Following this consultation and analysis of the pupil's current needs, a revision of outcomes and support will be agreed with the pupil and parents.

For a very small percentage of pupils, whose needs are significant and complex and the support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to undertake an assessment of their education, health and care needs. This request can be made by the school or the child's parents and may result in a personalised Education, Health and Care Plan being provided for the child. EHC Plans will be reviewed annually, in addition to the One Plan reviews, and all the people who are key to the pupil's education and welfare may attend this meeting (e.g. parents, grandparents, siblings, professionals, teachers).

## **Criteria for exiting the SEN Register / Record**

Within the ‘assess – plan – do – review’ cycles of the One Planning process the QFT and additional interventions may result in pupils making expected or more than expected progress and thereby narrowing the gap between them and their peers. If a pupil’s rate of progress increases to enable them to operate within the expected range of abilities they may be removed from the SEN Register, but their progress will continue to be monitored through the QFT to ensure rates of progress are maintained.

## **Supporting pupils with Special Educational Needs**

All pupils receive high quality first teaching, differentiated to meet the diverse needs of all learners. Resources are available and accessible to encourage successful independent learning. Pupils with an identified Special Educational Need will receive support that is additional to and/or different from the majority of their peers. The additional interventions that may be put in place include but are not limited to:

- 1:1 support
- Small, targeted group work
- Speech and language programme
- ‘Bilateral Movement’ Programme
- Input from educational psychologist
- Specialised/modified equipment
- Social skills group
- Emotional support/Mentoring

Additional provision is overseen by the SENCO and is designed and implemented by class teachers or SENCO (following advice from other professionals where appropriate), supported by our team of Learning Support Assistants. All additional provision made depends on the needs of the individual child and may be curriculum based or may relate to social interaction, communication difficulties, emotional difficulties or physical difficulties such as fine or gross motor control.

## **Managing Educational Provision**

The SENCO (Mrs L Jarrold) has day to day responsibility for the coordination and management of specific provision made to support individual pupils with SEND. She will ensure that provision meets the requirements of relevant legislation, guidance and school policies. She meets regularly with teachers, Learning Support Assistants, families, school governors and other professionals to ensure a coordinated approach to provision.

She provides professional guidance and support, identifies training needs and opportunities for staff and monitors the quality and impact of interventions in consultation with the Class teachers or Leadership Team.

She is a key point of contact for external agencies, especially the Local Authority and its support services. Where outside agencies are required to support a pupil, she will work closely with the family to seek the appropriate help and advice, which may include:

- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- Medical personnel including School Nurse
- Emotional Wellbeing and Mental Health Service (EWMHS)

- Social Care

The Headteacher, SENCO and the Governing Body will monitor the school's strategic approach to meeting the needs of pupils with SEND in the context of the total resources available to the school, including any resources targeted at particular groups, such as pupil premium funding.

Parents who wish to understand the support options available for their child are welcome to discuss this with the class teacher, SENCO or Headteacher.

### **Admission Arrangements** (See also our Admissions Policy)

Children with an Education, Health and Care Plan are required to be admitted if the school is named by the parents, unless there are grave concerns about the school's suitability. If a pupil has an EHCP, or where other specific needs have been identified, or concerns expressed by parents, the SENCO will meet with pupil, parents and key professionals to plan a transition programme which aims to ensure that the necessary support is in place when the child starts at Nazeing Primary.

### **Transition Arrangements**

The annual review in Year 5 for pupils with an Education and Health Care Plan begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for their child's next phase of education and we will involve outside agencies, as appropriate, to ensure that information provided is comprehensive but accessible. For all pupils with a SEND transferring to local schools, the SENCOs of both schools will discuss the needs of the pupil in order to ensure a smooth transition.

Pupils with an EHC Plan and others with SEND, where appropriate, will be given additional support on their transition from Foundation Stage to Key Stage 1 and from Key Stage 1 to Key Stage 2. This may include additional opportunities to meet their new class teacher, visit their new classroom and be provided with a book of information about their anticipated new experiences to share with their parents during the summer holidays.

### **Our Partnership with Parents and Families**

We believe that parents/carers and the school should work together in partnership to promote pupil achievement and that good communication is the key to this partnership. We would therefore encourage parents to discuss any concerns at the earliest opportunity with the class teacher or the SENCO.

All parents are given an opportunity to meet with their child's teacher each term to discuss progress. Parents of pupils who are receiving SEND support, or have an Education, Health and Care Plan, will also be given the opportunity to meet with the class teacher and SENCO regularly to set clear outcomes for the pupil and review progress towards them. The discussion will explore the parents' and pupil's views and aspirations, specify the support that will help the pupil achieve their desired outcomes and identify the responsibilities of the parents, pupil and school.

Parents will be given the opportunity to discuss their child's needs with any other professionals who come into school to give advice which supports the pupil's education. We would also welcome contact with professionals who may be working with the child outside school.



## **Supporting pupils with Medical Needs**

Pupils with medical needs will be provided with a Health Care Plan and Intimate Care Plan (if needed – see ‘Intimate Care Policy’), compiled in partnership with the school nurse, the parents and the pupil (where appropriate). These will be shared with named staff who will administer and supervise medications, following formal training and verification by the school nurse.

We follow the Department of Education (DfE) guidelines published in “Supporting pupils at school with medical conditions” (DfE: 2014).

## **Access Arrangements** (See also our Accessibility Plan)

The school works hard to ensure that no child is disadvantaged in terms of facilities and equipment. We strive to make the full school curriculum and every facility accessible to all. To ensure that we achieve this goal, we seek advice from outside agencies, professionals, the specialist teacher team and specialist nursing team. The school has access to a range of equipment including:

- Mobile ramps
- A lift
- Disabled toilet and shower
- Infant changing table
- Specialist PE equipment
- Modified furniture
- Access to laptop and tablet technology
- A medical room, which is a safe place for insulin testing/injections or administering approved medications
- Adapted keyboard
- Writing support frames
- Specialised seat cushions, weighted lap blankets and foot boards

Many curriculum resources to support pupils with SEND are located in the Rainbow Room. Access to the Early Years area and the school field are via a purpose built walkway, ensuring that most areas of school are wheelchair accessible.

## **Staff expertise and training**

The Headship Team (Headteacher and Deputy Headteacher) is responsible for Continuing Professional Development (CPD) and all staff (teachers and LSAs) will identify areas in which they feel additional training would be beneficial. They are actively encouraged to develop their own expertise and improve our provision for pupils. After a review of training needs by the SENCO or Leadership Team, training may be provided through school based INSET, by visiting professionals or through external providers. The SENCO attends SENCO cluster meetings, training days and keeps abreast of current legislation and initiatives. Key information is shared with all staff at weekly staff meetings.

## **Working with Bodies Beyond School**

In order to provide the most appropriate support for a pupil, it may be necessary to access additional advice from other service providers. The SENCO or Head Teacher may access support (through the Family Operations Hub or Common Assessment Framework where necessary) from a variety of services, including:

- Educational Psychology Service
- Community Nurse
- Education Welfare Service
- Child Development Service
- Speech and Language Service
- Social Care (See also Safeguarding Policy)
- Health Authority

## **Complaints Procedure**

If a situation arises where a parent has a complaint regarding the SEND provision being made for their child, they should speak to the class teacher in the first instance. If the problem is unresolved and the SENCO or Headteacher is unable to reassure them that the pupil's needs are being met effectively, then the school's Complaints Procedure (a copy of which is available at the office) sets out clearly what the next steps are.

## **Reviewing this Policy**

This Policy will be reviewed annually.

The success of the policy will be determined through a variety of means, including:

- Review meetings with parents and pupils
- Achievement of pupils
- School based assessments
- Statutory Key Stage assessments
- Assessment by Educational Psychologists
- Assessment by speech therapists
- Review meetings with SEND Team

Consideration will be given to the above when the policy is reviewed. Pupils with SEND and their parents will be invited to contribute to the review, as will the whole school staff and the Governing Body.

## **Compliance**

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015) 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 2013)
- Supporting pupils at school with medical conditions (DfE: April 2014)
- Reasonable adjustments for Disabled Pupils (2012)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)

- Teachers Standards 2012
- Working together to safeguard children
- Statutory Framework for the Early Years Foundation Stage (DfE 2014)
- Keeping Children Safe in education (DfE 2018)
- Essex Guidance on Assessment and Planning for Children and Young People with SEND (Aug. 2014)

### **Staff Training and Skills**

Every member of staff from the Headteacher to teaching staff, office staff, welfare assistants and mid-day staff receives training throughout the year, which relates to the needs of the school and our pupils.

Our Learning Support Assistants receive high quality training relevant to their roles and responsibilities, which has included training to support: learning difficulties; autistic spectrum disorders; speech, language and communication difficulties; challenging behaviour; social and emotional difficulties; medical needs; motor skills; physical difficulties, memory difficulties and Attachment Awareness. They are also trained to deliver interventions for reading, spelling, writing and maths.

In this way we try to ensure that we are constantly developing skills to support special educational and disabilities needs within our school.

### **Storing and managing information**

Documents relating to pupils with SEND are stored in line with a school policy on Information management and the Confidential Policy.

### **Bullying**

The school is proactive in taking steps to ensure and mitigate the risk of bullying of all pupils including vulnerable learners at school. Promoting good relations between people and groups of all kinds is inherent in many things we do as a matter of course eg. aspects of the curriculum which promote tolerance and friendship, or which share issue, specific teaching on e-safety and involvement with the local communities and with other schools which enable pupils to meet and exchange experiences with children from different backgrounds. The school is proactive in eliminating harassment and bullying through the school Behaviour Policy and Anti-Bullying Policy which outline clearly how discrimination, bullying or harassment of children and adults will be dealt with. These Policies can be found on the school website.

The school monitors it's social inclusion informally through observation of classes, lunchtimes and other activities and through planning within class teams to ensure inclusion and varied learning opportunities. Specific programmes may be organised for individuals or groups to support social inclusion, promote independence and develop resilience.

### **Where can parents access more information from the Local Authority?**

More information on what is available throughout Essex for children with Special Educational Needs and their families can be found on the Essex County Council's Local Offer website at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).