



# Special Educational Needs and Disabilities Policy

Date agreed by staff: April 2023  
Date agreed by Governors: April 2023  
Date to be reviewed: March 2025

*'Nurturing and inspiring our  
learners to reach for the stars'*

This policy was reviewed and updated April 2023 in line with the revised Special Educational Needs and Disability Code of Practice 0-25, July 2014, reflecting the changes introduced by the Children and Families Act 2014 and it will be reviewed every two years.

### Aims:

At Northfields we aim to create a school environment where all children feel valued, respected and where they can develop socially and educationally to their full potential. We recognise the teacher's knowledge of each child's skills and abilities provides the information for matching needs to provision, and finding ways for every child to have appropriate access to the curriculum.

Northfields School provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and National Curriculum 2014 are our starting points for planning that meets the specific needs of individuals and groups of children. Staff plan a curriculum to engage and motivate the children, finding out what they know and involving them in asking questions to discover what they would like to learn about their subjects. This is then linked to planning where teachers set WALT to encompass children's diverse learning styles and needs. Some children have barriers to their learning and require particular actions by the school.

At Northfields we aim to identify and respond early to a pupil's Special Educational Needs and Disabilities, and provide opportunities for access to all areas of the School Curriculum in an appropriate way. Under the new code of practice (2014), Special Educational Needs and Disabilities (SEND) is defined as 'a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them'. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age, or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

*NB – The disability discrimination act identifies the fact that some pupils with disabilities may have learning difficulties that call for specialist educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school aims to ensure that each child receives the appropriate provision based on their identified needs. Similarly some children may not have SEND but there may be other factors that hinder their progress and attainment such as attendance, welfare and children looked after.*

### Principles:

- Staff members seek to identify the needs of pupils with SEND as early as possible. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.
- To work as a team involving parents and professionals to promote continuity in an individual's support for their Special Educational Needs and Disabilities.
- To set realistic achievable outcomes which provide positive feedback for the child, teacher and parents.
- Ensure that children with SEND have access to a broad and balanced curriculum with relevant and appropriately differentiated tasks / activities.
- Ensure that children with SEND have access to a range of materials and learning styles required to further their learning and development.
- To have regard to the SEND Code of Practice (2014) to ensure correct procedures are followed.
- To keep a SEND record of pupil's details, identifying the area of concern, depth of intervention, review dates and use of outside professionals.

### Identification of SEND:

We aim to identify a child who has difficulties in any area of their development as soon as possible and to put in place appropriate action to address their needs.

The Code of Practice (2014) identifies four very broad areas of SEND and if a child is identified as having a SEND, the identification will indicate which of these areas are specifically evident:

#### 1. Communication and Interaction:

Difficulties in saying what they want to; understanding what is being said to them or do not understand or use the social rules of communication.

#### 2. Cognition and Learning:

Learning at a slower pace than peers, even with appropriate differentiation.

MLD Moderate Learning Difficulties.

SLD Severe Learning Difficulties.

PMLD Profound and Multiple Learning Difficulties.

SpLD Specific Learning Difficulty (e.g. dyslexia, dyspraxia etc).

#### 3. Social, Emotional and Mental Health:

This may include anxiety, eating disorders, ASD, ADD, ADHD, attachment disorder.

#### 4. Sensory and/ or Physical:

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may be age related and fluctuate over time e.g. VI (Visual impairment); HI (Hearing impairment); PD (Physical disability).

The following structure outlines the process:

- Nursery and Reception Baselines to identify strengths and weaknesses.
- Use of Arbor to track progress in core subjects each term.
- Monitoring and tracking of children's progress is carried out by staff to assess levels of achievement in relation to class work and across the year groups.
- Children with SEMH, physical and communication difficulties, which affect their progress, will be known to all adults working with them and agreed methods of support will be in place.
- If a child doesn't make 'expected progress', despite differentiation this is discussed with the SENCo using an Assess, Plan, Do, Review, graduated approach to decide 'What we do next?' Monitoring or support procedures are implemented alongside a MP or an IEP.

Expected Progress is defined at Northfields as when a child:

- matches their previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in their behaviour

#### SEND Support Cycle:

Parents are involved in any concerns or problems reported by the school or parents, and regular information is shared by all concerned. The school follows the SEND Code of Practice for supporting children within the school. The school follows a graduated response to meeting the needs of children under the headings:

- Cause for concern – Verbal discussion between Teacher, SENCo and parents. Assess Plan Do Review process implemented and monitored, MP.
- School Action – Assess Plan Do Review cycle. IEP.
- EHC Plan for most complex needs.

We have a graduated response to need using three 'waves' of support for children, as described below:

Wave One: High quality first teaching for all children.

Wave Two: Small group additional interventions for children who can be expected to catch up with their peers as a result of the intervention.

Wave Three: Specifically targeted and highly personalised interventions for children identified as needing SEND support, usually with external professionals involvement.

#### Cause for concern:

If a teacher is concerned that a child is having difficulties then this is shared with the SENCo and parents verbally and monitored by the class teacher. This is noted on the school SEND record and an Assess Plan Do Review approach will be implemented. In some cases a Monitoring Plan (MP) may be necessary.

The class teacher then reports back to the parents at parent's evenings or at a mutually agreed time depending on the nature of need. SENCo regularly meets class Teacher to monitor and discuss progress.

#### School Action / additional support:

If concerns continue these are shared with the SENCo. Appropriate interventions are agreed between SENCO, class Teacher and parents and an IEP will be put into place. Interventions may include work within class or a group outside the class. This is mapped, monitored and reviewed through the Assess Plan Do Review approach by the SENCo. The Additional Support Plan will be reviewed termly in a meeting with the class Teacher, SENCo and parents.

The Triggers for additional support are from a continued concern about a child who despite receiving differentiated learning opportunities:

- makes little or no progress in identified area of need
- is working at curriculum levels below those expected for a child of that age
- presents persistent emotional and/or behavioural difficulties, which are not improved by a range of positive behaviour management strategies
- has sensory and/or physical problems and continues to make little or no progress despite using specialist equipment or resources within the school
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The resources necessary for supporting the child will be put in place including:

1. Teacher/ TA support time
2. interventions e.g. Write From the Start, Lego Club
3. special resources e.g. writing slope, easy flow pencil
4. support for curriculum differentiation
5. range of teaching strategies
6. staff development and training
7. adaptations to school environment.

If the difficulties continue and there is a lack of expected progress made through school interventions, the SENCo will approach relevant outside agencies for further support and advice. The IEP will reflect specific outcomes and strategies, which will be agreed with all relevant parties including the parents and where appropriate, the child.

The triggers for involving outside professionals include:

- little or no progress in specific areas over a long period of time
- working at National Curriculum levels below those expected for same age children
- persistent difficulty in developing English and Maths skills
- persistent emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group
- sensory or physical needs that requires additional specialist equipment or regular advice or visits by a specialist service
- Persistent communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If outside advice is required then the consent of the parents is obtained first, before the referral is made.

- all previous intervention strategies may apply
- IEP indicates the nature of the advice being sought
- IEP reflects outcomes for the child in line with the advice from the outside professionals involved

### EHC Plan:

Where a child has complex needs the school, in partnership with the parents, pupils and professionals may decide to make a request for an Education Health and Care Plan (EHCP) to the Local Education Authority. The EHCP is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care. To provide this the local authority use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child.
- Provide a full description of the child's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Where a request for an EHCP is made to the Local Education Authority, the child will have demonstrated significant cause for concern over time. Discussion will have taken place between all parties involved with the child and permission and views of the parents and the child will be a central part of the process.

To support the referral there will be written evidence and/or information about:

- views of the parents and the pupil
- the schools action through Assess Plan Do Review approaches and regular IEP reviews and their outcomes
- tracked National Curriculum or Early Years Foundation Stage progress
- involvement of outside agencies over time including reports and assessment, for example, from an Educational Psychologist or Speech Therapist
- the child's medical history, where relevant.

If the child receives an EHCP then the school will adhere to the outcomes outlined and provide provision through a detailed support plan in collaboration with parents and professionals.

### Pupil Participation:

All children at Northfields School are encouraged to work towards specific expectations. These expectations can be class based, group based, or individually based depending on which year group the child has reached.

We feel it is important that children with SEND have the opportunity to make choices and know their views matter by commenting on what they can do and what they would like to do next. The nature of the comments range from teacher scribing of views, independent recording of their thoughts on MP and IEP to children's comments on pupil passports to record pupil voice through the year.

### Predictable and Exceptional Needs Funding:

SEND funding is based on Predictable needs and Exceptional Needs. A request for Exceptional Needs Funding can be made as recognition of a child's significant difficulties. This does not necessarily mean extra funding will be given specifically for that child.

The Head Teacher and SENCo prioritise use of funding in relation to interventions highlighted on the provision map and priorities for staffing and resources to meet the needs of identified children.

All staff are encouraged to ask the SENCo for advice and materials suitable for supporting the needs of individuals in the school.

### Partnership with Outside Agencies:

The following agencies will be used in the implementation of the School's SEND policy:

- Educational Psychologists
- North Herts Pupil Support Services (NHPSS)
- Advisory teachers, such as: Autism Team and Physical & Neurologically Impaired Team
- Grange SPLD base
- Early Years SEND SAS
- Family Support Workers
- Health services including: Speech and Language Therapists, Occupational Therapists, Physiotherapists
- Educational welfare officers
- Woolgrove Outreach Service
- Medical services such as CDC.

Information regarding Professionals will be explained to parents in consultation meetings. A visitor's diary is kept by the SENCo and the School Office to record when professionals come into school, staff and parents are informed when visits are arranged. Initial referrals for support from Outside Agencies are made through Children's Services or directly to the agency concerned depending on County procedures.

### Links to other schools:

If a child transfers to another school the child's individual SEND records are passed on within fifteen days to ensure continuity of provision. If the next school is unknown then they will be sent on at the earliest possible opportunity.

There is close liaison with The Grange Academy, which receives the majority of our year 2 children when moving into Key stage 2. This involves:

- Year 2 and Year 3 Teachers planning transition activities and arrangements at the beginning of the academic year.
- The Year 2 and Year 3 Teachers meeting to discuss children transferring in July and internal records passed on.
- The SENCo from each school meeting in the summer term and particular attention given to children on the SEND Register and their individual needs. Extra Transition Support Plans are discussed and written, involving additional visits and support from outside agencies in the transition process.
- Parents are encouraged to contact the school SENCo prior to their child moving into Year 3 to discuss any concerns they may have.
- The receiving school is notified if a child has specialist provision.
- The involved agencies will be told of the change in school placement.

### Partnership with parents:

We are very aware of the importance of a close link with all parents in the education of their children. The school operates an 'open door' policy in arranging meetings at a mutually agreed time.

Appointments are made each term for the SENCo, class Teacher and parents to discuss children's MP/ IEP at greater length and to review progress and set new targets together. In between these times parents are encouraged to seek advice and support from the SENCo as and when necessary.

A framework for more formal meetings may include the following:

- Consultation with Head Teacher and staff at mutually agreed times
- Meetings with outside professionals as well as school staff, involving a collaborative approach where the views of all are taken into consideration.
- Informing parents when outside professionals are seeing their children in school for advisory and review purposes.
- Family support worker who meets with parents to discuss issues and next steps regarding individual children.
- Review of individual's needs to ensure smooth transition between phases.

### Role of parents:

Northfields School recognises the importance of maintaining close links with the parents of all children in school. The parents of a child with SEND can often give invaluable insight into aspects of the child's background and this should always be sought by the class teacher as part of the identification procedure. It is a vital and intrinsic part of the procedures that parents are involved in frank, open and positive discussion.



Parents are encouraged to give their views and to work alongside staff as partners. We value parental opinions and views and welcome parental input. They are given the opportunity to discuss their child's MP, IEP or EHCP whenever updated. The input of parents is invaluable at review meetings. Parents are able to support their child at home in working towards given outcomes.

Parental consultation should be sought by the Head Teacher, SENCO or Class Teacher on the course of action to be taken following a review of a child on the SEND register. This may be done informally by verbal means or more formally by letter.

#### School responsibilities:

Head Teacher	Responsible for allocation of budget in providing a balance between materials and 'human' resources.
Head / Governor	Responsible for reporting to parents yearly about SEND provision at Northfields School through the School Information Report
SENCo	As indicated in Role of SENCo.
Staff	Each teacher has responsibility for planning to meet the needs of all pupils' they teach.

All children are entitled to equal access to the full curriculum, which involves all children being provided with opportunities to work to the best of their capabilities and to make progress. This is achieved by:

- Teachers being aware that children have different learning styles.
- Teacher's differentiation of work through outcome, materials used, support approaches and support targets.
- Support Staff working with each class in English, Maths and other areas of the curriculum.
- Senior management team discussing the priorities for SEND support and the needs of particular children and classes. This will vary from year to year depending on the needs of different cohorts and the funding available.
- SENCo monitoring and discussing outcomes with Head, Teachers, support staff, parents and, where appropriate, with pupils, the effectiveness of interventions and provision.
- Each curriculum area coordinator to show regard for SEND children in their Policy.

#### The SENCo is responsible for:

- Managing the provision for all children on the SEND register under the four areas identified by the SEND Code of Practice including the deployment of Teaching Assistants where necessary.
- Supporting and advising colleagues.
- Ensuring all records of children with SEND are appropriately monitored and reviewed in accordance with the SEND system within the school.

- Liaising with external agencies to use their advice and suggestions to inform teaching methods and materials appropriate to individual needs.
- Liaising with parents to keep them informed of their child's support and progress.
- Liaising with the Head teacher on the use of funding for children with ENF and EHC Plans and all other resources allocated for SEND provision.
- To develop an awareness amongst staff of the needs of SEND pupils and model methods of support when working with these children.
- Updating Staff CPD through INSET and staff meetings. Reviewing resources for SEND by attending relevant courses and SENCo support meetings. To be aware of new initiatives in Special Education.
- Ensure liaison with other schools for transfer to receiving schools.
- Determining the strategic development of the SEND policy and provision in school in order to raise the achievement of children with SEND.
- Making submissions for Education Health Care plans and Exceptional needs Funding if applicable.
- Ensuring SEND issues are reflected in the school improvement plan through provision mapping.
- Liaising with the SEND Governor regarding provision and priorities for SEND within the school.
- Ensure School Offer (SEND Information Report) in place and available to parents (school website).

#### Role of Head Teacher:

- works closely with the SENCo to ensure responsibilities are being met and will keep governors fully informed of school developments.
- ensures that the policy is implemented.
- supports the SENCo and SEND Governor in their responsibilities.
- liaises with parents, children and outside agencies in conjunction with the SENCo.
- ensures that the correct procedures and paperwork are maintained.
- ensures the transfer of SEND information to the children's next setting at times of transition.

#### Role of Teachers:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teacher's responsibilities include:

- being fully aware of school's procedures for identifying, assessing and providing for pupils with SEND.
- planning to meet the needs of individual children in the class, differentiating appropriately using a well structured curriculum.
- make initial identification of children with SEND and share this with parents and SENCo.
- implement MP or IEP for those receiving external advice in consultation with the SENCo, parents and child.

- review MP and IEP termly with the SENCo.
- discuss targets and progress with parents and with children, ascertaining views.
- work closely with support staff and oversee their work with the children.
- assess children on a regular basis and, in discussion with the SENCo, implement additional strategies to support progress and outcomes.
- contribute to reports and provide information towards referrals or the EHCP process.
- prepare information for parent consultation evenings and individual meetings as needed.

### Role of support staff:

The nature of support is decided in consultation with Head Teacher, SENCo and staff to prioritise where this will be most effective to meet the needs of the children concerned. The nature of the support includes use of specific interventions and suggestions from Outside Professional's advice. When necessary the SENCo will model the use of specific materials, equipment and interventions. This will be included in Professional development procedures for support staff for developing a range of expertise to ensure the most effective support is achieved.

### Staff Development:

We aim to provide opportunities for all staff to develop their abilities to meet pupil's individual needs.

- Head Teacher, SLT and SENCo arrange a program of INSET and staff meetings during the year.
- SENCo to attend appropriate courses and be aware of current issues to provide updates of new initiatives.
- SENCo to match courses to appropriate staff as part of their Continuing Professional Development in discussion with the Head Teacher.
- SENCo to be aware that particular staff may need to attend specific courses related to individuals in their class.

### The role of the Governing Body:

- The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.
- The governing body does its best to secure the necessary provision for any pupil identified as having SEND.
- The governors ensure that the Head Teacher and SENCo are aware of the importance of providing for these children.
- The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- The governing body monitor SEND regularly via the Head Teacher's report.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND.

- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The SEND governor meets termly where possible with the SENCo.

#### Admissions procedures:

The school follows the procedures set out in C.S.F. Publication – Starting School. Where an application is received for admission of a child with a disability, the child will be admitted unless the school and the governing body can show the child's inclusion would be incompatible with the effective education of others and/or why reasonable adjustments could not be made to accommodate the child.

No separate admission arrangements apply to children with SEND. Please refer to the school's admissions policy and LEA guidelines on admission for children who are already subject to Special Educational Needs and Disabilities. Information about admissions is available from the LEA and further information about provision for SEND pupils within the LEA is available from the Local Offer Section of the LEA website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

#### Facilities:

- Ramps and doors for wheelchair access everywhere including Nursery, Library and all classrooms.
- Toilet for disabled in main school and Nursery.
- Wet room in Nursery with shower.
- Further information on improvement to facilities to enable our school to be as inclusive as possible is detailed on the Disability Equality Scheme Action Plan and Accessibility Plan.

#### Resources:

Funding for SEN is set annually by the L.E.A. and delegated to the school's budget. The allocation is used to support children with SEND. Teaching staff use their PPA time effectively to support pupils with SEND. Consideration is given to the use of in class support as well as withdrawal from the mainstream class of individuals and groups of children who have similar needs, bearing in mind the right of all children to have access to a broad and balanced curriculum.

Northfields School allocates funds to enable a central bank of resources developed for use by staff who are working with children with SEND. The resources are wide ranging in form and include practical, sensory and IT equipment as well as reference and photocopiable materials, useful to staff and children. These resources are located in the SEND resources area in the school library.

### Complaints procedure:

In the first instance it is hoped this will involve the parents, class Teacher, SENCo, and/or Head Teacher in accordance with the Governor's Complaints policy.

In an instance when this is not possible then the County complaints procedure will be followed:

1. Complaint taken up with class teacher and/or SENCo  
(If this is not resolved:)
2. Taken up with Head Teacher  
(If not resolved:)
3. Put in writing to Chair of Governors  
(If not resolved:)
4. Put in writing to Conciliation and Appeals Service.

### Evaluation criteria for SEND policy:

We aim to monitor and evaluate the success of the policy on a regular basis so that it can be effective for our pupils with Special Educational Needs and Disabilities. The following will provide the evidence needed:

- Progress of individuals in relation to targets being met and monitored through Arbor tracking.
- Monitoring of provision maps and interventions in relation to children's progress.
- School Offer (SEND Information Report) to show what the school provides at the present time, to be reviewed at least annually.
- Termly meeting of staff to discuss and update SEND record, MP, IEP and school provision map.
- Meetings with parents to discuss progress made and next steps.
- Children having a sense of achievement when reaching proposed outcomes.
- Review of children with ENF Funding or an EHC Plan with parents and all professionals concerned.

Date agreed with SEND Governor -	April 2023
Date agreed by staff	April 2023
Date to be reviewed	March 2025