



Northchapel Primary School

SEND and Information Policy

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Reviewed By	Deborah Coggin
Approved By	Teaching and Learning Committee
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All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities (SEND). Northchapel Primary School is a mainstream school and part of the Rother Valley locality, who work collaboratively to ensure best practice, and is an inclusive school.

Our school – the Northchapel Way

- Every child at Northchapel is an individual and support will be differentiated to meet their needs.
- We have high expectations of behaviour; everyone in the school community is treated with equality and respect.

Principles and aims

At Northchapel Primary School we value all children within the school community equally. We are committed to working in partnership with children, parents and carers to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education. We strive to uphold the rights of all children through our policies and practice, and provide special care and support for children with disability, as stated in Article 23 of the United Nations Convention on the Rights of the Child. We are committed to inclusive practice and will make reasonable adjustments in line with the Equality Act 2010 to ensure that pupils with disabilities are not disadvantaged. High-quality adaptive teaching is the first response to meeting the needs of all pupils, including those with SEND. Where additional support is required, this will be provided through a graduated approach.

In order to fulfil these principles, we are committed to

- The early identification of SEND and making our best endeavours to ensure that necessary provision is made through a graduated response, in line with the SEN Code of Practice 2014.
The 2014 SEN Code of Practice defines Special Educational Needs as follows: a child has SEND if they have a learning difficulty that calls for educational provision to be made for them. A child has a learning difficulty or disability if
 - a) They have a significantly greater difficulty in learning than the majority of their peers; or
 - b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.
- Working in partnership with children and parents/carers. We support children and parents/carers to participate as fully as possible in decisions and ensure that they are provided with the information and support necessary to enable participation in these decisions.
- Providing a broad, well-balanced, exciting and engaging curriculum for all children in our school.
- Maintaining high expectations for all children and providing appropriate tasks and achievable outcomes to consolidate and extend the learning in the classroom.
- Encouraging all learners to develop confidence and recognising value in their contributions, giving them high self-esteem.

Our Local Offer contains information about SEND procedures at the school, including contact information for the SENDCo, staff expertise and training, funding for SEND and the links to outside agencies to support SEND:

How does the school know if children need extra help and what should parents do if they think, their child may have special educational needs?

All teachers are responsible for the progress of every pupil in their class. Teaching will be adapted to meet individual needs through high-quality teaching strategies, including differentiation, scaffolding, modelling and responsive feedback. Additional interventions supplement but do not replace high-quality classroom teaching.

- The children at Northchapel are assessed each term against the Early Years Foundation Stage Curriculum and the National Curriculum Age Related Expectations in reading, writing and maths.
- Children identified as having a significant difference to the expected targets or those who are consistently not meeting their individual targets are observed, monitored and assessed individually to identify any specific needs.
- Children entering the school are assessed by the class teacher and previous records are considered when identifying individual children's starting points, and a baseline assessment is devised, using the Assess, Plan, Do, Review format. Any history of SEND will lay the foundations of the next steps in learning and identifying the areas of support required.
- Information gained from the previous school or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.
- Identification of SEND will not be based solely on attainment. The school will also consider progress, wider development, behaviour, attendance, and the views of the child and parents.

- If you are personally concerned you should speak to your child's class teacher, or the SENDCo make an appointment to ensure enough time is given to the discussion.

How will we all know how a child is doing and how can school help parents to support their child's learning?

- Our SENDCo will oversee and plan personal learning plans (PLPs) for all children on the SEND register and this will be implemented by our very experienced and caring team of teaching assistants (TAs) and class teachers. The PLPs will include a table showing specific provision throughout the week, targets and progress. We invite parents and children to review PLPs termly with us.

How will the school staff support a child?

- Any member of the team working with individual children will be responsible, and in a position, to share information and achievement. We can use email, for recording significant moments both at home and at school, also 'meet and greet' at the start of the day for targeted children. Teaching assistants work with class teachers to provide support in the classroom.

How will the curriculum be matched to a child's needs?

- Independent learning is promoted through the use of visual timetables, homework and ICT.
- Learning within the classroom is adapted to support the needs of all abilities.

How is the decision made about what type and how much support a child will receive?

- Regular meetings take place with our parents, staff and outside agencies to review the needs of our children. To ensure the best possible provision and support for your children we like to include you and our staff working together in making decisions. Communication between our school and you, as parents, is vital to our approach and we value your opinions and concerns.

How are the school's resources allocated and matched to children's special educational needs?

- We have a small, inviting nurture room (The Tree House) for supporting children with e.g. their emotional literacy. We currently have an extra classroom space, ie the Learn Hub or the Hut, for 1:1 and group work, for activities such as social skills groups, working on specific PLP targets, SALT and Occupational Therapy.
- Funding is used to purchase IT programmes and training for staff to specifically meet the needs of children at the school.

How will children be included in activities outside the school classroom including school trips and what support will there be for a child's overall well-being?

- Risk assessments and identified adapted plans are put into place for children with specific needs when planning trips or extra-curricular activities. In cases where there is an immediate risk to safety, and all other options have been exhausted, staff members have had training restorative behaviour principles, some staff have training in positive handling children. Please look at our Behaviour Policy on our website. All students take part in a range of PSHE skills programmes.
 - We have a team of qualified First Aiders. We have access to the School Nurse. There is a policy for the administration of medicine.
 - In recent years we have taken children with a range of special needs on an outdoor activity residential; a cultural residential in Oxford and a Survival Camp as well as many opportunities to take part in dance, singing and drama trips. All children are given the opportunity to have a curriculum-based trip each term and support is given so that every child is able to participate fully.
- *The school recognises social, emotional and mental health (SEMH) needs as a key area of SEND. Support may include ELSA intervention, pastoral support, and referral to external services where appropriate. The school have a Wellbeing and Mental Health Development Plan to refer to.

What specialist services and expertise are available for access by this school?

- We have a good, professional relationship with a range of outside agencies and services e.g. the Educational Psychologist team, the Speech and Language team, the Occupational Therapy team, the Social Communication team, the Early Help team and Integrated Front Door.
- A few families may benefit from support through an Early Help Plan.

What training have the staff supporting children with SEND had or are having?

- Our SEND team consist of, SENDCo and TA's. The SENDCo has QTS (Qualified Teacher Status), BSA in Education and the National Award for Special Needs Coordination. One TA is a trained ELSA (Emotional Literacy Support Assistant). Regular training is available as well as opportunities through INSET, and TAs are trained to use interventions such as Floppy Phonics, Precision Teaching & Speech and Language development.

How accessible is the school environment (indoors and outdoors)?

- Our school is 'wheelchair' friendly.
- Forest School sessions are an important part of school life for all children. We have an Early Years site next to the school – the Glebe, and a larger site 'Little Wood' for years 2-6, within about 15 minutes walking distance. All students participate.

How are parents involved in the school?

- We welcome involvement in many ways. Parents and carers can support the PTA (Parent Teacher Association), volunteer to help in a classroom using their own expertise; or listen to

children read. Most importantly, we encourage attendance at consultation evenings and PLP review meetings.

Whom can parents and carers contact for further information?

- Our SEND governor meets with our SENDCo to discuss provision and the needs of your children.
- Our SENDCo works part time in the school but can be contacted through the school office.

How will the school prepare and support a child to join the school and transfer to a new setting?

- Transition arrangements in joining Northchapel are well planned and we will support both you and your child. Children joining Reception are given opportunities before starting school to familiarise themselves with the school community and environment. They are also given the support of a Y6 Buddy.
- Transition arrangements on leaving Northchapel for secondary education are well planned; extra opportunities for your children to visit their next school are always available to help them feel supported and confident.

Access

The school is committed to ensuring accessibility for all pupils. This includes: Access to a broad and balanced curriculum, A physical environment that supports mobility and independence, Communication methods adapted to meet individual needs. Further details are outlined in the school's Accessibility Plan 2025-2028.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENDCo) is Anna Fox, her role is part-time and she can be contacted through the school office.

The SENDCo is responsible for implementing the SEND policy and liaises with the Head Teacher and the dedicated SEND Governor, Julia Edwards to monitor provision and effectiveness. She is also the Wellbeing Lead.

Teaching assistants provide support for children both in and out of the classroom and are trained in the following areas:

- Speech and Language
- Motor skills
- Reading
- Spelling, including phonics
- Maths
- Autism Awareness
- Team Teach
- Emotional Literacy

In addition we also have:

- One ELSA (Emotional Literacy Support Assistant)

Procedures for identification, assessment, provision and monitoring of pupils requiring additional support

Class teachers are responsible for the learning and progress of all the children in their class. Any concern about a child's learning or development should be discussed between parent/carers and the class teacher in the first instance. Class teachers should begin an APDR (Assess/Plan/Do/Review) form for the particular child and share this with the SENCo to inform discussion.

The teacher should record all conversations about the child. If the teacher judges that the concern will require a class-based intervention, he/she will arrange to meet the parent/carer and child, either separately or together, to discuss possible provision, establish targets and set a review date. The SENDCo will be informed. If they are added to the SEND register a copy of the Personal Learning Plan will be given to the parent/carer and a copy retained in the teacher's Additional Support File.

If a concern is raised which is more urgent, and which the class teacher judges to be beyond the scope of class-based intervention, the SENDCo will be informed immediately and will decide whether SENDCo involvement is necessary at this stage, using the Assess, Plan, Do, Review format.

The child's progress will be monitored and reviewed against the targets set on the specified review date with the parent/carer and child. The plan may be amended or ceased as appropriate.

If the child has not made the expected progress, the teacher will consult with the SENDCo to develop a new Personal Learning Plan.

SEND support

If the child is not making progress despite receiving adapted learning opportunities or strategies, the SENDCo should be informed and may decide a formal assessment of the child's needs is necessary. This may also occur if initial concerns are deemed to require an immediate assessment. The SENDCo will meet with all concerned to discuss the assessment process and then agree a further meeting to discuss the assessment outcomes. If it is agreed that no SEND has been identified and no SEND support required at that stage, class action will continue under the SENDCo's direction.

If a SEND has been identified, a Personal Learning Plan, incorporating class based and additional support will be developed with the parent/carer, child and class teacher. In consultation with parents/carers, the SENDCo may deem it appropriate to seek the support of external agencies.

Statutory Assessment

If concerns about the child's progress within the school's capacity for support continue over time, the school and parent/carer may consider the criteria for an Educational Health Care plan. If these criteria are met, and the parents/carers agree, the school will request a Statutory Assessment (EHCNA). This may lead to the Local Authority producing an Education, Health and Care Plan (EHCP).

Evaluation

All interventions, whether class based or otherwise, will have been agreed by children, parents/carers and school staff with outcomes and targets specified. The impact of these interventions is evaluated against these targets and discussed as part of review procedures. For children receiving SEND support these reviews will be planned termly.

Complaints

If parents wish to register a complaint regarding provision for their child, they should express their concerns to the class teacher, SENDCo or Head Teacher. Their concerns will be fully investigated. Procedures for formal complaints are outlined in the school's Complaints Procedure Policy. Parents also have the right to seek independent advice, mediation, or appeal to the Special Educational Needs and Disability Tribunal if concerns cannot be resolved through school procedures.