



# Norbriggs Primary School

*Where Every Child Counts*

## *SEND Policy*

**Agreed by Headteacher:**

*Arran Tasker*

**Agreed by Governing Body:**

*Karl Richardson*

**Date:**

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**Next Review Date:**

*September 2026*

## **Glossary:**

<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENDCO</b>	Special Educational Needs and Disabilities Coordinator
<b>EHCP</b>	Education Health and Care Plan
<b>LA</b>	Local Authority (Derbyshire)
<b>SEMH</b>	Social, Emotional and Mental Health
<b>LAC</b>	Looked After Children
<b>EAL</b>	English as an Additional Language
<b>PRU</b>	Pupil Referral Unit

## **Definitions**

A SEND student is a student who has a learning difficulty or disability which requires special educational provision to be made available to them. Special educational provision is educational or training provision that is additional, or different to, that made generally to other children of the same age in mainstream schools.

Students are defined as SEND if they:

- Have a significantly greater difficulty in learning than most students of the same age.

### **And / or**

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

## **Aims and Principles**

Our vision at Norbriggs Primary School is 'Where Every Child Counts'. We committed to raising the expectations and aspirations of all pupils with SEND. This involves working in effective partnerships with students, parents, staff and external agencies, so we can ensure that children with SEND achieve the best possible outcomes.

### **Wherever possible, we aim to:**

- Create an inclusive environment that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, resourced and rigorously assessed.
- Make clear the expectations of, and ensure all partners have a voice in the process.

- Make sure SEND students have every opportunity to make progress in line with expectations, using quality first teaching and adapted provision according to needs.
- Enable all children to have full access to the school curriculum.

**Wherever possible, we will:**

- Work within the guidance provided in the SEND Code of Practice (2014), to ensure the early identification of pupils with SEND.
- Provide an SENDCO who will work with staff, parents and pupils to ensure the implementation of the policy.

**Section 1: Roles and Responsibilities:**

**SENDCO:**

- Working with the Headteacher to determine the development of SEND provision within school.
- Successful implementation of SEND systems and procedures.
- Oversight of any provision made to support students with SEND, including those with EHCPs.
- Provide guidance to staff, parents and agencies to ensure that SEND students receive appropriate support and provision.
- Ensure the school meets its responsibilities under the Equality Act (2010) relating to reasonable adjustments and access arrangements.
- Keep accurate records of all SEND students.

**Headteacher:**

- Work with the SENDCO to determine the development of SEND provision in their school.
- Overall responsibility for the provision and progress of SEND students.

**SEND Governor**

- Know the requirements of the Code of Practice for Special Educational Needs (2014)
- Are fully informed about SEND issues, so that they can play a part in the school self-review.
- Set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

**Teachers and Teaching Assistants:**

- The progress and development of SEND students within their class.

- Work closely with the SENDCO, other staff and agencies to plan, implement and assess the provision of SEND.
- Follow the school SEND policy and procedures.

## Types of SEND

There are four main types of SEND as outlined by the SEND Code of Practice (2014):

- Communication and Interaction.
- Cognition and Learning.
- SEMH.
- Sensory or Physical Needs.

The school will assess students on entry and will be alert to evidence of SEND which can commonly include:

- Progress that is significantly slower than peers starting from the same baseline.
- Failure to match previous rates of progress.
- Failure to close or widening attainment gap between them and peers.
- Poor social skills or behaviours expected of their age.

## Section 2: Graduated Response

Many children who start at Norbriggs are working at a level significantly below age related expectations. They experience many difficulties in accessing the provision made at school, both socially and academically.

There are many reasons why children may experience difficulties which impact on progress and attainment which are not SEND. These can include:

- Children with a disability.
- Attendance and lateness.
- Health and welfare.
- Pupil Premium.
- LAC.
- EAL.

Where a pupil is identified as having SEND, we will implement a four-part cycle: **Assess: Plan: Do: Review.**

### Assess

The SENDCO, along with the class teacher, will complete the assess stage by drawing on:

- Teacher observations and assessments.

- Progress, attainment and behaviour data.
- Their development in comparison to peers and national data.
- The views of parents and the student.
- Advice from external agencies.

### **Plan**

The amount of support offered to SEND students is reflective of their individual needs. The teacher and the SENDCO should agree, in consultation with parents and student, the adjustments, interventions and support to be put in place. The least intensive related to quality first teaching, adaptive tasks, scaffolds, smaller group work and adult support. More intensive may involve specialist SEND provision.

Parents will be notified of the expected impact on progress, attainment and behaviour, along with date for review.

### **Do**

Any plans are implemented for a designated period of time before their impact is reviewed. All staff will work closely in partnership to deliver the intended plan, with class teacher remaining overall responsible for its impact.

### **Review**

The impact of the plan on the student's progress and attainment will be reviewed in line with the agreed date and time period. The quality of the plan will be evaluated, along with the viewpoints of the student and parents. This should feedback into the analysis of the student's needs, ready to repeat the 'assess' part of the cycle. The SENDCO will meet with teachers during this 're-assessment' period. Further action will be decided is required.

Where a student has an EHCP, the LA, in partnership with the school, will review the plan every twelve months during an 'annual review'.

## **Section 3: Supporting Parents**

### **Local Offer:**

The Local Offer by the LA provides with information regarding SEND support they can access locally. Areas covered with this offer include:

- EHCPs and appeals.
- Health and social care.
- Education advice.
- General information.

- Things to do.

The Local Offer is available at: [www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org)

### **Outside Agency**

Schools utilise the services of outside agencies where appropriate, including:

- Educational Psychologists
- School Nurse
- Children and Mental Health Services (CAMHS)
- Social Care
- Special Schools, PRUs and Alternative Provision providers.

### **Accessing Exams and Assessments**

School will work together to assess the pupil's eligibility for access arrangements in standardized tests.

### **Class Transitions**

Transition meetings will be held between teachers to share information and pass on important information. Additional provision may be available to allow students to transition successfully.

### **Medical Conditions**

Health care plans for specific children will be in place. They will be reviewed as appropriate.

### **Professional Development and Funding**

There are three levels of support for students with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the school. Good quality universal provision will reduce the need for deploying more expensive resources.
- Targeted mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget.
- Additional funding for children with an EHCP plan will be provided by the local authority.

Training needs to be identified as part of the SIP assessment and review. Additional training needs will be identified to meet the needs of specific children who start school part way through an academic year.

### **Inducting New Staff**

The SENDCO will meet with new members of staff to ensure that they have a full understanding of SEND procedures within the school.

### **LA's SENDCO Network**

The SENDCO will attend SENDCO meetings within the cluster group to share good practice and resources.

### **Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored in fireproof boxes which are stored in the intervention room. This is locked overnight. When a child leaves Norbriggs, a student's information will be passed to the receiving school.

### **Reviewing Policy**

The policy will be reviewed annually by the SENDCO and Headteacher.

### **Accessibility**

A school accessibility plan is in place which will aim to increase the school's access to adults and children with SEND. This is reviewed annually.

### **Complaints**

The school has a complaints procedure which applies to complaints about SEND provision.

### **Bullying**

An anti-bullying policy is in place which encompasses our procedures for children SEND. Please see this policy on our website.