

Special Educational Needs and Disabilities (SEND) policy



Normand Croft Community School

An International Family of Learners

Agreed and adopted by: SLT, SENDCo and Governors

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Normand Croft Community School we ensure **all children** are at the centre of all our work. At our school we provide **all children** with access to a creative curriculum which aims to engage and stimulate a lifelong intellectual curiosity. We prioritise their social and emotional education through developing self-esteem, respect and tolerance for all.

- We put children at the heart of everything we do achieving their safety, happiness and progress as learners underpins every aspect of our work
- We set high standards with high expectations of, and aspirations for, all children
- We support and challenge every child ensuring high quality teaching helps to overcome barriers to learning, and through building (and re-building) children's self-belief enable them to achieve their potential
- We value individuals ensuring that every child receives an education that's tailored to their needs, and where enjoyment and achievement walk hand-in-hand
- We enable children to shine giving them the opportunities, responsibility and trust needed to learn for themselves, and explore/use their talents
- We build bridges between children, parents, families and communities and work in partnership with others for the benefit of children

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- We celebrate core values such as excellence, responsibility, respect, determination, independence, unity and trust as expressions of our school ethos

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out the governors' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

- › At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- › We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.
- › At Normand Croft we are needs led. All the support provided for our pupils planned in order to meet their specific barriers to learning. We do not need a diagnosis in order to identify potential barriers and plan provisions that will support them.
- › All children may experience challenges or barriers with their learning at different times during their school career and we ensure that children are given the best opportunities to overcome these challenges.

5. Definitions

5.1 Special Educational Needs and Disabilities (SEND)

Under the [Children & Families Act 2014](#), a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

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- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

5.2

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

<u>AREA OF NEED</u>	<u>RELATED DIAGNOSIS</u>
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

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Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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6. Roles and responsibilities

6.1 The SENCO and Inclusion lead

The Senior Lead for Inclusion at our school is **Michelle How**

The SENCO at our school is **Cristina Favata**

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

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- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is **Marie Thomas**

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

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- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated/scaffolded to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Identifying pupils who are not making progress and may have barriers to accessing the learning ([SEN referral form](#))
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision ([provisionmap](#))
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school

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- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child, this includes parent meetings and annual reviews.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a [SEN information report](#) on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

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- › Fails to close the attainment gap between them and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need (where appropriate this will be documented on a [SEND referral form](#)). Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment **will not** automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

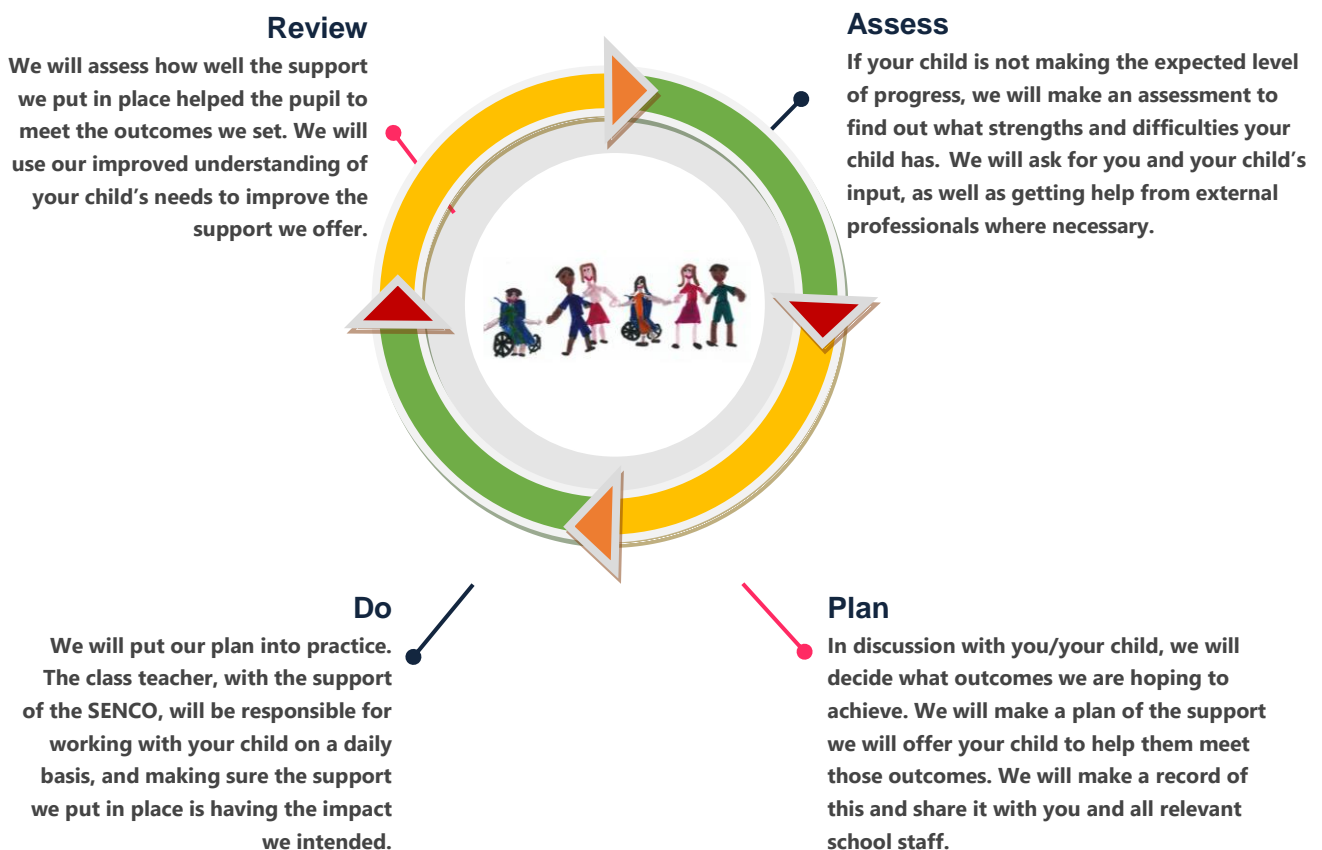
- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive special educational provision by arranging a meeting sharing an initial individualised support plan.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

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The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention. As well as discussions with the SENDCo, Class Teachers will record concerns and identify pupils with additional needs by completing the '[SEN referral form](#)' (please see appendices).

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, **Provisionmap.co.uk**, and will be made accessible to staff in a support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

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The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Carrying out termly pupil progress meetings
- Using pupil questionnaires
- Monitoring by the SENCO and Inclusion Lead
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Using pre and post intervention assessments
- Requesting regular reviews from external professionals who are working with specific children

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Senior Leadership Team and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

As well as day to day implementation of a high Quality Curriculum that is differentiated and scaffolded to meet the needs of learners, we have Learning Support Assistants and Teachers who are trained to deliver interventions such as;

- **Precision teaching**
- **Language for Thinking**
- **[I Can Talk Boost](#)**
- **[TACPAC](#)**
- **Colourful Semantics**
- **Attention Autism e.g. Bucket Time**
- **Lego Therapy**
- **Zones of Regulation**
- **Emotional Literacy Support (ELSA)**

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- **Speech and language therapists**
- **Educational psychology team**
- **Occupational therapy team**
- **GPs or paediatricians**
- **Music Therapy**
- [Inspire](#)
- [School nursing service](#)
- **Child and adolescent mental health services (CAMHS)**
- **Cheyne Child Development Service**
- **Social services and other LA-provided support services**
- **Voluntary sector organisations e.g. Stephen Whiltshire, The Kids Network**
- **Ormiston Bridge Academy Outreach Team**

11. Admission and accessibility arrangements

11.1 Admission arrangements

- The admissions criteria is based on the Community school Admission Arrangements criteria set by Hammersmith and Fulham which can be found [here](#).
- The school's Admissions policy can be found on our website or follow the link [here](#).
- If a child has a Statement of Special Educational Needs or an Educational Health and Care Plan (EHC Plan), there is a process by which parents can name Normand Croft as the school of their choice. In this case, the LA will approach Normand Croft on the parents' behalf. The SENDCo, under delegation of the HeadTeacher and in consultation with the Governors, will consider whether NCCS can meet all the specific needs of the pupil.

11.2 Accessibility arrangements

Facilities we provide to help disabled pupils access our school are outlined in the [Accessibility Plan](#) which can be found in the 'policies' section of the school website.

The accessibility plan covers:

- To ensure that all children have full access to the curriculum on offer
- To continue to improve the learning environment to ensure it enables everyone to have full and safe access to classroom and associated spaces
- To ensure all children have access to an enriched PE curriculum
- To continue to develop children's independence skills
- To ensure that vulnerable children are safe

12. Complaints about SEND provision

Please refer to the school's [Complaints Procedure](#) found under 'Policies' on the school website.

- A concern or complaint can be made in person, in writing or by telephone. They may also be made by someone on your behalf, as long as they have your clear consent to do so.
- Complaints about SEN provision in our school should be made to the Head Teacher via the school office in the first instance. Please mark them as Private and Confidential.
- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).
- If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- **You can make a claim about alleged discrimination regarding:**
 - Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.kids.org.uk/>

020 7359 3635

mediationlondon@kids.org.uk

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

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This policy will be reviewed by the school SENDCo (Cristina Favata) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents which can be found [here](#) on the school website:

- SEN information report
- The local offer
- The Ordinarily Available Provision
- Accessibility Action plan
- Behaviour Principles Statement
- Positive Behaviour and Attitudes to Learning
- Equality objectives
- Children with Health Needs who cannot attend School
- Admissions policy
- Safeguarding and child protection policy
- Complaints policy