

Special Needs and Disability Policy

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Special Educational Needs and Disability Policy

1.Statement of Intent:

At The Free School Norwich we support pupils to “Thrive, Strive and Achieve” through an inclusive and safe environment preparing them for life and challenges in education and beyond. This policy is designed to promote the successful inclusion of pupils with Special Educational Needs and Disabilities. We are committed to offering and providing an inclusive environment and a challenging curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, are all involved in identifying any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The SEND Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum.
- To actively encourage SEND pupils to participate in a range of activities aimed to improve communication skills, gross motor, physical and social development.
- To provide an adapted curriculum appropriate to the individual’s needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

2.Legal Framework

The aim of this policy is to establish procedures for identifying and supporting pupils with SEND.

This policy is written in line with the requirements of:

Statutory Guidance This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2015)
- Children and Families Act (2014)

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Children with Medical Conditions
- Attendance policy
- Data Protection Policy
- Complaints Policy
- Whistleblowing Policy
- Admissions Policy

3. Objectives

- To provide a clear identification path for pupils with special educational needs and disabilities
- To develop a clear, graduated approach to supporting pupils with additional educational needs
- To ensure that the needs of all pupils are met through a focus on outcomes
- To ensure all pupils are included in every aspect of school life
- To include parents in the planning and assessment for pupils with SEND and/or disabilities through effective communication
- To promote effective partnership working both within school and with external agencies.

Definition of Special Educational Needs and Disability

Definition of SEND

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions *SEND Code of Practice (2015 p.15)*

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEND Code of Practice (2015 p.16)*

Special Education provision means:

Educational provision, which is additional to, or different from, the educational provision made generally, for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Free School Norwich will have due regard for the Special Needs Code of Practice (January 2015) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

At our school we provide support for children with a range of special educational needs.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - In expressing themselves or understanding what others are saying
- Cognition and Learning - In acquiring basic skills in school
- Social and Emotional Mental Health - Making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - Such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

4. Roles and Responsibilities

Special Educational Needs and Disability Co-ordinator (Faye Bunn- SENDCO)

The responsibilities of the Special Educational Needs and Disabilities Coordinator include:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs using the Swindon Core Standards for SEND.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the Board of Trustees
- In conjunction with Class Teachers liaising with parents/carers of children with SEND.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with professionals for SEND transition.
- Liaise with the Senior Management to determine the strategic development of the SEND policy and provision for students with SEND.
- Liaise with the relevant Designated Teacher where a Child Looked After (CLA) has SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Work with the Principal and Board of Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitor and regularly review the progress of pupils with SEND to ensure they are correctly placed on the SEND register.
- Liaise with parents/carers of pupils with SEND.
- Collaborate with Curriculum Subject Leaders, and classroom staff to ensure equality of learning for all SEND pupils.
- Provide the Local Authority with necessary documents as requested.

Every Teacher is a Teacher of SEND.

The responsibilities of the Teachers include:

- Ensuring that class teaching has taken into consideration the needs of all pupils by providing an inclusive curriculum.
- Being aware of the school's SEND policy procedures for identifying, assessing, planning and reviewing provision for pupils with SEND.
- Liaising with the SENDCo to set targets and discuss the use of appropriate resources and interventions for pupils with SEND.
- Liaising with the teaching assistant regarding individual targets and interventions.
- Responding to children's needs by involving pupils with SEND in decisions about their learning.
- Responding to parent concerns and liaising closely with them to offer advice on reinforcement activities to maximise progress.

Teaching assistants play a key role in the school's SEND policy procedures for identifying, assessing, planning and reviewing provision for pupils with SEND.

The responsibilities of Support Staff include:

- Supporting pupils in their learning
- Supporting children's behaviours for learning and delivering a nurturing, safe environment
- Helping to implement interventions, recording observations of the sessions to monitor impact
- Contributing to EHCP Review meetings and targets for Pupil Passports

Pupils

- At The Free School Norwich, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.
- Pupils at The Free School Norwich work towards and strive against the CU THRIVE ethos of the school
- The work in the EYFS recognises the importance of children developing social as well as educational skills.

- Children are involved at an appropriate level in setting individual targets and in the termly review meeting.
- Children are encouraged to make judgements about their own performance against their targets.
- We recognise success here as we do in any other aspect of school life.
- Children also have ownership of their goals and are encouraged to reflect on their achievements towards attaining their goals and beyond. This is implemented using their Pupil Passports
- They are encouraged to recognise that adjustments may need to be made in order to succeed and thus build on their resilience towards their outlook on the journey towards success.

5. Identification and Assessment

Early identification of pupils with SEND is a priority. This starts within EYFS. High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need academically, socially and/or emotionally, so they can progress well in their learning.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations/ assessments.
- SENDCO Observations
- Progress against Early Learning Goals and Development Matters Framework
- Their performance in National Curriculum subjects judged against assessment requirements
- Pupil progress in relation to the National Curriculum objectives in English and Maths assessments
- Emotional and social development gaps
- Speech, Language and Communication barriers

Assessments will be personalised for the individual and including but not limited to:

- White Rose Maths Assessments
- HeadStart Performance Indicator for Literacy (Reading, Writing and SPaG)
- Sandwell Maths
- Helen Arkell Spelling
- Dyslexia Screening via Lucid Rapid
- Phonics testing
- Thrive Profiling
- Reports and observations from teachers and teaching assistants
- Records from feeder schools, baseline assessments etc.
- Information from parents
- EYFS Baseline Assessment
- Communication Screening using Wellcom
- Strengths and Difficulty Questionnaires

- Roots and Fruits and Boxall Profile for Emotional Baseline

6.Safeguarding

We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training.

These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

When recording and following up Safeguarding concerns with our vulnerable children, we consider Contextual Safeguarding to inform our decisions and give a holistic picture if involving other professionals are involved in this process. Pupil Voice is central to any Safeguarding matter and considerations will be made to the developmental age and stage of the child when this is collated. We use a range of methods including, drawing, talking, 3 Houses, play based approaches and sand tray therapy to suit the individual needs of the child.

7. SEND Code of Practice, Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice (2015) advocates a graduated response to meeting pupils' needs.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place.

The support provided consists of a four-part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sort if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected, and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a review of the Pupil Passport and associated assessment data which will be shared with staff, parents and, if appropriate, pupil.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCO will support with further assessment of the pupil's areas of need.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes and based upon the pupil's progress and development and make any necessary amendments going forward, in consultation with parents and pupils.

8.EHC Needs Assessments and Plans

Where a request for a statutory assessment is made by the school to the Local Authority, the child will have demonstrated significant cause for concern.

The Local Authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and disability this may include but not be limited to:

- Pupil Passports for the child
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum Assessment descriptors for core and non-core subjects
- Assessments from outside professionals such as Occupational Therapists, Educational Psychologists, Virtual Sensory School and healthcare professionals
- Views of the parents and of the child

- Involvement of other professionals such as Health, Social Care of The Virtual Schools for LAC and Sensory Support

A child will be brought to the Local Authority's attention as requiring a statutory assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the Local Authority suggests that the provision required for the young person cannot be reasonably met by the resources normally available to mainstream schools, the Local Authority will consider the case for a statutory assessment of the child's special educational needs.

The Local Authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's needs is such as to require the Local Authority to determine the child's specific educational provision through an **Educational Health Care Plan (EHC)**.

An educational Health Care Plan (EHC) will include:

- The views, interests and aspirations of the child and his parents or the young person
- The child or young person's special educational needs and/or disability ("SEND")
- Health care needs which relate to their SEND
- Social care needs which relate to their SEND or to a disability
- The outcomes sought for the child or young person
- The special educational provision required to meet their SEND
- Any health care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Any social care provision required from social services under the Chronically Sick and Disabled Persons Act 1970, and/or reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- The name of the school or setting to be attended by the child or young person, and the type of setting
- Details of any direct payment (personal budget) which will be made
- Copies of all of the advice and information obtained as part of the EHC needs assessment

All children with Educational Health Care Plans (EHCs) will have short-term outcomes set for them which have been established after consultation with parents, child and include targets identified in the Educational Health Care Plan (EHC).

The education outcomes agreed for the Pupil will be the responsibility of the school staff, and will be carried out, least in part and as far as possible, in the classroom setting. The delivery of the interventions will be recorded and continue to be the responsibility of the class teacher.

All Educational Health Care Plans must be reviewed at least annually (or bi-annually in respect of pupils in EYFS) with the parents, if appropriate, the pupil, the Local Authority, the school and the other professionals, to consider whether any amendments are required. The annual review should focus on achievements, progress and any alterations which are required to the educational setting or if appropriate, health and social care needs in order that the young person's aspirations are fulfilled.

At the Phase Transfer Review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. The Local Authority should support the school and parents in securing an appropriate provision and if required, will consult with all settings which are deemed appropriate.

9. Admissions

The Free School Norwich aims to enable all children to belong in our community, do their best and thrive to achieve personally, socially and academically. We aim to:

- Provide a truly broad and balanced primary school education for all children with opportunities for everyone, preparing them for later life.
- Enable all members of the school to be and feel safe. They learn to keep safe.

Our Admissions process will take to account all pupil needs at point of transfer to ensure that we are best prepared to support your child. In case of oversubscription, children in receipt of an Education, Health and Care Plan (EHCP) will take priority in case of an oversubscription.

10. Transition

When a new child joins our school, we complete a thorough transition process- including collating records from parents and previous settings, information and assessments from any outside agencies who may have worked with the child. The records provided, as well as our own assessments and observations help the school to design appropriate differentiated learning programmes. For pupils requiring SEND Support the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess barriers to learning
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Identify appropriate settings for transfer when a child has an Education, Health and Care Plan (EHCP)

When children leave the school either mid-year or as part of Phase Transfer, information will be shared to support the continuing provision required for the pupil including school visits, transition calls outlining required and ongoing support and sharing of professional reports, evidence of graduated response and communication between school and key stakeholders involved in the child's support.

11. Partnership with parents

The Free School Norwich firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership. The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for their child
- Making parents and carers aware of the Norfolk Educational Needs and Disability, Information, Advise and Support Service (SENDIASS): <https://www.kids.org.uk/sendiaass>

12. SEND Budget

Our School's Notional Allocation of Funding for SEND can be found here: [SEN Budget](#).

This money is used universally to ensure all children with SEND receive provision expected at School Support. When a child receives a level of support which is over and above that which can be provided by The Notional Funding, school submits an INDES Request to the Local authority to evidence the level of support and funding required to deliver the child's provision. This is moderated by a Local Authority Panel and can result in Element 3 funding being allocated for this pupil. The INDES request can also result in the Inclusion and SEND Team visiting the setting to look at ways of improving the support with non-financial means such as resources or training.

More information about Element 3 funding can be found here: [Element 3 Funding](#)

13. Complaint procedures regarding SEND provision within the school

If a pupil, parent or carer is unhappy with any matter regarding SEND they should in the first instance raise their concern with the class teacher. If the problem is not resolved, reference should then be made to the SENDCO before discussion with the Principal. If satisfaction is not achieved through discussion with the Principal, the complaint is referred to the SEND Trustee. In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support from SENDIASS (Special Educational Needs and Disability Information Advice and Support Service). This is a free statutory service funded by SBC to provide information, advice and support to parents/carers and children/young people and those with SEND and Disabilities Initial enquiries 01603 704070 or email:

norfolksendiass@norfolk.gov.uk

14. SEND Training

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils, training is delivered by the SENDCO, outside professionals and online courses provided by The Local Authority Inclusion and SEND Team. All staff in school are Trauma aware, meaning the emotional development of our children is at the forefront of the decisions we make when deciding on

their provision and next steps. We have two Thrive Practitioners, who help to assess and deliver tailored interventions to address children's emotional development gaps. Two staff in school are trained as Communication Champions, Our SENDCO is trained as Mental Health First Aider and Norfolk Steps Lead Professional and we have a Dyslexia Specialist Teaching Assistant. Professional development aims to improve our practice, develop our school environment and improve outcomes for pupils at our school.

15. Data and Record Keeping

Information regarding students with special educational needs and disabilities is stored on the School MIS System and On the School's OneDrive and a SEND Register available to all school staff. Information is passed on to further educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past students are archived until the student is 25 years of age, in compliance with national policy.

16. Working with outside agencies

When it is considered necessary, colleagues from the following support services may be involved with SEND pupils:

- Educational psychologists
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- The Benjamin Foundation
- Independent Speech and Language Therapy Services
- Virtual School for SEND
- Virtual School For Sensory Support
- Just One Norfolk
- Nelson's Journey
- Supporting Smiles
- School 2 School
- Inclusion Team
- Local Authority Inclusion and SEND Team

In addition, links are in place with the following organisations:

- The Local Authority
- Dyslexia Outreach Service
- Social Services
- Early Help
- SENDCos in local schools
- Inclusion Champions Network

17. Local Offer

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. We work to develop Norfolk County Council's Local

Offer and their webpage is a good source of support and information about services locally that can help families develop their understanding of their child's needs.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

18. Monitoring Procedures

The school will use the following success indicators to identify that the needs of children with SEND are being met:

- Pupils with SEND will make good progress
- Educational Health Care Plans (EHCP) reviews will meet statutory requirements
- Pupil Passports are shared with parents and pupils, identifying focused targets for improvement

The school Trustee with responsibility for SEND will report to the full Board of Trustees each term. This policy is reviewed and adopted by the Board of Trustees Annually.

Approved:

Policy Review Date: March 2025

Appendix 1: SEND Provision Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At The Free School Norwich, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high-quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> • Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized. • Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. • Provide an accessible learning environment which is tailored to the individual needs of all pupils. 	<p>At The Free School Norwich, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.</p> <p>At The Free School Norwich, pupils with SEND will:</p> <ul style="list-style-type: none"> • Be included in all aspects of the school day. • Be provided with Quality First Teaching, differentiated to their needs. • Be respected and their contributions valued and acknowledged. <p>At The Free School Norwich, pupils with SEND may:</p> <ul style="list-style-type: none"> • Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning. • Be assessed using different methods to track smaller steps of progress • Take part in social and emotional support interventions such as Thrive, Play Therapy or Lego Therapy. • Have additional support from our Family Support worker or Specialist Dyslexia Teaching Assistant • Use Assistive technology or have visual 	<p>As a result:</p> <ul style="list-style-type: none"> • Children at The Free School Norwich feel happy, safe and respected. • Pupils at The Free School Norwich work well independently and in groups, speaking with confidence to adults and each other and showing respect for each other's views. • Pupils enjoy school, as reflected in their above-average attendance. • Pupils' books show that boys and girls make equally good efforts with their work in mathematics, writing and other areas of the curriculum • Children with SEND at The Free School Norwich make good progress from their individual starting points. • On leaving The Free School Norwich children with SEND have developed a broad range of skills to prepare them for their next step in education

<ul style="list-style-type: none">• Develop children's independence and life skills. Regularly monitor the progress of children with SEND, using a child-centered approach.• Provide good quality and relevant training for all staff members supporting children with SEND.• Work in partnership with parents and carers.• Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.• Identify where additional funding can be utilized to close academic gaps for individuals	<p>support and scaffolds in class</p> <ul style="list-style-type: none">• Receive additional support with their speech and language with support of trained professionals, receive SaLT interventions or complete activities to boost the language skills• Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School 2 School or The Inclusion Team to set specific targets/programmes tailored to the child's individual needs.• Access alternative provisions for a targeted approach with clear outcomes, based on a pupil's individual need	<ul style="list-style-type: none">• Parents are confident in the provision being delivered, how this informs their child's next steps and what the pathway for their child's education looks like beyond The Free School Norwich
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