



SEN Policy 25-26

Northlands Primary School

One Community – Many Cultures – Achieving Together

Northlands is dedicated to meeting the needs of all pupils promoting their independent learning skills by providing excellent support and intervention. We are committed to early intervention and work effectively with external support to remove and reduce barriers to learning.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Northlands is dedicated to meeting the needs of all pupils promoting their independent learning skills by providing excellent support and intervention. We are committed to early intervention and work effectively with external support to remove and reduce barriers to learning. We offer an inclusive curriculum to ensure the best possible progress for all our pupils regardless of race, creed, culture, sex or disability.

This is in line with our school values and motto of: **One Community** - **Many Cultures** - **Achieving Together**.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN 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 the majority of others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Turner (contact on 01788 542440, admin2417@welearn365.com).

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Derrick Willars

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Mr Davoile.

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

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

When deciding whether special educational provision is required, 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 (also known as universal provision), or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice and assessments from external specialist services such as the Educational Psychology Service (EPS) the Specialist Teaching Service (STS) and SENDsupported, if relevant

The assessment will be reviewed regularly: 3 times every academic year with more thorough reviews at the end of the academic year in preparation for the child moving into a new year group. These reviews will typically take place in each term with parents being invited to an slightly extended parent/teacher meeting with their child's class teacher. In addition, pupils with an Educational and Health Care Plan (EHCP) will have an Annual Review (timelines for these meetings will depend on individual pupil cases and when an EHCP was originally issued).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will be recorded (using our CPOMS system) so that the approach to assessing and reviewing pupils' progress towards outcomes is evidence based.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. When appropriate, additional transitional arrangements will be provided for pupils and parents: this will be planned in conjunction with external specialist support agencies and be individualized.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

There are 3 levels of support for pupils including:

Universal Provision: This describes a range of support that is available to all learners. All teachers differentiate their lessons to match the needs of the children in their class. As a school, we make reasonable adjustments to the learning environment including the use of Communication in Print and provide a multi-sensory curriculum to cater for a range of learning styles.

Targeted Provision: Learners who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs. This provision is additional to and different from the previous element and may include: an individualized learning plan (IEP), small, structured group support, individual support to access the curriculum or changes to the physical environment.

Higher Needs Provision: This includes the individualized types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone is not sufficient to enable consistent progress.

We are also able to provide the following interventions where required:

Cognition & Learning	Social, Emotional and Mental Health
Additional small group support with English and Maths in the afternoons. This is usually supported by PIXL therapies. One Plus One Power of Two Alan Peat Sentence Types Precision Teach Reading Intervention Daily Reading Phonics 'catch up' and 'Pre-teach' Handwriting intervention Spelling intervention	The Sensory Hub Play Therapy Peer Mentoring/Wellbeing Mentors Pastoral support

Interventions provided for pupils with SEN will be recorded on their Individual Education Plan (IEP) and the school will assess and review pupils' progress towards outcomes regularly as outlined in section 5.4.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, rest breaks, individual work stations, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants based in every classroom who are trained to deliver all the interventions for cognition and learning. Specialist teaching assistants and/or higher-level teaching assistants are also trained in delivering the interventions that support social, emotional and mental health needs.

Teaching assistants will support pupils on a 1:1 basis when it is appropriate to meet the expectations outlined in their Educational and Health Care Plan (EHCP) and/or their Individual Education Plan (IEP). A teaching assistant may also provide 1:1 support in order to ensure the safety and wellbeing of pupils. It is unlikely that any pupil will receive 1:1 support from a teaching assistant on a full-time basis. Where possible all pupils are educated in the classroom setting.

Teaching assistants will support pupils in small groups when it is appropriate to meet the expectations outlined in their Educational and Health Care Plan (EHCP) and/or their Individual Education Plan (IEP). This will also be as part of the class teachers planning and differentiation, and sometimes the adult working with the small group may also be the class teacher.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Service (STS)
- SENDSupported (Specialist Teaching Advisors)
- Educational Psychology Service (EPS)
- Children and Adolescent Mental Health Service (CAMHS)

- Speech and Language Therapy (SALT)
- School Nurse (COMPASS)
- Warwickshire Early Help Team
- Integrated Disability Service (IDS - complex needs)
- Occupational Health (OT)
- Visual and Auditory Impairment specialists (STS)
- Medical specialists including GPs and Pediatricians
- RISE

5.9 Expertise and training of staff

Our SENCO has 6 years experience in this role and has gained the National Award for SEN Co-Ordination.

They are allocated half a day per week to manage SEN provision.

We have a small team of SEND teaching assistants who work primarily with pupils with an Educational and Health Care Plan (EHCP). We also have an SEN TA who supports children in the Support Hub on a Wednesday, Thursday and Friday.

The majority of staff have been trained in all interventions outlined in section 5.6 as this is reviewed and revisited on an annual basis, and good practice shared across the school.

5.10 Securing equipment and facilities

The schools SEN equipment, facilities and access to external specialist agencies (section 5.8) are funded through the SEN Notional Budget which is part of the schools basic funding formula. For some pupils, who require further support and/or equipment and facilities, as outlined in section 5.6, school can apply for additional funding called 'top-up funding' (this is for pupils with an Educational and Health Care Plan).

5.11 Evaluating the effectiveness of SEN provision

Every term, we hold Pupil Progress Meetings for pupils with SEN bringing together the professionals working with each individual child. This review process is then followed by a meeting with parents.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil and parent voice
- Monitoring by the SENCO
- Using IEPs and provision maps where appropriate to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential or day trip(s) and this will be discussed by school and parents collaboratively in order to make the overall decision and/or carry out risk assessments/plan.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Again, parents will be invited, when appropriate, to discuss each event with school and plan strategically.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school's accessibility plan is on our school website at www.northlands-school.org.uk in the 'key school policies' and 'SEND' section.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- A highly effective curriculum for Personal, Social and Health Education (PSHE) including learning focused on 'protective behaviours' called the Taking Care Project as well as specific learning about Sex and Relationships (part of the whole school PSHE school JIGSAW).
- Our Positive Behaviour Policy which promotes 'unconditional positive regard' for all pupils in addition to 'right help, right time'
- Personal Intervention Plans (PIPs) may be used to ensure a consistent approach by all school staff for pupils with SEN
- Pupils with SEN are encouraged to be involved in extra-curricular activities both before, after and during school time (lunchtime)
- When appropriate, pupils with SEN may be encouraged to be part of the sensory hub to promote their sensory skills and development

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

School engages actively with all other agencies and services so as to provide the best possible care for all pupils and their parents. This is often a multi-agency approach and can use the Early Help or pre-Early Help support model (a voluntary process for parents to help co-ordinate their child's provision/care or address specific concerns).

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. Warwickshire SENDIAS offers independent support for parents and families who have children and young people with a SEND.

SENDIAS can be contacted via their website <https://www.kids.org.uk/warwickshire-sendias-front-page>

5.17 Contact details for raising concerns

Parents can contact our SENCO is Mr Turner (contact on 01788 542440, admin2417@welearn365.com) to raise any concerns or ask any questions regarding SEN.

5.18 The Local Authority local offer

Our local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr Turner our SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Policy
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy & Guidance

8. Parent offer

At NRL we are committed to ensuring all children with SEN are offered the best deal we are able to provide as a school. We appreciate that enhanced communication between school and the parent/carers of children with SEN is often necessary however, as a smaller school, our resources need to be balanced against the needs of all pupils. Therefore we have found it useful to give an indication of the typical commitments in terms of human resourcing that we are able to provide:

- Each child with an EHCP will have annual review. This is an opportunity for teachers and other professionals working with that child to share their progress against their individual targets.
- PT TT pupils: fortnightly reviews take place to assess how the child is progressing against targets.
- Individual Educational Plans will be reviewed each term and shared with parents during parent-teacher meetings. There will also be a final review meeting in July.
- We aim to reply to emails as soon as we are able, triaging them according to need..
- Home/School communication books will be used where appropriate.
- Where it has been specified in an EHCP children will be met at the school door each morning.
- If parents wish a face to face meeting to discuss their child, they should request an appointment via the school office. Admin2417@welearn365.com.

Approved by: Mr Turner and Mr Davoile

Date: September 2025

Last reviewed on: September 2025

**Next review due
by:** September 2026