



Est 1885

# **Policy and Guidelines for Teaching and Supporting Pupils with Special Educational Needs and Disabilities (SEND)**

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## **1. Aims and Objectives**

All children have a human right to be educated alongside their peers. At NPS, we are fully committed to meeting the needs of those children with Special Educational Needs and NPS has due regard to the SEND and Disability Code of Practice, 2015 (providing guidance on Part 3 of the Children and Families Act 2014 and associated regulations), The Special Educational Needs and Disabilities Regulations, 2014 and the Equality Act, 2010.

Our special educational needs and disabilities (SEND) policy aims to ensure our school fully implements national legislation and guidance regarding pupils with SEND.

In order to do this, 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 that they can engage in the activities of the school alongside pupils who do not have 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

In providing for those children defined as having Special Educational Needs and Disabilities (SEND) we seek to:

- Use our best endeavours to make sure that a child with SEND gets the support they need
- Ensure that all children are valued equally
- Ensure that all children make progress
- Work in close partnership with parents and children
- Ensure that Special Educational Needs are identified and assessed as early as possible
- Ensure children's needs are met as soon as is practicable
- Ensure that aspirations are high and outcomes are improved
- Work proactively with professionals, including Social Services, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs

- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular and systematic basis.

## **2. Vision and values**

At NPS, we believe that all children are entitled to an appropriate education that promotes high standards and the fulfillment of potential. This should enable children to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood.

At our school we will provide all pupils with access to a broad and balanced curriculum with deliberately ambitious personal targets set. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## **3. Inclusion and Equal Opportunities**

NPS is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity characteristics). The school will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its school because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

## **4. Legislation and guidance**

The school follows and abides by 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 Governing Body Code of Conduct, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions policy, which sets out the school's obligation to pupils with education, health and care (EHC) plans and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## **5. Definition of Special Educational Needs and Disabilities**

The School follows the Special Educational Needs Code of Practice, 2015 definition: '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.'

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

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.

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

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has 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.

## The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that spread 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.

<p><b>Communication and interaction</b></p>	<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. Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p><b>Cognition and learning</b></p>	<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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
<p><b>Social, emotional and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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>
<p><b>Sensory and/or physical</b></p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing</li> </ul>

	<p>impairment or multi-sensory impairment</p> <ul style="list-style-type: none"> <li>• A physical impairment</li> </ul> <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

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

### The Governing Body

The Governing Body, with the Head Teacher and staff at NPS, has agreed this policy and the procedures for meeting the needs of those children with Special Educational Needs, with or without an EHC plan. A member of the governing body has specific oversight of the school's arrangements for SEN and disability.

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

- 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 a bi-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

### **The SEND link governor**

The SEND link governor is Mr Andrew Pearson (sendgov@newcastleprep.co.uk).

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

### **Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed on SEND issues. The Head Teacher will work closely with the SENCO and 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
- 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
- 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

## **SENCO**

The SENCO, with the Head Teacher and SEN governor, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO at our school is Mrs Natalie Johnson (njohnson@newcastleprep.co.uk).

The SENCO will:

- Regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision.
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, including those with EHC plans, working closely with staff, parents and other professionals.
- Provides relevant 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
- Ensures that the school's records are kept up to date
- Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of children's achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.
- Advises on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advises 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

- Liaises 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: Makes 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
- Works 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
- Makes sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitors 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 reviews and evaluates the breadth and impact of the SEND support the school offers or can access
- Prepares and reviews information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identifies 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

### **All Teaching and Non-Teaching Staff**

All staff are involved in the development of the school's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for children with SEND. Class teachers are fully involved in providing for the needs of the children in their care, in writing IEPs and collecting additional information for the SENCO and other professionals.

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Setting suitable learning challenges, providing high quality teaching, responding to children's diverse needs for overcoming potential barriers to learning and for monitoring progress.
- 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 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
- 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
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **Parents or carers**

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's time at the school.

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
- 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 a bi-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.

### **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**

### **Early Identification**

At NPS, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. We understand the importance of how identifying needs at the earliest point and then making effective provision improves long-term outcomes for the child.

If we are aware that a child has Special Educational Needs before they enter school, every effort will be made to liaise with the previous educational setting, other professionals and the parents to enable the school to develop an IEP and provide additional support if necessary and practicable. If possible, the SENCO will go and see the child in their current setting, or complete an informal observation with them, prior to them starting NPS.

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.

### **Partnerships with Parents**

At NPS, we value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

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

At NPS, we endeavour to support parents so that they are able to:

- Recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND Framework and receive an annual report of their progress
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

### **Record Keeping**

At NPS, we acknowledge the importance of keeping records to meet the needs of individual children. The following procedures are followed:

- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- The SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed. Records form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.
- NPS has chosen to continue using our agreed style for IEPs as a method of record keeping. Details are provided of additional or different provision made under SEND support and these records are used to monitor the progress and development of these pupils.
- On transfer to another educational establishment, the school provides full records to the receiving school. Such records include all of the information held by the SENCO, including IEPs (where appropriate).

- Copies should be kept in the school for future reference.

### **Monitoring Children's Progress**

At NPS, the progress of all children is monitored throughout the school by the Senior Leadership Team and class teachers, who keep records and provide differentiated work, if appropriate. The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

### **Progress**

Class and subject teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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, wider development or social needs.
- 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.

The first response to such progress is quality first teaching targeted at the pupil's areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEND or needs to be placed on a raising achievement plan. While informally gathering evidence, the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress where required.

All teachers are encouraged to be alert to emerging difficulties and respond early. Both parents and children are listened to by all professionals. If a child fails to make progress, despite being placed on a raising achievement plan and being given additional support, the school will consider, along with the child and their parents, carrying out further assessments and moving them on to an Individual Education Plan.

At NPS the Special Educational Needs and Disabilities Code of Practice, 2015 is followed and a graduated approach to identifying and supporting pupils is taken. Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place.

The school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use curriculum and assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and involve parents in developing and implementing a joint approach at home and in school.
- NPS is open and responsive to expressions of concern by parents and takes account of any information that parents provide about the child.

A four step, graduated approach will be taken as follows.

### **1. Assess**

A clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil and their previous progress and attainment will be taken. The views of parents and the child will also be recorded and compared, as well as those of any appropriate external agencies. 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.

### **2. Plan**

If it is decided a child will receive SEND support, the parents will be notified. All teachers and the SENCO will agree which adjustments, interventions and support will be put in place and communicate this with parents and the pupil. Clear outcomes with high aspirations will be

identified and a date for review will be decided upon. 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, (Provision Map], and will be made accessible to staff in an IEP. Parents will be asked to agree to the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The class teacher is responsible for working with the child on a daily basis, working closely with teaching assistants to support agreed targets. 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. The SENCO will provide additional support in identifying the child's strengths and weaknesses, in problem solving, and advising on how to implement support effectively.

### **4. Review**

The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed according to the agreed time frame. The impact and quality of support and interventions will be evaluated, along with the views of the pupil and their parents. The teacher and SENCO will then amend support based on these discussions including the level of progress the pupil has made towards their outcomes and the views of teaching staff who work with the pupil.

## **Individual Education Plans**

Children with SEND are placed on the school's SEND register and will be marked with the code K on the census. The school uses Provision Map as a template for writing and reviewing IEPs. It is the responsibility of the child's class teacher to work alongside the SENCO to draw up and review the IEP, which NPS chooses to use as a method of record keeping and planning. Parents are given login details to enable them to access their child's IEP, comment on their plan and support the development of their child's next steps.

Strategies employed to enable the child to make progress should include information about the short-term targets set for or by the child, the teaching strategies to be used, the provision to be put in place, the review date, success and outcomes (recorded at the termly review).



The IEP should record only what is different from, or additional to, the differentiated curriculum. It should focus on three or four targets that match the child's needs.

### **Pupil Passports**

Pupil Passports are created by all pupils on the SEND register. They allow children to be heard regarding their SEND needs. At NPS, our Pupil Passports are child centered and are completed with the child, to outline their key strengths, needs and the strategies and key adjustments to teaching they feel, are needed every day. Pupil Passports also enable teachers to have a meaningful discussion around learning with their SEND pupils, involving them positively in the decision- making process and allow them to effectively discuss approaches to aid their engagement and well-being in the classroom environment.

### **IEP Review**

IEPs should be reviewed termly, though certain children might benefit from more frequent reviews. Parents are invited to regular parents' meetings to review their child's IEP and contribute towards their next steps. Where possible, the child should also take part in the review process and be involved in setting targets, according to their age and capacity. If a child is not at a review, their views should be considered in any discussion.

### **Pupils with an EHC Plan**

The school can be named by the Local Authority (LA) in an EHC Plan with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHC Plan. A separate policy details the school's responsibilities and response towards pupils with an EHC Plan.

### **Provision for pupils with EHC Plans/Statements**

Pupils who need more support than is available through the school's school-based SEND 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. The provision for these pupils will be funded by the school who may also receive top up funding from the LA. On the census these pupils will be marked with the code E.

Provision for pupils with EHC Plans/statements will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and

parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

### **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
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO 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.

### **10. Links with external professional agencies**

At NPS, we believe that to provide for children with SEND, requires strong partnership between all those involved – advisory bodies, parents, children, staff and other professionals. We aim to maintain a close co-operation between education, health and social care. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication. We believe both children and parents should be involved in decision making at individual and strategic levels.

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services
- Attendance officers

## **11. Admissions and accessibility arrangements**

NPS does not unlawfully discriminate in any way regarding entry and seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. A 3-year Action Plan to improve access to the facilities is produced as part of the Accessibility Plan. We require parents of children with special educational needs or physical or mental disabilities to discuss their child's needs with the School before they apply to the school so that we can make adequate provision for them. Parents should provide with the Registration Form a copy of an educational psychologist's report or a medical report if they have one. This is so that the School can assess their child's needs and consult with parents about the adjustments which can reasonably be made and so that the School can ensure, for example, that their child will be able to access the education offered and that we are able to ensure their health and safety, and the health and safety of others.

Parents or young people with an EHC Plan have a right to request the School as their preferred choice, set out in section 38(3) Children and Families Act 2014. In order for a place to be granted, parents will need to prove that none of the schools the Local Authority is offering can meet the child or young person's needs, or that the cost of the placement will not constitute unreasonable public expenditure. Evidence from a professional will be needed to confirm why the School is the only school or college which can meet the child or young person's needs. Additionally, the School must be in a position to offer a place to the pupil and cannot be ordered by the LA to accept a child or young person.

The School's accessibility plan and policy can be found on our website and details how the School:

- Increases the extent to which disabled pupils can participate in the curriculum
- Improves the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improves the availability of accessible information to disabled pupils

## **12.Complaints about SEND provision**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. All complaints are taken seriously. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve

their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher, in the first instance. They will be handled in line with the school's complaints policy, further details of which can be found via our complaints policy, accessible on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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**

#### **Monitoring**

This policy will be reviewed by Mrs Natalie Johnson 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.

#### **Evaluation**

This policy will be the subject to continuous review by the Head Teacher, Senior Leadership Team, SENCO and Governors. 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 at the start of the autumn term
- 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

### **14. Links with other policies and documents**

This policy links to the following documents:

- SEN information report
- The local offer

- Accessibility plan
- Admissions policy
- Behaviour policy
- Equal opportunities policy
- EHCP Provision policy
- Governing Body Code of Conduct
- Liaising with External Agencies to support pupils with SEND policy
- Safeguarding and child protection policy
- Complaints policy