



NORTHAMPTON PRIMARY  
ACADEMY TRUST PARTNERSHIP

## NPAT S.E.N.D Statement

Date approved by the NPAT Board of Trustees:	Feb 2022
Chair of Trustees Signature:	Jeremy Stockdale
Renewal Date:	Feb 2025

\*This statement will be reviewed and updated as necessary if/when any changes are made to legislation that affect our Trust's practice. Otherwise, or from then on, this statement will be reviewed every 3 years and shared with the full Trust board.

## Introduction

This policy sets out our expectations for all of our schools and those working with parents, the local authority and our health and social care partners. This will ensure that within Northampton Primary Academy Trust we continue to offer an inclusive, broad, balanced and relevant curriculum to ensure the best possible progress for all children, whatever their needs and abilities.

This policy reflects West Northamptonshire County Council's Guidance on Educational Health and Care Needs Assessment: Criteria for children and young people with special educational needs and disabilities: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/EHC-assessment.aspx> . It sets out our vision and principles for children with SEND.

Individual NPAT schools publish specifics about their own SEND provision in the SEND Information Report and their Inclusion Policies to be found on each school's website. East Hunsbury Primary School, Headlands Primary School and Simon de Senlis Primary School are NPAT schools that presently have designated special provision units for children with a variety of special needs as well as mainstream based SEND support.

### 1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) Chapter 3 and has been written with reference to, and should be read in conjunction with, the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and Regulations (Jan 2015)
- Statutory SEND information report contents (Jan 2015 SEND Code of Practice, pg106, 6.79)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England: Framework for Key Stages 1-4 (Dec 2014)
- West Northamptonshire County Council Local offer
- NPAT Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

### 2. NPAT Vision

Our vision for children with Special Educational Needs and Disabilities is the same as for all pupils within NPAT. We aim to provide outstanding education, create opportunities and enrich the lives of all children. We are fully inclusive in our provision of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all and educational excellence in preparing children for their futures, seeking continually to improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

### 3. Objectives

1. To identify and provide for pupils who have special educational needs, disabilities and additional needs.
2. To work within the guidance provided in the SEND Code of Practice.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-Ordinator (SENCO) who will effectively implement the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

We will operate a model in all our schools for improving the outcomes for children and young people with Special Educational Needs and/or Disabilities. The model is based on 5 principles:

- Prioritising leadership of SEND
- Offering accurate identification of student needs
- Effectively tracking progress
- Successfully impacting on progress through effective interventions
- Improving provision through the development of partnerships and the sharing of good practice across the trust.

#### **4. What are Special Educational Needs (SEN) or a Disability?**

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘A physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

#### **5. Provision/Intervention**

NPAT schools will:

- screen on entry by assessing the child’s skills and attainment and build on any information from previous settings if available.
- consider any evidence that child may have a disability under the Equality Act 2010 and make reasonable adjustments for them, as part of the screening process.
- have measures in place to accurately identify children with SEND and ensure that this information is disseminated to staff.
- aim to meet the needs of children with SEND including delivering the educational elements of any Education, Health and Care Plans.

- aim to ensure that children with SEND engage in and have access to activities of the school alongside those who do not have a SEND provision.
- designate a qualified teacher (SENCO) to be responsible for coordinating the SEND provision of children.
- make parents/carers aware when they are making special educational needs provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.
- prepare a school-specific SEND Information Report and publish it on their website. This report will outline in detail the implementation of the SEND procedure within the individual school.
- will designate a member of the local governing body to oversee the school's arrangements for disability and SEN.
- ensure that all staff accept that SEND is their responsibility, and that subject teachers take full responsibility for the progress of children with SEND whom they teach.
- ensure that the quality of teaching for pupils with SEND and the progress they make will be a core part of performance management arrangements.
- will ensure that regular assessments are made by class and subject teachers supported by the SENCO and Senior Leadership team. This in turn will highlight needs and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.

#### **6. Working Across Education, Health and Care**

- NPAT schools will work in conjunction with education, health and care bodies and professionals to secure effective outcomes for children in our schools. Each NPAT school will cooperate with the West Northamptonshire County Council in developing and reviewing the LA's Local Offer. West Northamptonshire County Council Local offer: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>
- Each NPAT school will make reasonable adjustments for disabled children (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.
- Northampton Primary Academy will work with our schools and local and national providers to secure the services needed to improve outcomes for children with SEND. These services could include; speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services, and other health and social care professionals.

#### **7. Roles and responsibilities**

##### **The SENDCo**

They will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and over-see work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the first point of contact for external agencies, especially the local authority and its support services
- Over-see liaison 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 local 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 Disability Access Policy and Accessibility Plan is published and details the school arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensure the governing board have access to the information needed to effectively monitor, examine and challenge the school in upholding its responsibilities to pupils with SEND

### **The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Work with the SENDCo and Headteacher to regularly review the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children
- Monitor, examine and, where necessary, challenge the implementation of the SEND policy and provision in the school to ensure pupils with SEN and disability receive appropriate support and high-quality teaching
- Update the governing board on the quality and effectiveness of SEN and disability provision within the school

### **The Headteacher**

The Headteacher will:

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

### **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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### **8. SEND information report**

SEND Information reports are pertinent to each setting. These reports are available on each school's website and will be reviewed annually by the schools.

#### **9. Complaints about SEND provision**

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

#### **10. Monitoring arrangements**

This policy and information report will be reviewed every two years. It will also be updated if any changes to the information are made during the year. It will be approved by the Trust Board.

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

This policy links to trust and school policies on:

- Accessibility (school)
- Behaviour (school)
- NPAT Equality and Diversity (Trust)
- NPAT Supporting pupils with medical conditions (Trust)
- SEND Information report (school)