

Newsham Primary School
Special Educational Needs and Disability (SEND) Policy



Date Written:	May 2015
Latest Review:	March 2021
By:	Mrs C Elton
Adopted by Governors:	March 2021
Date of Review:	April 2021

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Aims & Objectives

The aims and objectives of this policy are:

- To ensure that children with SEND work within an inclusive environment that meets their specific needs to achieve to the best of their ability
- To ensure that SEND needs of children are quickly identified, assessed and provided for
- To ensure regular review and evaluation of the achievement and progress of individual children
- To ensure that all stakeholders know their roles and responsibilities under the umbrella of partnership working
- To ensure that all children with SEND have full access to a broad curriculum and to the richness of school life at Newsham
- To ensure positive learning experiences (guided by Newsham's seven R's) that will prepare children for a successful life as an active citizen within their local and international community
- To enable children to develop a positive self-image

Rationale

The Newsham Primary Vision is to create a vibrant, innovative and challenging environment that enthuses our pupils to strive to be their best, within a safe and caring community, which is rooted in respect, tolerance and inclusivity. In addition, this engaging and challenging environment will allow pupils to prepare for their future studies, employment and life. We aim to foster a lifelong enjoyment of learning through access to a broad, balanced and creative curriculum.

At Newsham Primary School, provision for children with SEND is the responsibility of the whole school and as such we expect every member of staff to accept and embrace their responsibility. Class teachers are responsible for the teaching, learning and progress of all pupils within their class, including those with SEND and those who are also supported by specialist staff.

We recognise the need to work in partnership with parents and carers and value the contribution parents and carers make to their child's education. The contribution of the children's views on the provision they receive is also highly valued. We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs. We strongly believe, all children have the ability to learn and to make progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

Role of the SENDCo

The Special Educational Needs Co-ordinator (SENDCo) works in collaboration with the Headteacher and the Governing Body to determine the strategic development of the SEND policy and the provision at Newsham Primary School, with the ultimate aim of raising the achievement of pupils with SEND. The policy, once ratified by governors will be shared with stakeholders, including parents and families.

The SENDCo, Mrs Elton, will:

- Ensure the day to day implementation of this policy in the coordination of provision for all children with SEND
- Liaise and advise colleagues regarding SEND, including the provision of professional development
- Manage school based records and assessments of children and complete any paperwork required by LA
- Develop effective partnership relationships with parents of children with SEND
- Manage SEND resources in school, both human and material to maximise effective provision
- Liaise with other schools and settings when children enter or leave Newsham Primary
- Work closely with the governing body to ensure optimum provision and outcomes for individual children

In order to ensure the most effective 'SEND' provision, the following procedures are in place:

- Regular meetings between the SENDCo, Head teacher/SLT
- Regular meetings with the Governor responsible for SEND
- Regular meetings with all Class Teachers to discuss children on the SEND register and their provision.
- Regular pupil progress meetings
- Annual feedback to Governors
- Regular meetings between SENDCo and the HLTA's, LSAs and TAs
- Effective partnership working with external agencies in support of SEND provision
- Regular partnership meetings of SENDCOs

Inclusion

Our School has high expectations for all, and pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We strive to be an inclusive school with a strong community ethos, offering a broad and balanced curriculum for all. Early identification of SEND and the removal of barriers to learning are key features of our practice.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 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 (June 2014) (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support

- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- ✓ The previous category of Behavioural, Emotional and Social Difficulties (BSED) has been removed and there is a new category of Social, Emotional and Mental Health Difficulties (SEMHD)

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Xiv 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 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*

The definition of disability in the Equality Act (2010) states children are disabled if they have '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Identification of 'SEND'

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as, delay at this stage, can give rise to learning difficulties and subsequent loss of self-esteem, frustration in learning and potential behaviour difficulties.

The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents/carers will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers alongside analysis of national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents/carers, a child may be identified as having SEND and appropriate provision will be made. This provision may involve outside agencies and the SEND Information Report on our school website provides further information about the agencies we work with.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or a member of the SLT.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age related expectations. We will employ the graduated approach outlined in the SEND code of practice.

SEN Support

Where a child is identified as having SEND we work in partnership with parents and carers to establish the support required to meet the child's needs. Once a child's needs have been discussed by the relevant parties they are recorded and decisions are made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents/carers are central to these discussions.

An intervention and support plan is written (a Pupil Profile). This is aimed at removing barriers to learning and putting effective additional and special provision in place. Pupil Profiles are implemented and reviewed on a termly basis at the least. Parents and carers are invited to discuss this plan; their child's progress and the support and targets given. Class

Teachers, the SENDCo and members of the SLT are available for further discussion by appointment via the school office.

We adopt a graduated approach with four stages of action:

Assess, plan, do and review this means:

- **Assess** - In identifying a child as needing SEN support, the class teacher, working with the SENCO, the child (if appropriate) and the child's parents/carers, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and the experience of the child, their previous progress and attainment, as well as any other information available, such as rate of progress, attainment, and behaviour (etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents/carers, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional/SEN support, and having formally notified the parents/carers, the class teacher and the SENCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place and the expected impact on progress, development or behaviour is recorded with a clear date for review. All teachers and support staff who work with the child are made aware of their needs as well as the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of additional/SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCO should

support the class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

- Review - The effectiveness, impact and quality of the support/interventions are reviewed, in line with the agreed date, by the class teacher and SENCO, taking into account parents'/carers' and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times, parents/carers are engaged with and contribute their insights to the setting of outcomes in this process. Intended outcomes are shared and reviewed with the child (if appropriate) and parents/carers as well as the wider school.

Newsham Primary School's graduated approach to SEND

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, with their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions provided and to link them to classroom teaching. At this stage, advice from other agencies may be sought.

Level 3:

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. Where appropriate, specialist outside agencies support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment and strategies/ interventions in order to support the child's progress. Where additional strategies are required, school will consider applying for additional funding from the LA. If significant concern persists, after consultation with parents/carers and other professionals, school will complete a Consideration Of Statutory Assessment application to request an Education, Health and Care Plan from the Local Authority. Parents can also instigate a COSA.

The school will respond to its duty to meet any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt.

Education, Health and Care Plans (EHCP)

Newsham Primary will comply with its' duty to respond to the local authority within 15 days if it is named on an EHC plan with regard to admitting a child. School will ensure that all who are involved with teaching the child are fully aware of and able to provide for their needs. If the needs of the child change significantly, then school will request a re-assessment of the EHC plan at least 6 months following the initial assessment.

Review of an EHC Plan

The annual review is a statutory process and Newsham Primary will:

- Ensure annual reviews take place; the first within 12 months of the plan being finalised and subsequent reviews within 12 months of the previous review (6 months for pupils in EYFS)

- Seek advice and information from all parties involved with and including the child when we invite them to the review meeting
- Send advice and information gathered to those invited at least two weeks prior to the review
- Prepare and send a report of the meeting to everyone invited and the Local Authority within two weeks of the meeting

Transition from SEND Statements to EHC plans

At Newsham Primary we will work with the local authority to ensure all transfer reviews are completed on time and in accordance with guidelines set out in the SEND code of practice.

Home School Partnership

• At our school we recognise that parents/carers know their children best. They are always welcome to discuss their child and their views are respected. Parent/carer concerns are taken into consideration at all stages of the SEND procedure.

- A signature is required from parents, agreeing to their child being included on the school's SEN register.
- We offer parents'/carers' evenings three times a year and provide a written annual report. Pupil profiles are usually shared at parents' evenings or as near to this time as possible. Parents/Carers are also welcome at any time to make an appointment to see their child's class teacher or SENCO.
- Parents/carers of children identified as having SEND may also be invited to further consultations periodically, at which their child's progress and Pupil Profile (detailing the additional support, interventions and targets) are discussed and agreed. Team Around the Child meetings, where other involved professionals involved are invited, also support SEND provision for individuals and may also form part of Early Help Assessments.
- Parents and carers are also invited into school for an introductory meeting, special assemblies, curriculum mornings/afternoons, coffee mornings and our annual Year group shows.

Pupil Views

- Children's views matter to us.
- All children are aware of their learning targets (depending on age and stage of development) and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their review, children with Short Term Additional Funding or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by staff. Where appropriate they can be invited to all or part of the review meeting.

Staff Development:

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers' and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Related policies

This policy should be read in conjunction with other school policies particularly:

- Admission Policy

- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Child Protection Policy

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties, may be required when children and young people learn at a slower pace than their peers; even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) -where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools (*see the References section under Chapter 6 for a link*).

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (*see the References section under Chapter 6 for a link*).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Newsham Primary Seven R's

Resilient

Resourceful

Respectful

Reasoning

Responsible

Reflective

Relentless