

Newton Tony CE VC Primary School	
Special Educational Needs and Disabilities (SEND) Policy	
Policy agreed	March 2017
Policy review	March 2018

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's Special Educational Needs Co-ordinator with the SEN Governor in liaison with the staff and parents/carers of pupils with Special Educational Needs or Disabilities (SEND). This joint co-production is in line with the inclusive approach to SEN provision outlined in the current SEN Code of Practice. The SENCO (Special Educational Needs Co-Ordinator) at Newton Tony C of E Primary School is **Miss Clare Larkin**. She can be contacted on 01980 629232. The Special Educational Needs Governor is Mollie Price. Newton Tony C of E Primary School is a mainstream school, for children aged 4-11 Years. We are an inclusive school, welcoming and celebrating diversity.

### Aims

We believe that the aims of the education process are the same for all our children. All children should be given access to the same opportunities in order to fully realise their own potential. Every teacher is a teacher of every child, including those with SEN.

Education should:-

- enhance a child's knowledge, experience and understanding.
- develop practical, intellectual, aesthetic, creative, physical and social competencies.
- prepare each child to become a confident, active and independent participant in their local community.
- include and give quality education that enhances personal strengths to all children, whatever their needs.
- develop a culture of acceptance in which all children can be valued equally, treated with respect and provided with equal opportunities.

### Objectives

To meet the aims set out above, the school has identified as its objectives:

- To identify and provide for pupils who have special educational needs, disabilities and additional needs
- To follow the guidance provided in the SEND Code of Practice, 2014

- To operate a 'whole school, whole pupil' approach to the management and provision of support for special educational needs, where all teachers are able to deliver programmes of learning to children with SEND
- The identification of a Special Educational Needs Co-ordinator (SENCO), to provide support and advice to all staff working with pupils with special educational needs and disabilities

### **Identifying Special Educational Needs**

At Newton Tony Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with playgroup/pre-school/nursery, previous school
- Child performing below age expected levels
- Concerns raised by Parent/carers
- Concerns raised by teacher, for example when low self-esteem is affecting performance
- Liaison with external agencies such as Speech and Language Therapist
- Health diagnosis through paediatrician

A child's individual needs will be identified in relation to the four broad categories of need outlined in the SEND Code of Practice, 2014.

- Cognition and Learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Physical and sensory

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to place a child within a category, but to work out what action the school may need to take to meet the child's needs. At our school, care is taken to identify the needs of pupils by considering the needs of the whole child, and not just their special educational needs. Identifying behaviour as a need is no longer an acceptable way of describing SEN. Concerns relating to a child's behaviour will be seen as an underlying response to a deeper need. The teachers and other staff at our school, know each child well and, as a consequence, are able to recognise and identify clearly the underlying need that is effecting a child's behaviour. (Please refer to the schools' Positive Behaviour Policy) We take care to consider aspects that are NOT SEN but may impact on progress and attainment.

These include:

- Disability (we note that the "reasonable adjustment" duty for schools under current Disability Equality legislation, is reaffirmed in the SEND Code of Practice, but that these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Pupils in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

The progress and attainment of children within these categories are closely monitored by Teaching Assistants, class teachers, ELSA staff (Emotional Literacy Support Assistant) and the SENCO.

### **A Graduated Approach to SEN Support**

Our school seeks to establish and maintain a very effective system for the early identification and intervention for children identified with SEN. We take great care in the identification and recording of children's needs on the school's SEN register.

- It is the responsibility of each class teacher to provide quality first teaching to all pupils in their class. Pupils are only identified as SEN if they do not make adequate progress once they have received all appropriate interventions and high quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of pupils in their class, including pupils who access support from teaching assistants, learning support assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in identifying and responding to pupils who have or may have SEN.
- Additional support cannot compensate for a lack of high quality teaching.
- The SENCO and Head Teacher regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, supporting teachers to improve their understanding of strategies to identify and support vulnerable pupils.
- Teachers will be supported by the SENCO, to decide when it is appropriate to make special educational provision for individual children. A range of information will be gathered to inform this decision. This will include school data about children's progress, alongside national data and expectations of progress, high quality and accurate formative assessment and early assessment materials.
- For higher levels of need, the SENCO will draw on the support and expertise from external agencies and professionals such as education psychologists.
- Decisions to place children on the SEN register follow discussions between the class teacher and the SENCO. Support for children identified for inclusion on the SEN register follows the Assess-Plan-Do-Review cycle. This cycle ensures that children are initially assessed prior to receiving support, that their support is carefully planned for, specific programmes and staff are identified to deliver the plan and that a time is set for a final summative assessment, measuring the impact of the intervention.
- Pupils' and parents'/carers' views are sought in deciding: the type of support and intervention to be provided; the time scale that the intervention will run for and the intended outcomes.

### **Managing Pupils' Needs on the SEN Register**

As a school we follow the graduated approach in delivering support to those children identified as SEN. This approach is intentionally flexible, reflecting and responding to the variety of needs present in the school setting and allowing for the professional discretion and judgement of individual teachers.

- Each child identified on the SEN register is provided with a 'Personalised Pupil Plan'. These plans identify the specific needs of individual children, the initial assessment taken to establish that need, the plan for supporting the child, the programme, support materials and individual staff who will deliver the support and the intended outcome with review date. We consider that each individual child's 'Personalised Pupil Plan' is a living record which tell us exactly what needs have been identified, how to remove barriers to learning effectively, the clear outcomes to be achieved within an agreed time frame, as well as who is responsible for maintaining and updating the plan. The SENCO will have oversight of all plans to ensure that they are kept up to date and that intervention strategies are eliciting the intended impact. The core expectation though, is that each teacher holds the ultimate responsibility for evidencing progress against the outcomes described in the plan.
- It is the responsibility of the class teacher of the named child on the register, to keep the information in the 'Personalised Pupil Plan' up to date.
- The 'Personalised Pupil Plans' must be reviewed by class teachers at least once every half term, although this may occur more frequently where targets and outcomes are more short term. The review of 'Personalised Pupil Plans' will feed into pupil progress meetings once a term.
- The decision about what level of provision is appropriate for individual pupils follows a consultation between the class teacher and the SENCO. Factors that will inform the decision include: formative assessment data, the school's tracking data, the results of any national summative assessment, the child's achievement against national

expectations, parental views and the pupil's own comments. The level of provision will be regularly reviewed and adapted in response to identified changes in need.

- Children with SEN who fail to respond to specific intervention strategies and continue to achieve significantly below their peers/national expectations, will be identified through a combination of: analysis of performance data, work sampling, classroom observations and pupil interviews.
- The SENCO will liaise with specialist services when it is felt necessary to engage additional support for pupils with SEN. The SENCO will be responsible for monitoring this additional provision. Where there is a cost factor, the SENCO will be responsible for managing this disbursement and for reporting to the SEN governor on its impact and cost effectiveness. Parents and pupils will be involved in the initial decision to make a referral for external specialist support and any future reviews of this provision.

### **Criteria for Existing the SEN Register**

If it is felt that children are making progress which is sustainable and achieving, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents/carers' need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **Supporting Pupils and the Families**

- For an overview of the support available to pupils with SEN, parents should access Wiltshire County Council's Local Offer.
- We encourage all new children to visit the school prior to starting. For children with SEND, we would encourage further visits to assist with the acclimatisation in the new surroundings. We would also visit them in their current setting.
- When children are preparing to leave us for a new school, typically to go on to secondary education, we may arrange additional visits.

Close links are maintained between Stonehenge Secondary school and other schools in the area to ensure a smooth transition between Years 6 and 7. Transition arrangements include a completed pro-forma and pre-visit by all pupils to the secondary school. Staff from the secondary school visit and discuss any individual needs. Copies of a child's My Support Plan or My Plan are forwarded to the new school.

- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Educational Health Care Plan/My Plan, it will be used as a transition meeting, during which we will invite staff from both schools to attend.
- The school's policy on managing the medical conditions of pupils can be found on the school's website under the "Policies"

### **Supporting Pupils at School with Medical Conditions**

- We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- We recognise that some children with medical conditions may also have special educational needs (SEN) and may have a statement, or Educational Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. It is essential that the SEN provision for these pupils follows the SEND Code of Practice (2014).

For details outlining the specific support for pupils with medical conditions, please see the school's policy for supporting pupils with medical conditions

### **Monitoring and Evaluating of SEND**

- The SENCO regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils.
- Monitoring of SEND provision is conducted through a combination of regular audits and sampling of the views of parents, pupils and staff. The SEN governor meets with the SENCO regularly to discuss and review the content of the monitoring data.
- The school's monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Training and Resources**

- SEN is funded from the school's main budget. Part of that budget is specifically allocated for SEN, but is supplemented with monies from the Revenue budget.
  - Individual staff training needs are identified as part of the ongoing process of CPD (Continual Professional Development). Specific training will be provided to meet areas of need identified in the school's strategic plan.
  - In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake regular training and professional development.
  - All teachers and staff undertake induction on taking up post. This includes a meeting with the SENCO to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.
  - The school's SENCO regularly attends the local authority's SENCO network meetings, as well as the local SENCO Circle support group, in order to keep up to date with local and national updates in SEN. provision for pupils with SEND is a matter for the school as a whole.
- The school's governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SENCO is responsible for:

overseeing the day to day operation of the school's SEND policy

- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents / carers
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class Teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Learning Support Staff are responsible for:

- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress. All documents relating to Special Educational Needs are maintained with careful consideration towards security and confidentiality. Individual pupil records are kept in folders which are stored in a locked cupboard in the school. All staff are aware of the need for security and confidentiality in handling the records of children with SEN.

### **Reviewing the Policy**

The SENCO will ensure that the SEN policy will be reviewed annually. The next review date for this policy will be September 2018. The review will be conducted with the input of parent, pupil and governor representatives.

### **Accessibility**

The SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. OurSchool Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies"

### **Dealing with Complaints**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies"

### **Linked Policies/Documents**

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Restrictive Physical Intervention policy
- Supporting Pupils with Medication Conditions policy

Newton Tony CE VC Primary School