

## **Context**

In September 2014, a new statutory Code of Practice for Special Educational Needs and Disability (SEND) was introduced by the Department for Education (DfE). The SEND reforms build on the best practice over the past 13 years since the last Code of Practice was written. This major change aims to implement a new approach which seeks to join up help across education, health and care, from birth to 25. The reforms give schools the freedom to develop what works for them in partnership with their local authority, parents and young people. The reforms underpin the belief that, with the right provision, children with SEND can be supported to achieve good outcomes. This document explains how Newton Tony CE VC Primary School plans to implement the new Code of Practice ie What our 'Offer' is.

## **Special Educational Needs and Disabilities**

The changes in the Code of Practice affect the way children with special educational needs (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
- School Action and School Action Plus will cease and be replaced by a single school-based category (SEND Support) for children who need extra specialist support.

Newton Tony CE VC Primary School, with its small classes and thorough knowledge of the children, is able to adapt to these changes well and will be working with pupils and parents/carers to ensure tailored provision and fully inclusive access to our education.

## **Local Offer**

Wiltshire Council has published its 'Local Offer' which sets out what is available in Wiltshire in relation to education and enables parents/carers and young people to access clear and comprehensive information about the support and opportunities that are available.

Information about the Wiltshire Local Offer can be accessed at <http://www.wiltshire.gov.uk/localoffer/localofferSENDdbservice.htm>

Newton Tony CE VC Primary School Offer for SEND pupils aims to provide information and answer some key questions for parents, carers and those who support children with SEND in our school. The Offer details the provision and support that parents and carers can expect our school to provide.

### **What do we offer at Newton Tony CE VC Primary School?**

Newton Tony CE VC Primary School believes in the effective inclusion of all pupils in high-quality everyday teaching. We value the abilities and achievements of all of our pupils, and are committed to providing the best possible learning environment for every child. We aim to support all learners and to provide well resourced, appropriate and effective provision which is personalised to meet the needs of individual children. We encourage the children to become effective independent learners, self-motivated and creative thinkers.

### ***How do we support all children to access the curriculum?***

- Class staff teams know their class and their individual needs - learning activities are planned carefully to match children's learning needs.
- To ensure that teaching and learning is at an appropriate level for the children's individual needs, activities and tasks are differentiated wherever necessary.
- The environment is stimulating and supportive. Wall displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that focused support is available.
- Classes are well resourced for children with additional needs with specialised equipment such as screens, visual aids/support and headphones.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

### ***How do we support literacy and numeracy?***

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is 'language' rich and have well-organised wall displays to support learning in all areas of the curriculum. For children with specific learning needs activities include: reinforcement in small groups, specific programmes for literacy (such as Project X) and for maths (First Class @ number).

### ***How do we support speech and language development?***

Teachers make sure their classes have lots of language support and activities. Our staff are trained to provide specific support to pupils needing speech therapy and emotional learning support intervention (ELSA). We work in close partnership with speech and language therapists to plan and deliver support for children with specific difficulties in this area.

### ***How do we promote positive behaviour?***

Our "Positive Behaviour Policy" describes the high standards of behaviour and conduct expected in school. We follow the principles of Restorative Justice and actively promote the 'Whats happened' approach. In each class class rules are shared and displayed and expectations about the behaviour of everyone in the class is explained. These are also discussed in school acts of collective worship. Being such a small school we are able to make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. This may involve adopting a personalised behaviour reward programme for a child. In class, the teaching assistant may support targeted children to stay on task and focused on learning. Where difficult situations have occurred, staff talk calmly through the event to identify

what went wrong and what actions should be taken if a similar situation happens again.

### ***How do we tackle bullying?***

We are aware that children with special educational needs and disability may be more vulnerable to bullying than other pupils. Bullying of any kind is unacceptable. We are committed to providing a safe, caring and friendly environment for all staff and pupils. We do all we can to prevent it, by developing a school ethos in which bullying, of any kind, is regarded as unacceptable. Fortunately, as the school is so small and the children know one another so well, incidents of bullying are very rare. We aim to create a safe and secure environment where all can learn without anxiety. We reward and celebrate good social skills. We make clear each person's responsibilities with regard to the eradication of bullying in our school.

Bullying by children with disabilities or SEND is no more acceptable than bullying by other children and it is made clear that actions are wrong and appropriate sanctions are imposed. Sanctions against pupils are applied fairly, taking account of any special education needs (SEND) or disabilities that pupils may have.

### ***How do we support children's emotional well-being?***

Personal, social and emotional development is supported by teachers following the SEAL curriculum throughout the school which addresses emotional issues through discussion and practical activities including Circle times and role play. Children who find "change" difficult are prepared for any changes or transitions through carefully planned transition plans. We have a trained Emotional Learning Support Assistant (ELSA), who supports children in school. We also provide an independent counselling service to support children who have particular difficulties with a variety of issues. This may be on 1:1 basis or in social skills or friendship skills groups.

### ***How do we support children's physical needs?***

The school has access to Physiotherapists and Occupational Therapists who provide specific advice and guidance for target children. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

### ***How do we support children's medical needs?***

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Educational Health and Care plans for children if necessary. Medicines are stored safely in a locked cabinet in the staffroom, or in the fridge if necessary. There are a team of staff who are first aid trained. We are able to administer medicines to children as directed by parents/ carers.

### ***How do we support children during unstructured parts of the day?***

Lunch and playtimes are staffed to ensure high adult:child ratios. There is a large area in which to play and range of play equipment available. Play opportunities are tailored to individual children's needs eg. Digging pit, minibeast hotel, range of sport equipment, reading areas

### ***How does our school know if children need extra help?***

We have monitoring in place which tracks the progress children make in Reading, Writing, phonics and Maths and in the Foundation subjects. We regularly scrutinise assessment data and can quickly identify those children who are not making expected progress and may need some additional support or intervention. If a child is making slow or less than expected progress, this does not necessarily mean that a child has a SEND. There may be other reasons such as family circumstances or friendship issues that can affect a child's learning. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty.

Concerns may also be raised by parents and carers, teachers and support staff. Additionally,

children may be identified with an SEND via a GP referral, health visitor, speech and language service, the school nurse or paediatrician, or where a child joins us from a different school. The school follows the SEND Code of Practice (2014) and uses the Wiltshire Indicators and Provision Document (WIPD) to identify, assess and monitor a child's special educational needs. If you are concerned about your child's progress you should talk to his or her class teacher first, or contact the SENDCo (Headteacher). The best way to make contact is by email or via the school office. As well as providing support for children from within the school, we are also able to involve outside professionals as and when necessary.

### ***Who is the Special Educational Needs Coordinator?***

Our SENDCo is Miss Priestley (Head teacher). The best way to contact the SENDCo is via email: [admin@newtontony.wilts.sch.uk](mailto:admin@newtontony.wilts.sch.uk) or via the school office on 01980 629232..

At Newton Tony CE VC Primary School, the SENDCo:

- oversees the day-to-day operation of the policy
- co-ordinates provision and manages the response to children's needs
- oversees the records of children with SEND
- acts as the link with parents
- acts as the link with external agencies

### ***What kinds of SEND children are provided for at Newton Tony?***

A child may be described as having a special educational need if he/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/her from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010). This may mean that they have a learning difficulty or a disability that requires support that is different from, or additional to, that provided for other children of the same age.

Newton Tony CE VC Primary School provides support for a range of special educational needs which are put into four broad categories:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- sensory and/or physical

The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### ***What training do staff supporting children with SEND have?***

All members of staff have received training relating to SEND, while some staff will have received more focused training to enable them to support children with specific needs, for example, those on the autistic spectrum, children with speech, language and communication

difficulties or children with social and emotional needs.

### ***How will Newton Tony CE VC Primary School support my child?***

All children are set individual targets for English and Maths and their progress is regularly monitored. In line with the new SEND Code of Practice, we adopt the 'Assess, Plan, Do Review' approach.

**Assess:** In identifying a child as needing SEND support, the class teacher will carry out a clear analysis of the pupil's needs, supported by the SENDCo.

**Plan:** The teacher, in consultation with the SENDCo, parent and pupil, will agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress, development or behaviour.

**Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil.

**Review:** The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development.

If pupils have an identified SEND, personal targets are identified which set out specific outcomes to be achieved. This may include additional general support from the class teacher or teaching assistant in the class, adopting different approaches and strategies to facilitate the child's learning, or it may take the form of an 'intervention', where the child will work on specific areas in small group or one-to-one sessions. They will usually be time-limited, evidence-based and their impact will be evaluated and reviewed regularly as part of the graduated approach.

If at the review stage, a child is still not achieving the desired outcomes, school will seek additional help from specialist services outside the school for advice about an individual pupil. This may be a member of the Wiltshire SEND Support Team, the Speech and Language Therapy service, the Educational Psychology Service, Occupational Therapy, etc. These professionals may work directly with the child but are more likely to provide strategies and support to his or her teachers. No referrals will be made without the knowledge and support of parents.

### ***How do we include children in activities outside the classroom, including school trips?***

Activities and school trips are available to all. Risk assessments are carried out and procedures put in place to enable all children to participate. If it is deemed that an intensive 1:1 level of support is required, a parent or carer may be asked to accompany their child during the activity.

### ***How does Newton Tony CE VC Primary School work in partnership with parents and carers?***

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. We do our best to ensure that parents and carers have a number of different ways to communicate with us and that they feel comfortable, welcomed and involved in all aspects of school life.

### ***How does Newton Tony CE VC Primary School work in partnership with other agencies?***

The school works effectively with many different agencies and organisations such as the Educational Psychology Service, Behaviour Support Service and Wiltshire SEND Support

Service. We also consult with Social Services, Child Protection and Educational Welfare Officers, as well as Health professionals such as Paediatricians, School Nurse, Health Visitors, the Speech and Language Therapy Service, Occupational Therapy and Child and Adolescent Mental Health Services. We also work with other local schools to make effective use of combined expertise and training.

***How will Newton Tony CE VC Primary School support my child when joining or transferring to a new school?***

Many strategies are in place to enable a pupil's transition to be as smooth and positive as possible. Discussions between the previous and receiving schools take place prior to the pupil joining/leaving and we have good communication with all our feeder pre-schools and receiving secondary schools. Our SENDCo will receive and pass on relevant information on pupils with SEND and additional visits/transition support programmes will be arranged for pupils who need extra time to adjust to their new school. Secondary school staff visit pupils prior to them joining their new school. Within Newton Tony, all pupils will do 'class swaps' in the summer term, where they will spend time with their new teacher and individual transition plans will be put in place for those who need additional support.

***What is an Education, Health and Care Plans (known as 'My Plan' in Wiltshire)?*** A very small number of pupils may require support that is over and above that which the school is able to provide through SEND Support. If that is felt to be the case, we will ask Wiltshire's Department for Children and Education to consider whether a Statutory 'My Plan' would be suitable. This is a legal document which describes a pupil's needs and specifies what support will be provided to meet those needs.

***How will the extra support be funded?***

All Wiltshire maintained schools have an allocation of money within their budgets to provide additional support for pupils with an identified Special Educational Need. As a result of a Statutory 'My Plan', the school may receive additional 'top-up' funding to support an individual pupil with complex needs.

***How will I know how my child is doing?***

You will have the opportunity to discuss your child's progress at Parent's evenings. In addition, you can make an appointment to discuss your child's progress with his/her class teacher at any time, or you can arrange a meeting with the SENDCo.

***How will you help me to support my child's learning?***

Newton Tony CE VC Primary School firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have an overview of the child's needs and that this gives them a vital role in the partnership. Supporting your child with their home learning is important, as is encouraging you child to develop an enthusiasm for reading widely. The class teacher may suggest ideas to support your child's learning at home and the SENDCo can provide additional support and offer further relevant information and resources.

There are many other organisations that can provide guidance and support for families of children with Special Educational Needs and/or Disability. It's easy to struggle on your own and forget that you may need some support, perhaps someone to talk to, to help you fill in forms or understand paperwork, or to accompany you to a meeting. Please ask if you require help and support.

***What is the role of the Governing Body?***

The governing body of the school appoints a SEND Governor who ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The SEND Governor is Mrs Amanda Kerry.