

Newton Primary School



Special Educational Needs and Disabilities Policy: A Graduated Response to SEND

Document name	Special Educational Needs and Disabilities Policy: A Graduated Response to SEND.
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Headteacher	Sarah Hughes
Chair of Governors	Paul Fenwick

Statement of Intent

Newton Primary School values all pupils and celebrates diversity. Our fundamental aim is to provide our pupils with SEND with the same opportunities and experiences as their peers. We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into life beyond Newton Primary School and into adulthood.

This policy outlines the framework for Newton Primary School to meet its duty and obligation to provide a high-quality education to all of its children, including children with special educational needs and disabilities (SEND), and do everything it reasonably can to meet the needs of children with SEND.

Through successful implementation of this policy, Newton Primary school aims to:

- Eliminate discrimination.
- Promote equal opportunities for all.
- Foster good relationships between **all** children.

Newton Primary School will work with the Local Authority (LA) within the following principles which underpin this policy:

- The involvement of children, parents, and carers in decision making.
- Identification of children's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children with SEND.
- Improved choice and control for parents and carers regarding support for their child.

This policy operates in conjunction with the individual school's SEND Information Report which is available on the school website.

Identifying SEND

Newton Primary School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long term outcomes for the child.

Teaching staff, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly lower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Does not diminish the attainment difference between the child and their peers.

Definition

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. There is no hard and fast threshold of need which determines if and when a child has Special Educational Needs (SEND).

The Code of Practice breaks down SEND into four broad areas:

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

The SEND Code of Practice states that all children should have access to **'high quality teaching that is differentiated and personalised, which will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'**

Children with Special Educational Needs and Disabilities and Safeguarding

The DfE and NSPCC highlight the additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Higher risk of peer group isolation.
- Disproportionate impact of bullying.
- Difficulties with communication and interaction.

In addition to the above it is also acknowledged that Newton Primary School should consider extra pastoral support for children with SEN and disabilities to overcome the above challenges. In terms of the use of 'reasonable force/ positive handling' Newton Primary school recognises the additional vulnerability of children with SEND and medical conditions. By planning positive, trauma informed and proactive behaviour support, for instance through individual behaviour and relationship plans for more vulnerable children, and agreeing them with the child, their parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use positive handling which is always a last resort.

Children with Specific Circumstances

Children who are Looked After (CLA), formerly Look After, previously Looked After and Adopted Children:

Newton Primary School recognises that a proportion of CLA may have SEND requirements. Newton Primary school must appoint a designated teacher for children who are CLA+. The designated teacher has responsibility for promoting the educational achievement of children who are currently in local authority care, those who have left care through adoption, special guardianship or child arrangement orders and those who were adopted from care. The designated teacher must have appropriate training and experience.

English as an Additional Language (EAL):

Newton Primary School gives particular care to the identification and assessment of the SEND of children whose first language is not English. We appreciate that a lack of ability in English is not equated with learning difficulties. At the same time, when children who have EAL make slower progress it should not be assumed that their language status is the only reason. We will look carefully at all aspects of a children's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

Roles and Responsibilities

Governing Body

The governing body will be responsible for:

- Identify and name a governor responsible for SEND.
- Take steps to make key stakeholders aware of the SEND governor.
- Report annually to the SENDCo on matters related to SEND and whole school action plans.
- Have a general overview of SEND issues within the school.
- Ensuring that the school is meeting its statutory duties in terms of key legislation (Equality Act 2010) including having appointed a designated teacher.
- Ensure school has and displays its equality statement.

Our SEND Governor is Mrs Erica Thornhill.

The Headteacher

The Headteacher will be responsible for:

- Taking overall responsibility for implementing SEND reforms.
- Ensuring appropriate designations are made i.e. CLA.
- Ensuring that the wider school community understands the implications of reforms for whole school improvement.
- Putting in place arrangements to ensure that parents/carers are regularly engaged in discussions about the progress of their child.
- Ensuring that a process is in place for involving parents/carers and young people in reviewing provision and future planning.
- Ensure school website and the Get Information About Schools (GIAS) has accurate information.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo will be responsible for:

- Liaising with parents/carers and children to discuss SEND needs, provision and progress.
- Overseeing day-to-day operations of the schools SEND Policy.
- Co-ordinating support for children with SEND.
- Conducting detailed assessments in co-ordination with class teachers and other agencies.
- Overseeing the records of all children with SEND.
- Ensuring that agreed actions, interventions and procedures are followed.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and managing the roles and responsibilities of support staff working with children with SEND and ensuring staff have suitable and adequate training opportunities.
- Liaising with other school SENDCos to ensure smooth transitions.
- Liaising with external specialist support services.
- Keeping up to date with legislation and policy changes.
- Supervising the evaluation of interventions.
- Reporting to Senior Management and the SEND Governor.
- Ensuring their CPD by keeping up to date with relevant developments and LA initiatives.

Our SEND Governor is Mrs Ashleigh Booth.

The Class Teachers

The Class Teachers will be responsible for:

- Planning and delivering an adapted curriculum which meets the needs of all children.
- Raising concerns with the school SENDCo and working to address these concerns.
- Liaising with support staff to deliver specific and targeted interventions.
- Keeping records related to the concerns raised, noting interventions, actions, consultations and evaluations.
- Reviewing SEND plans each term.
- Giving feedback to parents/carers and children related to issues of SEND and general progress through termly meetings (at least one per term, per academic year).
- Delivering interventions in co-ordination with the SENDCo and Specialist Support Services.

The Teaching Assistants and Support Staff

The Teaching Assistants and Support Staff will be responsible for:

- Being aware of the SEND Policy and procedures.
- Liaising with class teachers to discuss support packages, procedures and child's response to interventions.
- Ensuring that the support offered encourages independence.

The Parents and Carers

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. In order for parents to be active partners it is esSENTial that they fulfil the following responsibilities:

- Trying to understand the needs of the child with respect to SEND.
- Knowing who the class teacher, support staff, the school SENDCo and the SEND Governor is within school.
- Working with school staff and outside agencies to support the child's SEND needs.
- Being aware of the SEND policy within the school.
- Attending all meetings, where possible.
- Maximising school attendance.
- Engaging with outside services.
- Supporting learning at home.

The Children

We aim to involve children in all aspects of their education. Their age and level of understanding determines just how far they can participate. Where appropriate we support and encourage children to be responsible for:

- Making best use of all support offered to reach their individual targets.
- Being involved in setting and meeting the targets on their learning journey.
- Sharing information about the things they feel they are good at, things they find difficult and what they feel would help them to achieve their targets.

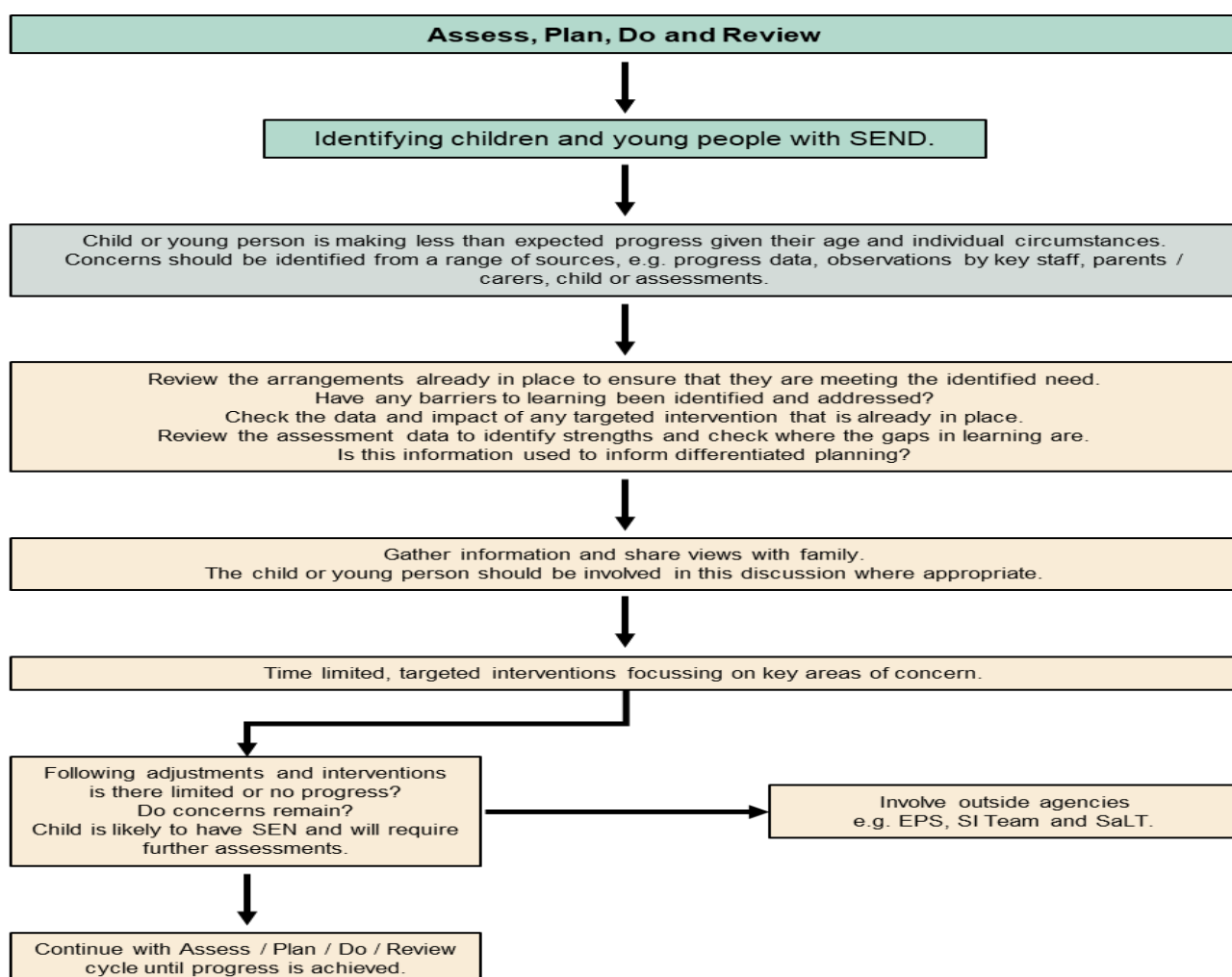
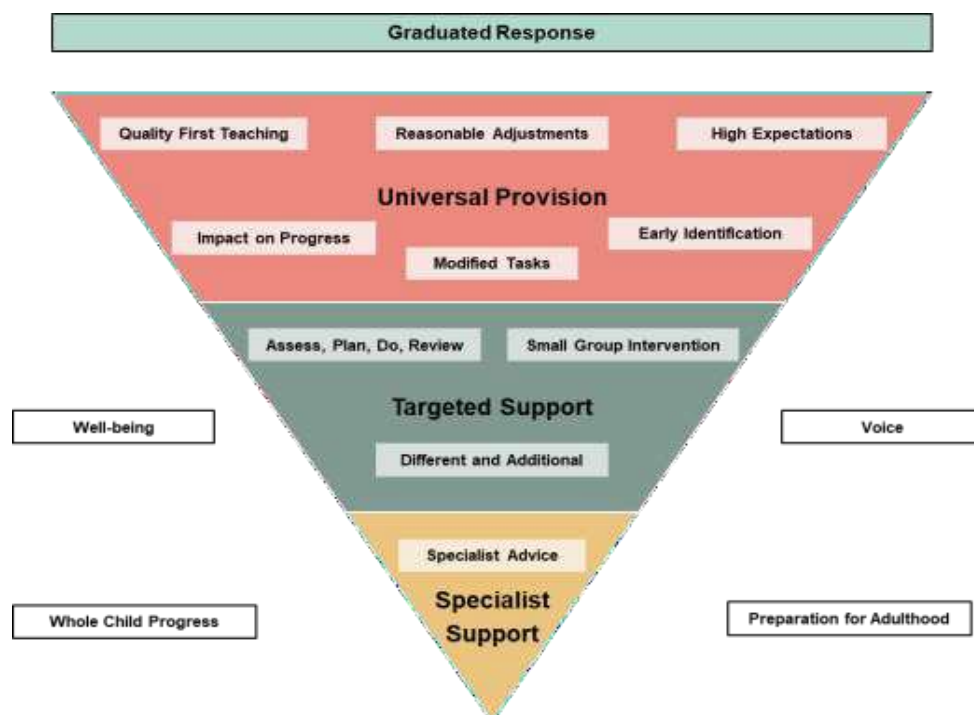
Planning, Teaching and the Curriculum

All pupils at Newton Primary have access to a broad and balanced curriculum and staff plan lessons which hook, engage and excite learners. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum.

Planning at Newton Primary School focuses on delivering high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The Graduated Response

Where a child is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good personal progress and securing good personal outcomes. This is known as the Graduated Approach and involves the following processes:



Quality First Teaching

Learning Plans and Pupils Passports

Where children with SEND access educational provision that is additional to or different from their peers, a learning plan and/or pupil passport will be created. These documents will highlight children's individual SMART targets that will help them make progress in line with their personal needs. Learning Plans and Pupil Passports will be reviewed three times a year: at the end of Autumn 1, Spring 1 and Summer 1. When reviews have taken place and new SMART targets are set, the updated Learning Plans and Pupil Passports will be shared with pupils and their parents/carers.

Transition

Newton Primary School is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Policy Monitoring and Review

This policy is reviewed annually by the SENDCo. Any changes made when reviewed will be communicated to all members of staff. The policy is available for public view on the school website.