



Special Educational Needs and Disability (SEND) Policy

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Newburgh Primary School

Policy on Special Educational Needs and Disability (SEND)



Philosophy:

The overall policy within our school reflects the high expectations we have of all our children. We ensure that all children with Special Educational Needs, whether less or most able, receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

This policy must be read in conjunction with the revised SEND Code of Practice (July 2014).

Special educational needs Definition:

Special Educational Needs can be categorised into two distinct areas that call for special educational provision to be made for them.

- (a) *“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (SEND CoP July 2014).*

(Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.)

- (b) *Children who are classed as ‘exceptionally able’ (top 2%) as defined in the Policy for More Able Children.* (See policy for More Able children)



How does THIS policy support the development of appropriate British Values?

In our school we teach children to be respectful of each other and we believe that by learning about the differences and beliefs of others we will develop a greater understanding and tolerance. Our 'one word school rule' for each of our primary schools support this aim. The government set out its definition of 'British values' in its Prevent Strategy. We reinforce these regularly and in the following ways:

- Democracy: Democracy is rife in our schools! Pupils have their voices heard through our School Council and Pupil questionnaires. We elect House Captains, our School Council, as well as vote on 'Charity for the Year'.
- The Rule of Law: The importance of Law, i.e. those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that govern and protect us, responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar. Pupils are regularly rewarded for great behaviour with stars, pebbles, house points and praise.
- Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices.
- Mutual Respect: Our school ethos and behaviour policy revolves around our core values such as 'Consideration' - our 'one word school rule'. Assemblies relate to what this means. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils understanding of their place in a culturally diverse society. We offer opportunities to experience diversity through visits to places of worship and year group links to other schools in areas which are different to our own. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE.

1 Introduction:

- 1.1 This policy was updated in August 2014 in line with the revised SEND Code of Practice (30th July 2014).
- 1.2 Newburgh Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. **"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable"** (SEND CoP July 2014).
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with



special educational needs takes account of the type and extent of the difficulty experienced by the child.

- 1.5 The Disability Discrimination Act (2005) identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.6 Our fundamental principles are that:
 - A child with special educational needs should have their needs met;
 - The special educational needs of children will normally be met in mainstream schools or settings;
 - The views of the child should be sought and taken into account;
 - Parents have a vital role to play in supporting their child's education;
 - Children with special educational needs should be offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum;
 - We strive to be a Communication Friendly Environment.
- 1.7 We will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- 1.8 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline;
 - fails to match or better the child's previous rate of progress;
 - fails to close the attainment gap between the child and their peers;
 - widens the attainment gap.
- 1.9 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- 1.10 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
- 1.11 For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. We will also listen to and address any concerns raised by children and young people themselves.



- 1.12 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.
- 1.13 Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. We will ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties we will consider whether the child might have SEND. Further guidance on dealing with bullying issues can be found in our anti-bullying policy and on the GOV.UK website.
- 1.14 Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- 1.15 Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.
- 1.16 When reviewing and managing special educational provision the broad areas of need and support outlined in Annex 1 may be helpful, and we will review how well-equipped we are to provide support across these areas.
- 1.17 These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

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- Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices.
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2 Aims and objectives:

2.1 The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.



3 Educational inclusion:

3.1 At Newburgh Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school and the wider community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.



4 Special educational provision at Newburgh Primary School

- 4.1 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 4.2 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- 4.3 In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- 4.4 This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the pupil's record on the school information system and given to the parents. Schools will also tell parents and young people about the local authority's information, advice and support service.
- 4.5 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- 4.6 A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff will each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made. Arrangements for appropriate support will be made through our approach to SEND support.



5 SEN support at Newburgh

- 5.1 Where a pupil is identified as having SEND, we 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

- 5.2 In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing.
- 5.3 This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- 5.4 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents agree.

Plan

- 5.5 Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- 5.6 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.
- 5.7 The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.
- 5.8 Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.



Do

- 5.9 The class or subject 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 or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- 5.10 The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- 5.11 The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- 5.12 Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- 5.13 Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.
- 5.14 SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, we will consider requesting an **Education, Health and Care needs assessment**. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

Transition

- 5.15 SEND support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, we will share information with the school, college or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

Involving specialists

- 5.16 Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.
- 5.17 We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed



or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

- 5.18 Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer should set out clearly what support is available from different services and how it may be accessed.
- 5.19 We will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include us commissioning specialist services directly. Such specialist services include, but are not limited to:
- Educational Psychologists;
 - Child and Adolescent Mental Health Services (CAMHS);
 - Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)
 - Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- 5.20 The SENDCo and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.



6 Involving parents and pupils in the planning and reviewing progress

- 6.1 We **must** provide an annual report for parents on their child's progress. We want to go beyond this and provide regular reports for parents on how their child is progressing.
- 6.2 Where a pupil is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We will meet parents at least three times each year.
- 6.3 These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEND support outside school and any changes in the pupil's needs.
- 6.4 These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENDCo. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.
- 6.5 Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEND, we will ensure that teaching staff are supported to manage these conversations as part of professional development.
- 6.6 These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.
- 6.7 The views of the pupil will be included in these discussions (where possible). This will be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.
- 6.8 A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.



7 Use of data and record keeping

- 7.1 We keep records in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEND will be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. Ofsted publish more detail about their expectations in their inspection guidelines.
- 7.2 We will particularly record details of additional or different provision made under SEND support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We will ensure that we have accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information.
- 7.3 We use information systems to monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach.
- 7.4 As outlined in 'Involving parents and pupils in planning and reviewing progress' from section 6 above, the school will readily share this information with parents. It will be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEND support meeting or tracking data showing the pupil's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).
- 7.5 Provision maps are an efficient way of showing all the provision that the we make available which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENDCos to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.
- 7.6 Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.



8 Publishing information: SEND information report

8.1 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEND that are provided for;
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo (mainstream schools);
- Arrangements for consulting parents of children with SEND and involving them in their child's education;
- Arrangements for consulting young people with SEND and involving them in their education;
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review;
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- The approach to teaching children and young people with SEND;
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND;
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured;
- Evaluating the effectiveness of the provision made for children and young people with SEND;
- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND;
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying;
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families;
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

8.2 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND;



- 8.3 We will ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It will include information on the school's SEND policy and named contacts within the school for situations where young people or parents have concerns. It will also give details of the school's contribution to the Local Offer and **must** include information on where the local authority's Local Offer is published.
- 8.4 In setting out details of the broad and balanced curriculum provided in each year, we will include details of how the curriculum is adapted or made accessible for pupils with SEND.
- 8.5 We will also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.



9 The role of the SENCO at Newburgh

- 9.1 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENDCo for the school. The SENDCo at Newburgh Primary School is Mrs N Chamba.
- 9.2 The SENDCo **must** be a qualified teacher working at the school. A newly appointed SENDCo **must** be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- 9.3 A National Award **must** be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENDCo to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.
- 9.4 The SENDCo has an important role to play with the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
- 9.5 The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- 9.6 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- 9.7 The key responsibilities of the SENDCo include:
- Overseeing the day-to-day operation of the school's SEND policy;
 - Co-ordinating provision for children with SEND;
 - Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
 - Advising on the graduated approach to providing SEND support;
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
 - Liaising with parents of pupils with SEND;
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
 - Being a key point of contact with external agencies, especially the local authority and its support services;
 - Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;



- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date.

9.8 We will ensure that the SENDCo has sufficient time and resources to carry out these functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within our school.



10 The role of the Governing Body

- 10.1 The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. School Governors have a duty to use their best endeavours to ensure that the needs of any pupil with SEND, registered at the school, are met.
- 10.2 The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The Governing Body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- 10.3 The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governors (Mrs. A. Meredith & Mr. R. Hughes) ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.



11 Allocation of resources

- 11.1 The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 11.2 The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.
- 11.3 The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to statements. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan and costed IEPs where necessary.
- 11.4 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.
- 11.5 Newburgh has an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- 11.6 It is for Newburgh, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENDCo, Headteacher and Governing Body have established a clear picture of the resources that are available to the school. We have considered our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- 11.7 This will enable us to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEND.
- 11.8 We are not expected to meet the full costs of more expensive special educational provision from their core funding. We are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.



12 Access to the curriculum:

- 12.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- Understand the relevance and purpose of learning activities;
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 12.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 12.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children who are identified as in need of SEND support have an IEP, which is reviewed on a termly basis.
- 12.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.



13 Partnership with parents

- 13.1 Newburgh Primary School works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home–school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 13.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. As noted in 10.3, a named governor takes a particular interest in special needs and is always willing to talk to parents if required.
- 13.3 We have meetings each term to share the progress of special needs children. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.



14 Pupil participation:

- 14.1 At Newburgh School, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 14.2 Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.



15 Monitoring and review

- 15.1 The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 15.2 The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children. The Headteacher and SENDCo hold regular meetings to review the work of the school in this area. The SENDCo and the named Governor with responsibility for special needs also hold termly meetings.
- 15.3 The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full Governing Body.

Signed:

Date:



Broad areas of need:

Communication and interaction

- 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.
- 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

- 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.
- 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

- 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.
- 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.

Sensory and/or physical needs

- 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



deaf-blind children and young people is available through the Social Care for Deaf-blind Children and Adults guidance published by the Department of Health.

- 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.

