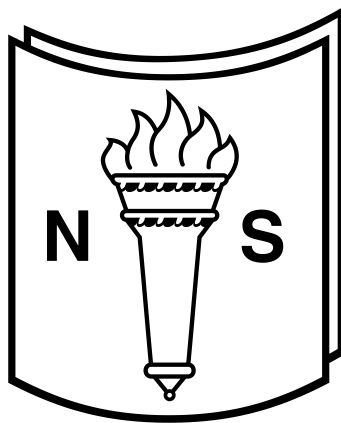


**Hertfordshire
County Council**
Children, Schools and Families

Newberries Primary School



**Special Educational Needs
and Disability Policy**

Spring 2020

STATUS

Statutory

Mrs Webster-Smith is the school's SENCo. She has achieved the National Award for SEN. She also has a degree in Psychology with Childhood Studies and a Masters degree in Child Development.

Mrs Webster-Smith can be contacted via the School Office by emailing admin@newberries.herts.sch.uk or by calling 01923 857180.

PURPOSE

This policy is regularly reviewed and has been written in line with the 2014 SEND Code of Practice which was updated in May 2015.

Newberries School believes that each pupil has individual and unique needs. We offer a broad and balanced curriculum for all children; however, some pupils require more support than others to achieve their full potential. Many pupils with a Special Education Need and Disability (SEND) may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

At Newberries School we have children with a wide range of needs; children with specific and general learning difficulties, children with speech, language and communication difficulties, children with emotional, social and mental health difficulties, perceptual difficulties, sensory difficulties, physical difficulties and children with medical needs and disabilities.

AIMS

Newberries School aims to provide all pupils with strategies to support their needs in an encouraging environment, and to give them meaningful access to the National Curriculum. In particular we aim to:

- raise the achievement and success of **all** pupils;
- promote individual confidence and a positive attitude;
- recognise the importance of early intervention, identifying and responding early to a pupil's special educational needs, assessing, recording and regularly reviewing their progress and needs;
- ensure all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated;
- recognise the significance of teaching and learning styles in overcoming barriers to learning;
- involve parents/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents, other professionals and support services;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, by making reasonable adjustments;
- ensure that all students are supported through transition into secondary school settings.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy. It should also be read alongside the SEN Information Report.

ROLES AND RESPONSIBILITIES

Provision for children with SEND is a matter for the school as a whole. It is the class teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff in the school are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. All staff are also responsible for following the school's procedures for identifying, assessing and making provision to meet those needs as part of the graduated approach.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The four broad 'areas of need' (as outlined in the Code of Practice 2015) are:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Newberries Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of early identification and making effective provision have been proven to improve the long-term outcomes for the child. There are a number of ways a child may be identified as having special educational needs.

- The school assesses each pupil's current skills and levels of attainment on a termly basis, alongside keeping records received from previous year groups and Key Stages;
- Regular assessments of progress are made for all pupils and any child making less than expected progress in relation to their age and individual circumstances is then investigated further. This can include progress in areas other than attainment, for example with wider development or social needs.
- Teachers and teaching assistants, alongside the Special Educational Needs Co-ordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.
- Communication with parents helps to develop a good understanding of the pupil's areas of strength and difficulty and the parents' concerns.

The Graduated Approach

Newberries Primary School follows a graduated approach to SEN Support, as set out in the Special Educational Needs AND Disability Code of Practice: 0-25 (2015).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Where a pupil is identified as having SEN, the support provided takes the form of a four-part cycle known as the graduated approach: Assess, Plan, Do and Review.

After assessment, if a school decides to provide a pupil with SEND support, the parents will be notified. Joint outcomes will then be set in partnership with parents. Parents and the school will then discuss the activities and support that will be put in place to help the outcomes be achieved. The responsibilities of the parent, the pupil and the school will also be identified. Support will then be put in place and it will be reviewed to see if the outcomes have been achieved.

The Support Plan

As part of the graduated approach, some children will have a Support Plan. These plans set out the child's identified needs, their strengths and provision in place for them. They also include SMART targets. When a Support Plan is written, the parents/carers are invited to discuss and agree the targets as well as recording their own involvement in them. When the Support Plan is reviewed, a meeting is arranged between the class teacher, pupil and parents/carers to discuss progress made and to set future targets. The SENCo may be present at these meetings if specifically requested by the parents or teacher.

The role of the governing body

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has identified a governor to have a specific oversight of the school's inclusion provision including the provision for children with SEND; his name is Lewis Myers.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the School Improvement Plan;
- all necessary provision is made for any pupil with SEND;
- pupils with SEND join in the school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- 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 pupils with SEND;

- the quality of SEND provision is regularly monitored through school visits, discussion with the SENCo and Headteacher and feedback from children and parents;
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the Governing Body informed about SEND issues, alongside the SENCo;
- working closely with the SENCo within school;
- ensuring all staff are aware of the need to identify and make suitable provision for pupils with SEND;
- managing the SEND budget, with reference to the SENCo and ensure the Governors are kept informed of this;
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

The **Special Educational Needs Co-Ordinator (SENCo)** is responsible for:

- overseeing the day-to-day operation of this policy within the school;
- ensuring that an agreed, consistent approach is adopted by all members of staff;
- monitoring and supporting identification and progress of children with SEND;
- carrying out or organising assessments and observations of pupils with specific learning difficulties;
- maintaining the school's SEND register and records;
- ensuring effective liaison with parents of pupils with SEND takes place, so that they are aware of the strategies that are being used and are involved in the process;
- identifying professional development needs of all staff and organising/ leading appropriate INSET;
- liaising with outside agencies, arranging and attending meetings, and providing a link between these agencies, class teachers, pupils and parents;
- providing external agencies with feedback from the class teacher about the impact of any strategies and interventions that they have recommended;
- completing requests for Statutory Assessment, outside agency support or Exceptional Needs Funding;
- holding Education Health Care Plan (EHCP) Review Meetings and providing County with feedback from these meetings;
- keeping informed of any new documentation and informing staff;
- supporting class teachers in provision mapping and writing of Support Plans including setting of SMART targets;
- supporting good practice in the classroom, in using a range of teaching and learning styles;
- advising on appropriate resources and materials for use with pupils with SEND and on the effective use of personnel in the classroom;

- management and organisation of Teaching Assistants across the school, working with SEND pupils;
- organising resources available to support learning, including ICT;
- supporting teachers in applying Hertfordshire STEPS Strategies to support a pupil's social and emotional development;
- supporting teachers in completing Hertfordshire STEPS documentation such as Roots and Fruits, Anxiety Maps and Risk Reduction Plans;

Class Teachers are responsible for:

- early identification of pupils with SEND;
- including pupils with SEND in the classroom and all school activities, by making reasonable adjustments;
- providing an appropriately differentiated curriculum, drawing on support from the SENCo for appropriate strategies to support inclusion;
- writing of Support Plans and provision mapping, with support from SENCo;
- giving feedback to parents of pupils with SEND;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- keeping the SENCo informed of updates for pupils with SEND;
- attending Education Health Care Plan (EHCP) Review Meetings and provide updates about the child's progress;
- providing Teaching Assistants with clear and specific guidance for working with SEND pupils;
- setting SMART targets for pupils with SEND;
- using a range of teaching and learning styles in the classroom to best support the needs of the children;
- the use of appropriate resources and materials for pupils;
- following the advice provided by external professionals and assessing the impact of the strategies/interventions that have been suggested;
- providing the SENCo with feedback about the impact of the interventions and strategies provided by external professionals;
- using Hertfordshire STEPS Strategies in order to support a pupil's social and emotional development
- completing Hertfordshire STEPS documents such as roots and fruits and anxiety maps when pupils need additional emotional support.
- monitoring SEND pupils and track their progress towards reaching their full potential in terms of learning and social and emotional development.

Teaching Assistants and Learning Support Assistants should:

- be fully aware of this policy and the procedure for identifying, assessing and making provision for pupils with SEND;
- follow teacher guidance, support children's needs in and out of the classroom;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Use Hertfordshire STEPS strategies in order to support a pupil's social and emotional development.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The success of the School's SEND policy and provision is evaluated through school self-evaluation and reporting activities, including:

- monitoring of classroom practice by the SENCo, Subject Leaders, Senior Leadership Team (SLT) and Governors;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- termly pupil progress meetings;
- half-termly reviews of particular children who have been a cause for concern;
- attainment and progress data for pupils on the SEN Register;
- the School Improvement Plan, which is used for planning and monitoring provision in the school;
- visits from LA personnel and Ofsted inspection arrangements;
- feedback from parents and staff, both formal and informal, following meetings reviewing support plans and targets, revising provision and celebrating success;
- Feedback from pupils.

WORKING IN PARTNERSHIP WITH PARENTS/ CARERS

The school has an 'open door' policy to enable good communication between home and school. There are also three consultation evenings per year, an annual written report, termly class Curriculum Overviews and a Meet the Teacher session in the Autumn Term.

- Teachers make contact with parents whenever there is a concern about a pupil. All teachers take parents'/carers' views and concerns regarding their children's education seriously.
- Annual Review Meetings for pupils with an Education health Care Plan (EHCP) are arranged and co-ordinated by the SENCo, in discussion with the class teacher.

- Parent/carers are always asked permission before referrals to any other professionals, unless there is a Child Protection issue.
- Parents have a responsibility to communicate regularly with the school to alert staff to any concerns; and to fulfil their obligations as set out on the Home/School Agreement.
- Parents/carers of pupils with SEND are informed by the class teacher as to the nature of the need and the level of graduated response.

PUPIL PARTICIPATION

All pupils are made aware of their targets at a level appropriate to their needs. Pupils with Support Plans are encouraged to contribute to the document, consider their strengths and weaknesses, and attend the review meeting with their teacher and parents/carers. Pupil voice is sought in a number of ways, including: self-evaluation, questionnaires on aspects of the curriculum and provision received.

SUPPORT SOURCES

The school does not have a specialist unit attached, but works in partnership with a wide range of support services through the LEA, together with other agencies. These include:

- Educational Psychology Service
- Parent Support Worker
- Social Services
- Specialist Advisory Teacher – SEND Specialist Advice and Support
- School Nurse
- Visual Impairment Team
- Hearing Impairment Team
- Speech & Language Therapists
- Occupational Therapists
- St Albans Bereavement Network
- Chessbrook Outreach Support
- Colnbrook Outreach Support
- The Acorn Centre
- Specialist Advisory Teacher (Communication and Autism)
- CAMHS

PARTNERSHIP WITH OTHER SCHOOLS

The school liaises closely with Infant schools and Secondary schools to ensure the easiest possible transition from Infant through Junior and on to the secondary phase. In Year 3, the teachers and SENCo meet with the Year 2 teachers for the transfer of information and the children visit the Juniors. In Year 6, the Year 7 tutor and/or the SENCo from most schools visits the school for the transfer of information and to meet the children. The Year 6 teacher and/or the SENCo discuss each child plus relevant information is passed on. All records (assessments and SEN records/Support Plans) are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded promptly to ensure minimum disruption.

ADMISSION ARRANGEMENTS

The school follow LEA and agreed admission and equal opportunities policies with regards to pupil admissions to the school. It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

BUILDING ADAPTATIONS/SPECIAL FACILITIES

There are a number of areas in the school where group work or 1:1, nurture, parental interviews/consultations can take place and which the support services can use. The school is built on one level with access for wheelchair users. There is a wide disabled toilet for pupil/ adult use.

Date established by governing body:-

Approved by Governors' Curriculum Committee on: _____

Date for review: Spring 2023

Signed by.....(Governing Body)

Signed by.....(Head)

Acronyms

CAMHS – Child and Adolescent Mental Health Services

CPD – Continued Professional Development

ICT – Information Communication Technology

EHCP – Education Health Care Plan

INSET – In Service Training

LEA – Local Education Authority

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

SMART – Specific, Measurable, Achievable, Realistic, Time relevant