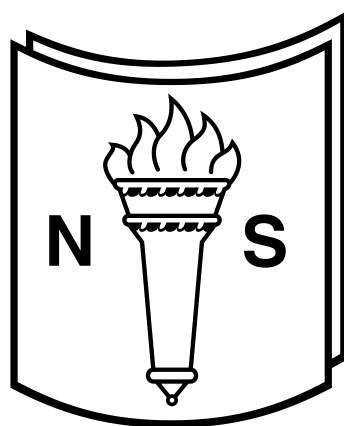


**Hertfordshire  
County Council**  
Children, Schools and Families

**Newberries Primary School**



**Special Educational  
Needs and Disability  
Policy**

## **STATUS**

Statutory

## **PURPOSE**

This policy is regularly reviewed and has been updated in line with the 2014 SEND Code of Practice.

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.

## **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 and equality plan are integral parts of this policy. Please also see the Local Offer on our website.

## **Identifying Special Educational Needs**

Our school have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

“A child or young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age”  
Code of Practice (September 2014)

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014.

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Class and subject teachers, supported by the senior leadership team, 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

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.

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 SENCO, should assess whether the child has SEND.

## **The Graduated Response**

The Graduated Response consists of a cycle of action - 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 be 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**

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.

## **PUPIL PARTICIPATION**

All pupils are made aware of their targets. 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, peer discussion groups.

## **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.

### **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.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the School Improvement Plan;
- all reasonable 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;
- completing requests for Statutory Assessment, outside agency support or Exceptional Needs Funding;
- 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;
- 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;
- 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;
- use of appropriate resources and materials for pupils;

**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 manage inclusion;
- writing 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;
- providing the 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;
- use of appropriate resources and materials for pupils

**Teaching Assistants** are responsible for:

- being fully aware of this policy and the procedure for identifying, assessing and making provision for pupils with SEND;
- alerting the class teacher to concerns which have been observed through close working with the pupils;

- implementing interventions and keeping required records of progress;
- contribute to assessment and tracking progress towards outcomes set by a class teacher for specific SEND pupils;
- provide effective feedback to class teacher and Inclusion leader about interventions.

### **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 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;
- value-added data for pupils on 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.

### **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 and termly class Curriculum letters.

- 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 a Statement of SEN 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.

## **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 Service
- School Nurse
- SpLD Base
- Visual Impairment Team
- Hearing Impairment Team
- Speech & Language Therapists
- Hertfordshire Counselling Service
- St Albans Bereavement Network
- Chessbrook Outreach Support
- 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 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, counselling, 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: 22/11/17**

**Date for review: November 2019**

**Signed by.....(Governing Body)**

**Signed by.....(Head)**

**Acronyms**

CAMHS – Child and Adolescent Mental Health Services

CPD – Continued Professional Development

ICT – Information Communication Technology

SUPPORT PLAN – Individual Education Plan

INSET – In Service Training

LEA – Local Education Authority

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

SpLD – Specific Learning Difficulties

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