

Newton-le-Willows Primary School & Nursery



Special Educational Needs and Disability (SEND) Policy

Status:	STATUTORY
Responsible Person/People:	Mrs Chisnall Mrs Davies Mr. Brown, Mr. Ibbotson, Miss Mercer School Staff
Responsible Governor:	Mrs. Charleston
Approved by:	Signature: <i>Gary Limb</i> Date: Autumn 2022
Last reviewed:	Autumn 2022
Next review due:	Autumn 2023

School's Mission Statement

At Newton-le-Willows Primary School, we aim to 'Nurture the Potential to Succeed.'

Our school works with pupils and parents/carers in order to raise standards of achievement and to enable each child to become a valuable member of the community.

This policy complies with guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children, with reference to the following guidance and documents:

- Special Educational Needs and Disability (SEND) Code of Practice 0- 25 (2015)
- Equality Act 2010: advice for schools DfE (February 2013) -
- The Children and Families Act 2014
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on Supporting Pupils at School with a Medical Condition (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework Document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (September 2012)
- Education Bill (2011)

Inclusion Statement

'We endeavour to achieve maximum inclusion of all children (including vulnerable learners) through meeting their individual needs.

We aim for all children with additional needs to access quality first teaching every day. Teachers will provide differentiated learning opportunities, and plan lessons that enable all children to have access to the full curriculum.

Special Educational Needs (SEN) might be an explanation for delayed or slower progress, but it is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others. Early intervention is important to quickly put in the right support for children's learning and development.

Through strong links with professional services, and good relationships with parents and carers, we will identify strengths and areas for developments for children.

If a special educational need is identified, school can provide some additional support from the school's budget. This can then be formalised through top-up funding via an application to the Local Authority SEND team. Where pupils will need more specialist provision, an Education, Health and Care Plan (EHCP) can be applied for, again, via the Local Authority SEND team.

Our school has a designated Special Educational Needs and Disability Co-ordinator (SENCO) who co-ordinates SEND alongside the Senior Leadership Team (SLT), including the Deputy Head Teacher (DHT) for Inclusion and Safeguarding, and SEND Governor. The Deputy Headteacher has achieved the National Award for SEN via Chester University (January 2019) and the SENCO, as a member of the school's Middle Leadership Team (MLT) also achieved the award at Edge Hill University (February 2018).

Safeguarding statement:

This policy has been reviewed in light of DfE guidance, latest initiatives and any Local Authority policy and procedures. The policy cross references all statutory policies and in particular the Safeguarding and Child Protection policy.

Equality statement:

Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

Newton-le-Willows Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors at all times. All personnel are responsible for ensuring that we implement the Equality Policy.

What is the local offer?

Our local offer is information for parents and carers of children who have Special Educational Needs (SEN) or a disability (SEND) and for all those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending our school.

At Newton-le-Willows Primary School the staff strive to ensure that the individual needs of each learner are catered for, so that children make good progress in their learning and development.

1. Objectives for Special Needs Provision

All staff and Governors at Newton-le-Willows Primary School will endeavour to meet the needs of all pupils at the school. This will be achieved by:

- admitting all pupils with SEND to the school on the basis of the school's published admissions procedures and welcoming all pupils
- developing a partnership between parents/carers, pupils and the school, in which each has an active role to play in the education of SEND pupils
- enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social, emotional and educational inclusion
- identifying as part of the School Improvement Plan (SIP) resources to implement the
- Identified policy and procedures and evaluate its implementation
- enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice
- developing a wide community involvement in SEN through the multi-agency partnership and other
- local initiatives to the benefit of pupils

Newton-le-Willows Primary responds to The Children and Families Act 2014 that states that Local Authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents/carers
- The importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Partnership with Parents/Carers

The school actively seeks to work with parents/carers and values the contribution they make. The teacher will discuss your child's progress with you at our parent's meetings. At these meetings, you will be informed of your child's progress and any additional support that is being given.

We aim to support parental partnership by:

- ensuring positive attitudes towards parents/carers
- effective communication
- acknowledgement of the parents'/carers' role as a partner in the education of their child
- recording parental/carers views as part of any review procedure

Close liaison and communication exists between class teacher, support staff and the SENCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing dialogues with parents so that the children's needs are met.

Pupil's Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision-making process by:

- listening to and valuing their views
- involving pupils in Review Meetings to discuss progress and future provision
- involving pupils in target setting and formation of Individual Education Plans/(IEPs)/ Individual Behaviour Plans (IBPs)
- recording pupil's views as part of any review procedure
- discussing how they feel about the intervention strategies that they are involved with
- effective communication

Admission Arrangements

Newton-le-Willows Primary School strives to be a fully inclusive school, and we welcome all pupils regardless of their gender, ethnicity, religion, disability or Special Educational Need. (All admissions must be discussed with the Headteacher and Pupil Admissions before a firm place is offered.)

We recognise the intrinsic value of every child and we aim to meet the needs of all children.

2. Identifying pupils who have SEND

2a. Definition of SEND

Newton-le-Willows Primary school, an inclusive school, adhere to the Special Educational Needs Code of Practice which outlines that:

'A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

In line with the Code of Practice, at Newton-le-Willows Primary School, the identification of SEN happens when:

- a child has a significantly greater difficulty in learning than the majority of children of the same age
- or**
- a child has a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Special Educational Needs Code of Practice identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotion and Mental Health difficulties
4. Sensory and/or Physical Needs

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

We also consider what IS NOT SEND but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a Young Carer

2b. High Quality Teaching

High quality teaching (also known as Quality First Teaching or QFT) that is differentiated and personalised 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. We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The Senior Leadership and Middle Leadership team and teaching staff, including the SENCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

2c. Graduated Approach

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-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.

1. Assess

When a teacher or you (as parents/carers) raise concerns about a child's progress, a clear analysis of the pupil's needs will be made. 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.

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.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents/carers will be formally notified. The teacher and the SENCO will agree in consultation with the parent/carer 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.

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, including the provision maps and individual record sheets. Individual Education Plans will be used to record the agreed objectives for the child, along with the support that they will receive.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class 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 SENCO 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.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENCO, 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/carer and pupil.

Parents/carers will be provided, through meetings with the class teacher and SENCO, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

3. Managing Special Needs Provision

3a. Coordinating and Managing Provision

Role of the Governing Body

The School Governing Body has important statutory duties towards pupils with additional needs:

- the Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- through the performance management process, Governors ensure that objectives for leadership and the School Improvement Plan include SEND.
- to establish the appropriate staffing and funding arrangements
- by appointing a SEND Governor

The appointed SEND Governor is Mrs Charleston.

The Head Teacher

The Head Teacher has responsibility for:

- day to day management of all aspects of the school's work including provision for pupils with Special Educational Needs
- informing the Governing Body
- working closely with the SENCO

The Head Teacher is – Mrs Chisnall

Special Needs and Disability Coordinator

The SENCO is responsible for the operation of the school's Special Needs and Disability Policy; including efficient use of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the school, including co-ordinating with other subject managers.

The role of the SENCO:

- overseeing the day-to-day operation of the school's SEND Policy
- coordinating provision for children with SEND
- disseminating SEND information to support and teaching staff
- management of SEND provision through the devolved budget and other resources to meet pupil's needs effectively
- liaising with parents/carers of pupils with SEND
- keeping accurate records of all SEND pupils
- liaising with external agencies e.g., Educational Psychologist, health and social care professionals
- liaising with school safeguarding team, school inclusion officer and external agencies three times a year, termly planning meeting, to discuss SEND pupils progress and next steps
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- securing and administering additional funding
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements

The SENCO is Miss Mercer.

Mrs Davies is the school's Deputy Head Teacher and responsible for Inclusion and Safeguarding.

The Role of the Class Teacher:

- identifying children who may have SEND and differentiate learning experiences
- involve the pupil in the identification of their needs and use pupil voice to inform next steps
- devising strategies and identifying appropriate methods of access to the curriculum
- work with the SENCO to develop IEPs/ IBPs and track targets to monitor progress
- work with pupils on a daily basis to deliver IEP targets within differentiated planning
- assess pupil progress
- keep the SENCO well informed about pupil's progress and any concerns-monitor and evaluate
- keep the parents/carers well informed about pupil's progress and any concerns-monitor and evaluate
- be aware of the procedures for the early identification and assessment of, and subsequent provision for, pupils with Special Needs.

The Role of the Learning Support Assistant:

Support Staff support the teaching and learning of individuals and groups of pupils throughout the school, particularly:

- working alongside the class teacher to support every child where necessary
- supporting pupils in achieving targets identified in IEPs/IBPs and Educational Health Care Plans (EHCP) (as directed in the IEP/IBP Provision Map)
- differentiating provision for groups of pupils as identified in school support strategies
- deliver differentiated provision for identified pupils

Support Staff will work closely with the class teacher to monitor and evaluate progress towards achieving IEP/IBP targets.

3b. Resources for Additional Needs

School is funded to meet the needs of all the pupils through its core budget but is additionally funded to support provision for SEND through:

- the delegated SEND Budget (based on the LA formula) which covers additional support required
- funding for specific pupils to meet their assessed needs through Enhanced SEN support funding/ EHCP.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of planning within the SIP.

3c. Staff Development

The school is committed to developing the expertise of all staff to enable them to meet the needs of the pupils. This is achieved through:

- regular departmental meetings
- attendance at termly SENCo cluster meetings
- attendance at LA in-service training
- working partnerships with external agencies

All staff are encouraged to attend training to enable them to acquire skills to plan for, teach and assess SEND pupils. Learning Support Assistants knowledge and skills for supporting pupils with SEND will be considered through appraisal/ professional development.

3d. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with Special Needs. Success factors will include:

- the school and parents/carers work in partnership
- early identification of pupils with SEND
- pupil views and opinions are taken into account
- provisions are regularly reviewed and evaluated via individual progress and data collection
- the school works in close co-operation with other agencies and fosters multi-agency working.
- that EHCPs and IEPs are regularly reviewed
- interventions are timely, appropriate and in line with best practice

Through the implementation of this policy, school will ensure:

- children with SEND are identified as soon as possible
- analysis of tracking data/ value added data for Special Needs pupils is ongoing and thorough
- provision for each child is implemented and monitored to ensure they are able to progress at an appropriate rate for the individual

As part of the school improvement process the SENCO will identify priority targets annually for inclusion in the SIP.

3e. Arrangement for considering complaints

Parents/carers or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to the class teacher, SENCO, and Deputy Head then the Head Teacher
- if the parent/carer requires further investigation, they can put their concern in writing to the Chairperson of the Governing Body, Mr. Limb.
- Following the Complaints Procedure, further appeal can be made to St Helens' Local Authority Additional Needs section at Atlas House.

4. Provision for Pupils with Special Needs

4a. Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. IEPs/IBPs set out the objectives that will be addressed and expected outcomes from the support are identified on the provision maps and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Graduated Approach'.

- Stage 1 – Inclusive quality first teaching.
- Stage 2 – Effective Inclusive Classrooms: Data will be analysed, conversations with the SENCO, checklists and audits of current provision completed, tasks are differentiated appropriately and discussions with pupils and parents/carers.
- Stage 3 – Specific additional provision/ intervention/low level support: Removing the barriers to achievement and personalisation.
- Stage 4 – Specific intervention/high level support: Personalisation and consideration to an external agency: School will act on advice.

4b. Nurture Group

Newton-le-Willows Primary has a Nurture room, 'The Haven,' which is there to provide support to those pupils who have Social, Emotional and Mental Health issues. The Nurture sessions focus around developing particular skills and providing children with a safe, nurturing, confidential forum to express their feelings and emotions.

4c. Involving Parents/Carers

Where a pupil is receiving SEND support, we will meet with parents/carers three times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent/carer, the pupil and ourselves as the school.

We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for the parents.

The St Helens Council Local Offer can be accessed on the website; SEN-The Local Offer-St Helens Council. This website contains an online directory of information for parents/carers.

4d. Involving Specialists

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 should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's and parents/carers will always be involved in any decision to involve specialists.

The involvement of specialists and any discussions and agreements will be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

Specialist service support includes:

- Learning Support Service (LSS)
- Visual Impairment Team (VI)
- Orthoptics
- Hearing Impairment Team (HI)
- Inclusion Managers
- Educational Psychology Service
- Local Autism and Social Communication Services (LASCS)
- Neurodevelopmental Pathway
- Behaviour Improvement Team (BIT)
- English as an Additional Language Service (EAL)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy and Physiotherapy Services (OT)
- Child and Mental Health Services (CAMHS)
- School Nurse Service and Community Paediatrician
- Social Care and Early Intervention Team

4e Education, Health and Care Plan (EHCP)

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 SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents/carers, requesting an Education, Health and Care needs assessment. Parents/carers also have the right to request an EHCP assessment.

When making an Education, Health and Care assessment Local Authorities must consult the child and his or her parent,/carer or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents/carers and other professionals who may be involved.

Parents/carers and young people have a right to ask the Local Authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHCP.

4f Transition Arrangements

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents/carers and pupils the information to be shared as part of this planning process under the guidelines of GDPR.

Autumn 2022

Miss Mercer
Mrs Charleston
Mrs Chisnall
Mrs Davies

SENCO
School Governor for SEND
Head teacher
Deputy Head responsible for Inclusion and Safeguarding