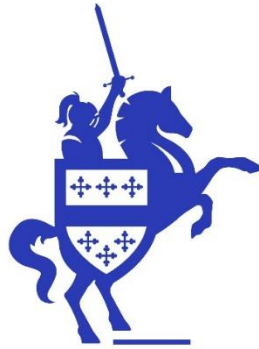


# Newburgh Primary School



**Newburgh**  
Primary School

## **Special Educational Needs and Disability (SEND) Policy**

## **Our Vision**

Newburgh has an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

## **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.* **Code of Practice 2015**

This SEND policy details how, at Newburgh Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all staff.

## **Policy Aim**

We are committed to using our best endeavours to provide an appropriate and high-quality education for all children at our school which enables them to:

- achieve their best;
- become confident individuals, living fulfilling lives;
- make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, especially those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all pupils, including those with special educational needs/disabilities.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of our school community.

## **Policy Objectives**

To achieve these aims we will:

- strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe;
- respond to learners in ways which take account of their varied needs and life experiences, rejecting an approach that locates a problem within the child;
- doing everything we can to meet the needs of a child with SEND and overcome any barriers to learning;
- identify a pupil with SEND at the earliest point and then make effective provision, as this is known to improve long term outcomes;
- work in close partnership with parents/carers to achieve these aims through regular review meetings. We are committed to parents/carers participating as fully as possible in decisions and being provided with information and support necessary to enable this;
- support pupils themselves to participate in discussions, and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates;
- work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support;
- provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;
- Ensure we have a Special Educational Needs Co-ordinator (SENDCo) who will have responsibility for the day-to-day implementation of the SEND Policy and strategic co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).

The Head Teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0-25 (2014).

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

### **Through appropriate curricular provision, we respect the fact that all children:**

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;
- need support to develop independence and responsibility;
- need to develop high career aspirations.

### **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 available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and take responsibility for their own behaviour so that they can learn effectively and safely;
- helping individuals to know and understand their emotions, particularly around trauma or stress, to enable them to be successful learners.
- Providing access to appropriate tools and resources to support an individual's learning.

## **Identifying SEND**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is "different from or additional to that normally available to pupils of the same age" (SEND Code of Practice 2014).

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. The identification of

SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may 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, emotional and mental health (SEMH) needs.

#### **Broad areas of need as outlined in the SEND Code of Practice 2014**

These four broad areas give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs across some or all these areas and their needs may change over time:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised.

Other factors that may impact on progress and attainment that are **not** considered SEND:

- attendance and punctuality
- health and welfare
- speaking English as an additional language
- being in receipt of a pupil premium grant
- being a looked after child/Child in care

Support would be given to these pupils through teachers adaptations responding to their needs on an individual basis.

### **The graduated approach to SEND support**

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. Children on the SEND register have an IEP (Individual Education Plan), which outlines adaptations and interventions in place for them, as illustrated in the Graduated Approach Step One. The school has a rigorous and robust system, through progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through high quality teaching which happens every day, appropriate adaptations (where learning is matched to ability) and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete a School SEND Concern Form and arrange to meet with the SENDCo. At this meeting, the requirement for additional assessments will be ascertained. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school's SEND register in the category SEND Support. Parents will be informed if the school places a child on the school SEND register. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant, a specialist teacher or someone from an outside agency. High quality teaching, adapted for individual pupils, is always seen as the first step in responding to pupils who may have SEND.

Working together, the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention strategies to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will be planned using a four-part cycle (assess – plan – do – review), 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 reviews and more specialist expertise in successive cycles in order to match interventions to the Special education needs of a child.

The effectiveness of the support, adaptations and interventions and their impact on the pupil's progress will be reviewed termly. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil. This review will then feed back into the analysis of the pupil's needs. The class teacher, with input from the SENDCo, support staff and the child will review the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes. Where a pupil continues to make less than expected progress over time, despite secure evidence of 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. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents agree. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Health and Safety teams

Where pupils are given an **Educational Health Care Plan (EHCP)**, the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

### **The Education, Health and Care Plan (EHCP) process**

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Education, Health and Care assessment from the Local Authority is appropriate. This is outlined in Appendix 2.

The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and the child.

Information on the EHCP assessment process will be shared in full with parents to ensure they are confident and clear about what happens and how they are involved with it.

### **Removing pupils from the SEND register**

In consultation with parents, a child will be considered for removal from the SEND register:

- when he/she has made sustained, good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age; or
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- If SEN support is no longer required to ensure this progress is sustained.

### **Support for pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice 2014 is followed.



Arrangements in place to support at school with medical conditions are detailed within the school's Policy for the Management of Children with Medical Needs.

## **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo will regularly attend SENDCo network meetings in order to keep up to date with local and national developments in SEND.

## **Roles and responsibilities**

### **Class teachers and teaching assistants will:**

- refer to IEPs to inform short- and medium-term planning.
  
- implement adaptive teaching strategies to support the pupil's learning in the classroom.
  
- implement specific targets and promote appropriate learning strategies aimed at enhancing learning.
  
- ensure a consistent delivery of differentiated learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.
  - Take all opportunities to use an inclusive approach to teaching where all children can access the same learning using accessible tools for all.
  - Practitioners will use a provision map to plan interventions, alongside the IEPs.

## **SENDCo**

The key responsibilities of the SENDCo are taken from the SEND Code of Practice 0-25 (2014) and include:

- overseeing the day-to-day operation of the school's SEND Policy.
- co-ordinating provision for children with SEND, including monitoring IEPs and interventions.
- analysing the data of SEND children both at school and national level.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- advising on the graduate 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 Head Teacher and Governing Body 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.

## **Governing Body and Head Teacher**

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. This will be in the form of our "Local Offer" and will outline our SEND policies and procedures and will also provide useful links for parents of pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the Governing Body is kept informed of how the school is meeting the statutory requirements.

The Head Teacher, SENDCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the 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.

The Head Teacher will ensure that the SENDCo has sufficient time and resources to carry out his/her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **Storing and managing information**

All records containing sensitive records relating to the SEND of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. All staff comply with the guidelines set out in the school's Data Protection Policy.

### **Supporting parents/carers of children with SEND**

The school is fully committed to a meaningful partnership with parents of children with SEND, where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships;
- providing all information in an accessible way;
- making the SENDCo available for meetings by appointment through the school office or by email;
- publishing information about how the school implements the SEND Policy on the school website, following the SEND Information Regulations (2014);
- class teachers meeting with parents, in addition to parents' evening appointments, to discuss concerns regarding their child's progress at the earliest opportunity, raised either by the class teacher or the parent themselves, and encouraging them to share their views;
- class teachers inviting parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo;

- ensuring that teaching staff are supported to manage these conversations as part of their professional development;
- supporting and guiding parents in ways that they can help with their child's learning and development at home;
- keeping records of the outcomes, action and support agreed through the discussions at Provision Meetings and sharing these records with appropriate school staff and the pupil's parents;
- signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service;
- consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND Policy;
- making a paper copy of the SEND policy and any additional guidance available to parents on request;
- planning in additional support for parents at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into the school or to the next phase of education;
- seeking parents' view through periodic questionnaires and adjusting practice, where necessary, in the light of analysis of responses.

### **Pupil Voice and SEND**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to assess, communicate, or negotiate their own interests, desires, needs and rights. We expect pupils to become increasingly able to make informed decisions about their learning and their futures and take responsibility for those decisions.

#### **How the school will do this:**

- Self-knowledge is the first step towards self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress and will be, as fully as possible, involved in making decisions about future support and provision. Their views will be recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.

- Planning in additional support for pupils at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP, and to ensure smooth and successful transition into school or to the next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires/group interview activities undertaken by the SENDCo and SEND Governor, considering adjustments to in the light of analysis of responses.

### **Safeguarding pupils with SEND**

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND at Newburgh Primary School will require close liaison with the Designated Safeguarding Lead (or a deputy) and the SENDCO. The School will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. We may seek advice and support from specialist organisations in these situations.

### **Accessibility**

We value all our pupils and are committed to providing a fully accessible environment which includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

- There is a toilet for the disabled. The school grounds and premises are regularly audited in line with HSE and specific needs within school.
- We liaise with external agencies to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments if required.

The Governing Body is aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.

Please see separate accessibility plan for further information.

### **Dealing with complaints**

The school's values are concerned with meeting the needs of pupils, parents and others who have a stake in the school. The Governing Body believes that constant feedback is an important ingredient in self-improvement and raising standards. Pupils, parents, carers and other adults who have concerns or complaints should feel that they can be voiced and will be considered seriously. All complainants have the right to be accompanied when making the complaint and pupils may be accompanied by a parent or another adult.

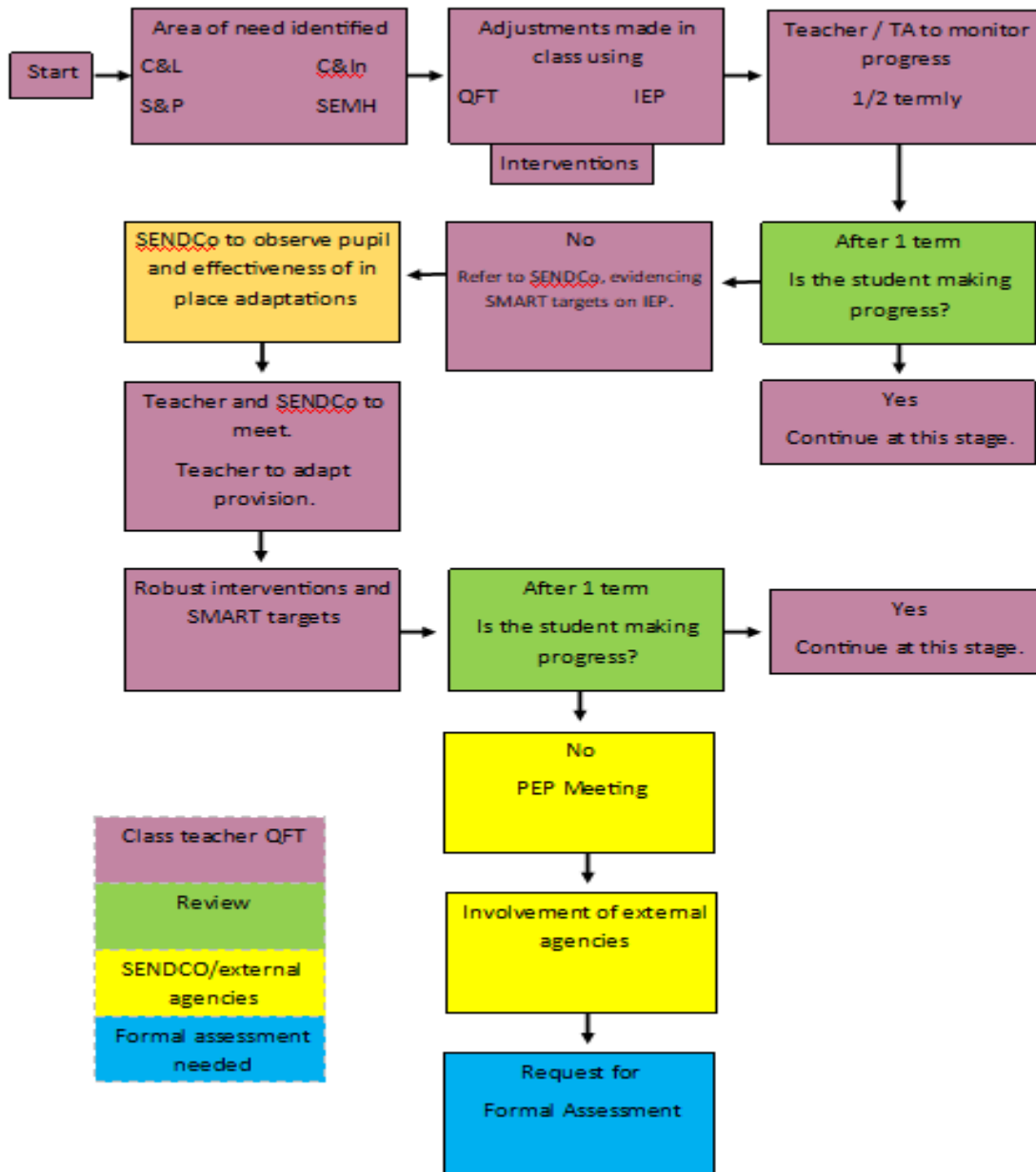
We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

## Appendix 1

At Newburgh, our processes for SEND are underpinned by Quality First Teaching and we follow the process outlined in the flowchart below.

Area of need	QFT and reasonable adjustments
Cognition and Learning	<ul style="list-style-type: none"> <li>• Chunk longer instructions into smaller segments</li> <li>• Always check understanding</li> <li>• Repeat and/or adapt instructions as necessary</li> <li>• Repeat and explain new vocabulary</li> <li>• Create opportunities for high quality communication</li> <li>• Use visual cues and prompts to support and scaffold</li> <li>• Use of task management / now and next boards</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Work planned for all and adapted as needed</li> <li>• A clear structure and routine, including a class visual timetable</li> <li>• Ensure you have the child's attention before giving an instruction – use the child's name to cue them in</li> <li>• Give simple instructions one at a time, using clear specific language</li> </ul>
SEMH	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Social stories</li> <li>• Social games</li> <li>• Lego Therapy</li> <li>• School Counselling</li> <li>• Listening ear</li> <li>• Play Therapy</li> </ul>
Physical and Sensory	<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Fine motor skills</li> <li>• OT and physio programmes</li> <li>• Scripts</li> <li>• Seating plan</li> <li>• Fidgets</li> </ul>

### SEND Flowchart





## Appendix 3

### Glossary of SEND Acronyms and abbreviations.

<b>ADD</b>	attention deficit disorder	<b>MARAG</b>	multi agency referral action group
<b>ADHD</b>	attention deficit hyperactivity disorder	<b>MLD</b>	moderate learning difficulty
<b>AS</b>	Asperger syndrome	<b>ODD</b>	oppositional defiant disorder
<b>ASC</b>	autistic spectrum condition	<b>OT</b>	occupational therapist
<b>ASD</b>	autistic spectrum disorder	<b>PDA</b>	pathological demand avoidance
<b>BESD</b>	behavioural, emotional and social difficulties	<b>PEP</b>	personal education plan (for looked after children)
<b>CAF</b>	common assessment framework	<b>PLP</b>	Personal learning plan
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>PMLD</b>	profound and multiple learning difficulties
<b>CIN</b>	Child in Need	<b>PP</b>	pupil premium
<b>CoP</b>	Code of Practice	<b>PSHE</b>	personal, social and health education
<b>CP</b>	child protection	<b>RAD</b>	reactive attachment disorder
<b>CYP</b>	children and young people	<b>RAISEonline</b>	Reporting and Analysis for Improvement through School Self Evaluation
<b>DDA</b>	Disability discrimination act	<b>SALT</b>	speech and language therapy
<b>EAL</b>	English as an additional language	<b>SDQ</b>	strengths and difficulties questionnaire
<b>EHCP</b>	education health care plan	<b>SEAL</b>	social and emotional aspects of learning
<b>EP</b>	educational psychologist	<b>SEND</b>	special educational needs and disabilities
<b>EYFS</b>	Early years Foundation Stage	<b>SENCo</b>	special educational needs coordinator
<b>EWO</b>	educational welfare officer	<b>SLCN</b>	speech, language and communication needs
<b>FAS</b>	Fetal Alcohol syndrome	<b>SLD</b>	severe learning difficulty
<b>FASD</b>	Fetal alcohol spectrum disorders	<b>SLT</b>	school leadership team
<b>FSM</b>	free school meals	<b>SM</b>	selective mutism (formerly known as elective mutism)
<b>GLD</b>	Global learning delay	<b>SpLD</b>	specific learning difficulty
<b>HI</b>	hearing impaired	<b>SPDs</b>	sensory processing disorders
<b>HLTA</b>	higher level teaching assistant	<b>START</b>	Statutory Assessment Resources Team
<b>IEP</b>	individual education plan (at Thorndown we use PLP)	<b>TA</b>	Teaching assistant / teacher assessment
<b>IRP</b>	independent review panel	<b>TAC</b>	team around the child
<b>LAC</b>	looked after children	<b>TAF</b>	team around the family (when CAF is about whole family)
<b>LARM</b>	locality allocation and review meeting	<b>TFF</b>	Together for Families
<b>LDD</b>	learning difficulties and disabilities	<b>VI</b>	visually impaired
<b>LO</b>	local offer		
<b>LSCB</b>	local safeguarding children board		