

Newburgh
Primary School

Special Educational Needs SEND Policy

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Policy on Special Educational Needs and Disability

It is a statutory requirement for all schools to have appointed a *SENDCo and have in place a SEND Policy and a SEND information report.

Both documents must have due regard to the SEND code of practice 2014.

This policy and the information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Introduction

At Newburgh Primary we endeavour to ensure all children receive their entitlement to a broad, balanced and differentiated curriculum, enabling them to maximise and develop their full potential. Our admissions policy ensures that we do not discriminate against children due to a disability or due to any Special Needs.

A child may be identified as requiring SEND support if he or she has significantly greater difference in learning than the majority of children of the same age or a disability which hinders or prevents them from accessing general educational facilities within the school setting.

A child may require provision that is additional to or different from that made generally available to other child of the same age to enable them to make progress in their development and learning.

Pupils requiring SEND support in accordance with the Code of Practice are identified within the four areas listed below:

1. Cognition and learning
2. Communication and interaction
3. Social, emotional, and mental health difficulties
4. Sensory and/ or Physical needs

A child may have special educational needs, either throughout or at anytime during their school career. The policy is in place to ensure that planning and assessment takes into account the SEND area of need and the extent of the difficulty experienced that may impact a child's development and learning.



Aims

Our SEND policy and information report sets out how Newburgh Primary School will support and make provision for pupils with Special Educational Needs and explains the roles and responsibilities of everyone involved.

Our aims as a school are:

- To create an inclusive school culture where all are welcomed.
- To ensure that all pupils are encouraged to contribute and participate in all aspects of the life of the school and are valued equally.
- To ensure that all pupils make progress and achieve.
- To ensure that SEND needs are identified and assessed as early as possible.
- To work with Warwickshire LA and other agencies, including Children's Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting additional needs.
- To develop a range of skills, knowledge and expertise within the school.

Roles and Responsibilities

Provision for children with SEND is a matter for the whole school. In addition to the Governing Body; the Headteacher, SENDCO and all other members of staff have important responsibilities.

Class Teachers and Teaching Assistants

All staff in school have a responsibility for maximising achievement and opportunity of all learners, specifically, all teachers are teachers of pupils with SEND. The class teacher will identify which children in their class are not making good progress and require further intervention.

These interventions will be outlined each half term on the provision map and shared with the SENDCo. At pupil progress meetings liaison between the class teacher, phase leader and SENDCo will ensure children are internally monitored for the impact of interventions. Children who consistently require additional support will be entered as concerns within school monitoring. Children identified as SEND Provision will be monitored through school assessment procedures to ensure they have accelerated progress through targeted intervention and first class teaching.

SENDCo

The SENDCo works in accordance with the SEND Code of Practice 2014. The SENDCo is appointed with qualified status or will complete National Standards within two years of appointment. They will work with the Headteacher and the SEND Governor to determine the strategic direction and deployment of the SEND policy and provision in the school.

The SENDCo oversees the day-to-day operations of this policy through:

- identifying children with cause for concern,
- identifying SEND children,
- identifying those SEND children who are in need of Higher Needs Provision and those with an EHCplan;
- co-ordinating provision for children with SEND;
- liaising with and offering advice to teaching staff;
- overseeing the records on all children with SEND;



- liaising closely with a range of outside agencies;
- oversee the transition arrangements, on daily routine transitions as well as exceptional or year/phase group transitions;
- monitoring the school's system for ensuring that pupil profiles and targets are regularly reviewed and monitored;
- evaluating the impact and effectiveness of interventions for SEND learners;
- liaising with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress;
- attend SENDCO network meetings and training as appropriate, to keep up to date with local and national SEND strategies.

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The day to day implementation of this policy has been delegated to the Special Educational Needs and Disabilities Coordinator (SENDCo). The Headteacher will be informed of the progress of all SEND pupils and any issues with regard to the school's SEND provision. This is achieved through regular maintenance and analysis of a whole-school provision for all learners, involvement in pupil progress meetings with individual teachers and phase leaders, regular meetings with the SENDCo and through discussion with pupils and parents.

Governors

The governing body has a governor who has specific oversight of the school's provision for children with SEND. The SEND governor ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governing body are responsible for ensuring that provision across school is of a high standard. They work collaboratively with the Headteacher to establish Newburgh's policy and provision for children with SEND, ensuring there is appropriate staffing and funding in place.

How we identify pupils with SEND and assess their needs?

During the academic year, teaching staff and the SENDCo meet regularly to discuss all children's needs in their class. Teaching staff may raise concerns about a child's rate of progress and/or their attainment level and this will be logged formally. Any concerns are shared by teaching staff with parents, at parents evening or during the term as required dependent upon the need.

Should progress be of significant concern then with parental consent a child may need to be identified formally as 'SEND Provision'. Progress is measured in accordance with the formal assessment monitoring carried out in school. This is a half termly assessment and further discussed termly within Pupil Progress Meetings, a standard practice carried out in all school settings. Any needs or concerns that may develop in between these formal meetings and procedures can still be raised by any member of staff that works with your child with the class teacher or SENDCo.

Parent concerns are welcomed and will be acted upon. Parents are encouraged to always meet with the class teacher in the first instance, before approaching the SENDCo.

We aim to provide early intervention as it has been proven to have the most positive impact, however we are aware that needs can be more apparent as a child grows and develops and as curriculum demands increase year on year.



During discussions with the class teacher and SENDCo a child may require more than Universal provision at which point the SENDCo will need to seek parental consent to move from 'concern' to formally identify their child as SEND provision on the school SEND register. If consent is not given then they remain as a concern/ internal monitoring on the class grid.

SEND Provision

SEND Provision has a graduated response of Assess, Plan, Do and Review. A child is formally identified on the SEND register. The class teacher will provide interventions that will be recorded on a class/year group provision map. These interventions will draw on the teacher's assessment and experience of the pupil and their previous progress and attainment or behaviour. Teaching staff will make reasonable adjustments, deliver universal and targeted support, and establish clear targets for children to be working towards to make good progress. Targets and pupil profiles are designed to be pupil friendly and take into consideration contributions from children and parents, as well as any other adult who has direct contact or works with the child.

Alongside this they will make adaptations to their learning environment to ensure all pupil needs are met. These adaptations may involve differentiating the curriculum through teaching style, grouping of children and through content delivered. The differentiation may arise through the provision of support or through recommended aids, such as fidget toys, sloping boards, and any other access adaptations in line with universal and targeted provision for all children.

If progress is still a concern, it may become necessary to discuss a child with external agencies for additional advice and support. The SENDCo will contact parents to explain and seek consent.

If intervention is successful and sustained progress is achieved the child may come off the SEND register and be monitored as a concern until a time where no further needs or concerns require any additional support. It is not uncommon for a child to require SEND provision in KS1/2 but still achieve expected levels in Year 6 SATs attainment.

However, in some circumstances despite support and intervention from parents, school and external agencies (specifically from the Educational Psychologist), a child's progress and development will remain significant cause for concern, and this may lead to consideration for an EHCNA (Education Health Care Needs Assessment) to Warwickshire Local Authority. Agencies, school, parent and child will collaborate to provide documentation to evidence needs and provision that exceed universal and targeted levels, to present before Warwickshire LA/SEND.

SEND Local Offer-

[https://www.warwickshire.gov.uk/requestehcassessment#:~:text=An%20EHC%20plan%20\(EHCP\)%20is,assessment%20has%20been%20carried%20out.](https://www.warwickshire.gov.uk/requestehcassessment#:~:text=An%20EHC%20plan%20(EHCP)%20is,assessment%20has%20been%20carried%20out.)

An Educational Health Care Plan

This is a lengthy process that Warwickshire Local Authority will complete to decide upon issuing an EHC plan, providing the school can evidence appropriately a graduated response of Assess, Plan, Do Review. This process usually begins with an observation and assessment by an Educational Psychologist (EP). If the EP considers the child's needs to be of sufficient severity, a request is then made for the local authority for a Statutory Assessment.



Where an ECHP is issued, it will be subject to an Annual Review. This is a meeting where a child's progress towards meeting the objectives specified in the ECHP is measured. A decision then needs to be made whether the ECHP should continue to be maintained.

Should an EHC plan be required and awarded it will be reviewed annually, the plan outlines specific end of Key Stage outcomes, equipment, staffing and curriculum modifications to ensure that a broad and balanced curriculum is in place for the child, or potentially a need to move to another setting – mainstream or specialist provision.

Pupil participation

All our Newburgh pupils are encouraged and involved in making decisions and contributing to their learning. In most lessons, all pupils are involved in monitoring and reviewing their progress, during the lesson and progress they make over time. We endeavour to empower pupils to share their views about their education and learning and identify their own needs and how best they learn. Children are supported to self-review their progress and be involved in identifying new targets in class and equally gather their views on how they learn best.

Parental involvement

At Newburgh Primary School, we seek to work in partnership with parents and carers. We see this as vital if pupils are to get the support and encouragement they need to make good progress. Parents and carers are given opportunities to play an active and valued role in their child's education. We always endeavour to focus on and celebrate the child's strengths, but keep in mind the areas of additional need and concern. We fully appreciate the need for parents and carers to be informed, and give support during assessment and any related decision-making process.

More details can be found on our website:

https://newburgh.eschools.co.uk/web/send_information/142990/cHJldmllld3x8MjAyNC0wMS0xMSAwODowNjo0NA%3D%3D

Monitoring and evaluation

Progress is monitored regularly for all children in school. Progress will be measured against individual targets through feedback from staff involved. Progress is formally tracked using assessment data (a whole-school process), alongside attendance records. More information may be found in the assessment policy.

Children with SEND are identified at an early stage and provided with the appropriate provision. They will receive appropriately differentiated work through a variety of methods. Their progress will be continually assessed as part of the Assess, Plan, Review, Do model. Both work in class will be assessed and any intervention work will be constantly assessed using both formative and summative assessments to track progress and attainment.

Meetings about pupils' progress with class teachers, parents and carers, SENDCo and Phase Leaders take place regularly through pupil progress meetings and parents evening. Annual Reviews for EHC plans are held to review progress towards their outcomes.

The SENDCo and Headteacher routinely report to the Governing Body to reflect on the SEND provision in school and the role of the SENDCO.



Complaints

At Newburgh, no one is barred or excluded in admission for SEND. Our building is accessible and no exclusions are made for trips and activities for any child. We are an inclusive community.

However, there may be an instance or issue that arises where parents/carers perceive Newburgh Primary School to not have their child's best interest at heart. Should this happen we would encourage all parents and carers to in the first instance discuss their concerns with the class teacher. If during this meeting there is no satisfactory understanding or conclusion, then the parents should be encouraged to talk to the SENDCo. In the event of agreement and understanding still not being reached then the parents should talk over their complaint with the Headteacher. If there is still no agreeable conclusion then please refer to complaints procedure and policy, also available on the school website.

Links with other Policies

This policy links with:

- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Relationships and Behaviour Policy
- Supporting Pupils with Medical Conditions

Signed:

Date:

Appendix

- Concern Forms
- Pupil Profiles and next steps



NEWBURGH PRIMARY SCHOOL
Concerns Form



<i>Name</i>	<i>Class</i>
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Strengths

Concerns C&L, C&In, SEMH, P/S, EAL, Medical, Safeguarding NAP (please highlight)

Class Intervention (Universal/Targeted)
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Action Required

Parental Involvement/Discussion
Outside agency involvement (yes / no)

SENDCo Monitor/Review

Signed	Date
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Pupil
Year group
Date

Things I'd like help with ...

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Things that help me learn ...

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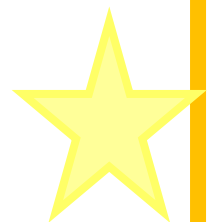


Things I am good at...

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What makes me happy ...

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My long term outcomes

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