

# **NORTH NEWTON COMMUNITY PRIMARY SCHOOL**

## **"TOGETHER WE ACHIEVE"**

### **SEN and Disability Policy**

Designated Person responsible for managing provision for children with SEND:

**Mrs Annie Elkington (QTS)**

Mrs. Elkington can be contacted by email if you have a concern regarding SEND:

[northnewton@educ.somerset.gov.uk](mailto:northnewton@educ.somerset.gov.uk)

#### **1. Rationale.**

North Newton Primary School is committed to providing a safe and supportive environment where every child is equally valued. We are dedicated to providing a rich and engaging curriculum where children are able to achieve their best and become confident and motivated lifelong learners. At North Newton Community Primary School we believe every teacher is a teacher of every child; including those with SEN. We also acknowledge each pupil has individual needs. We understand a significant proportion of pupils will have special educational needs (SEN) at some time in their school life. Many of these pupils 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, we must recognise this and plan accordingly.

**We aim to provide all pupils with strategies for dealing with these needs; giving them a meaningful access to their learning. North Newton Primary School takes guidance from the SEND Core Standards set by Somerset County Council and all staff have been made aware of these.**

#### **2. The Longer Aim View**

The overarching aim of this policy is to ensure that all children with SEN are accurately identified with their needs effectively met so that all children are able to achieve their potential both as individuals and as members of the community.

We aim to:

- Assess children accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that all lessons are well differentiated to meet the needs of all children, including those with SEN and Disabilities.
- Make sure that additional support is well targeted and that the outcomes of such support are monitored and adapted as necessary reflecting the current needs of the child

#### **3. Objectives**

Through the application of this policy we wish to:

- To ensure equality of provision for pupils with special educational needs (SEN).

- To take in to account and work within the legalisation guidance related to SEN and disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To operate a 'whole pupil, whole school, ' approach to the management and provision of support for special educational needs
- Ensure all pupils have access to an appropriately differentiated curriculum, endorsing our school vision; including those with SEN and Disabilities.
- Meet the needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs
- Recognise, value and celebrate pupils' achievements at all levels
- Work in partnership with parent carers in supporting their child's education
- Involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process of shared responsibility in meeting his or her educational needs
- To provide support and advice for all staff working with special educational needs pupils
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN and Disability Policy

#### **4. Identifying Special Educational Needs**

A child has a learning difficulty or disability if he or she:

- Needs special educational provision to be made for him or her
- Has a significantly greater difficulty in learning than the majority of others of the same age, or,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges;
- Responds to children's diverse learning needs;
- Aims to help children overcome potential barriers to learning

In accordance with the SEN Code of practice 2014, four broad categories of need are identified:

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

The purpose of identifying a child's special needs is to work out what action the School needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

The following are not SEN but will be taken into full consideration, where these needs may impact on progress and attainment, for example;

- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of serviceman/woman

The identification of behaviour is no longer an acceptable way of describing SEN and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

## 5. **The role of the SENCO**

The **Special Educational needs co-ordinator (SENCO)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for pupils with SEND
- Helping staff to identify pupils with SEND
- Liaising with and advising all staff on pupils with SEND
- Supporting class teachers in devising appropriate strategies; setting realistic targets to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND
- Ensuring that all staff are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- Maintaining the school's SEND register and records
- Liaising closely with pupils and parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with external agencies (being a key point of contact), arranging meetings, and providing a link between these agencies, class teachers and parents
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Contributing to the in-service training of staff
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

## 6. **Access to the curriculum - High Quality First Teaching**

'Quality first' teaching is a priority of our School. High quality teaching, differentiated for individual pupils, is the first step when responding to pupils who have SEND. Pupils with SEND are, for the majority of the

week, taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of all pupils. However, in order to maximise learning, some pupils are withdrawn, individually or in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as those set within wider community.

## **7. A Graduated Approach to SEN Support at North Newton Community School**

North Newton Community School follows the graduated approach of assess, plan, do, review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teacher standards 2012). All teachers are responsible and accountable for the progress and development of all pupils in their class. This is regularly monitored through internal and external observation processes and teacher appraisals. Pupils are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching. All staff use the SEND Core Standards set by Somerset County Council as part of the graduated response.

### **Assess**

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. Parents/carers/pupils will be asked to contribute to the assessment. If appropriate, professionals will help to inform the assessment.

### **Plan**

Parents / carers will be notified about their children's needs. Individual targets will be set and shared and adjustments, interventions, support and review date will be agreed with staff, parents/carers pupils.

### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions. The SENCO will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on pupil's progress will be reviewed on an agreed date. The class teacher, working with the SENCO, will revise the support in light of pupil's progress. If a pupil does not make expected progress over a sustained period of time the school will consider involving specialists. School liaises with the following services: Educational Psychology Service, School Health and Paediatricians, Learning Support Services (LSS), Occupational Therapists (OT), Speech and Language Therapists (SALT) and when appropriate Social Services and Children Looked After Team.

# Identification of SEN pupils at North Newton CP School

## Assess

### STARTING POINT

Through providing High Quality First teaching (wave 1 inclusion and wave 2 interventions)

Through whole school assessment and termly tracking; identify those making inadequate progress.

Through observation, monitoring and discussion; identify those with social, emotional and behavioural needs.

Not making progress

Draw information from starting point data, parents/carers/pupils views and external agencies. Assess against SEN criteria (see assessment provision)

## Plan

Agree interventions, support and expected outcomes with pupils, parents and teachers. Record on SEND system. Contact support services where necessary. Review date agreed.

## Do

Class teacher remains responsible for working with child on a daily basis and assessing the impact of intervention. SENCO to oversee process.

## Review

Assess progress of the child and review impact of plan, along with views of staff, parents and child. Revise plan in light of outcomes; ensuring targeted support for the child. Possible application for Statutory Assessment or application for High Needs funding.

## Identify

Still inadequate progress being made

Significant progress made narrowing the gap between child and their peers. Support no longer required.

## **8. Criteria for adding and exiting the SEN Register**

The SENCo has responsibility for the addition and removal of a student from support on the SEN register at North Newton CP School. This decision will be dependent upon appropriate progress being made towards targets and after discussion with appropriate involved agencies, staff and parents. Children will be monitored through a rigorous plan, do review cycle in order to establish their level of need.

## **9. Education, Health and Care Plans**

Where despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. The school will provide the local authority with evidence of the action taken as part of SEND support.

## **10. Supporting Pupils and Families**

### **Pupil Participation**

The views of all pupils at North Newton Community Primary School are valued. Pupils with SEND are encouraged to be involved in decision making and to be able to express any concerns or views they may have. Pupils in Key Stage 2 are invited to attend their termly review meetings.

### **Partnerships with parents/carers**

The role of parents/carers on their child's education is highly valued at North Newton Community Primary School. The placement of a child on the SEND support list is discussed and agreed with parents/carers and the graduated response, outlined in the Code of Practice, is clearly explained. Parents/carers are involved in the review process with sufficient notice given for meetings. The Family Support Advisor (PFSA) is proactive in supporting parents; including home visits, liaising with agencies and facilitating training. Additional family learning opportunities are available to support parents.

Families of pupils with SEN are signposted towards Somerset **Sendias** who can offer free and impartial information and support to parent carers of children and young people with special educational needs or disabilities.

The information helpline phone number is; **01823 355 578**

Email; **[info@somersetsend.org.uk](mailto:info@somersetsend.org.uk)**

Families can also find information at Somerset's local offer online resource. Here there is information about the services available in Somerset all in one place. This includes information about social care services, short breaks, leisure activities and transition.

The web address is; **<https://somerset.local-offer.org/>**

Support can also be found by contacting **Somerset Parent Carer Forum**

The web address is; **<http://www.somersetpcf.org.uk/default.aspx>**

Phone number; **01278 699 397** they offer opportunities to meet like-minded parents and carers.

All policies relating to pupils at our school including North Newton's local offer can be found at; **[www.northnewtonschool.co.uk/](http://www.northnewtonschool.co.uk/)**

North Newton School's admission arrangements form part of the agreed LA admission arrangements for schools. There are close links to local pre-schools and if a child has previously been identified as having SEN, contact is made with parents and already involved professionals.

## **8. Supporting Pupils at School with Medical Conditions**

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

Some pupils may also have special educational needs (SEN) AND may have an Education Health and Care Plan (EHCP) which brings together their health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

The school has three trained Paediatric first aiders and ten additional first aiders who take responsibility for dealing with first aid on a day-to-day basis. For children with more complex medical needs we have named staff trained by medical professionals to ensure that they can meet the specific needs of the child. See the school's policy for Supporting Pupils with Medical Conditions for more detailed information.

## **9. Monitoring and Evaluation of SEND**

Please refer back to the section a Graduated Approach to SEN Support. The quality of provision offered to all pupils with SEN is continuously monitored through our assess-plan-do-review cycle. Children's personal profiles are reviewed at least twice yearly and parents are contacted at least termly. We hold annual reviews for children with more complex needs which involve professionals, teachers, parents and the children themselves.

The SEN policy is formally reviewed annually by the Governors, Head teacher, SLT, SENCO, teaching staff and parents at the end of each academic year. The evaluation is based on:

- The progress made by pupils with SEN and the outcomes they have achieved both academically and personal/emotional development
- The extent to which the aims and objectives of the policy have been met
- How effective the SEN provision has been in relation to the resources allocated

The policy is amended to reflect the outcomes of the evaluation.

## **10. Training and Resources**

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school development plan
- Whole school development needs (SEN related) are identified through the twice yearly consultation meetings involving Learning Support professionals, the school's educational psychologist and if needed an advisory teacher from the social, emotional and mental health support team.
- The Head teacher oversees the professional development of all teaching and support staff. Whole school training occurs during training days and occasionally during twilight sessions. All staff are encouraged to attend. Colleagues attending any courses are expected to share relevant knowledge to other staff within the school.
- The SENCO regularly attends local SENCO support meetings in order to keep up to date with local and national developments in SEND. The SEN governor and SENCO jointly attend an annual conference together and meet termly to discuss SEN developments across the school.
- Finance to support SEN comes via a formula based allocation known as element two funding. This is based on a number of factors including children who are in receipt of free school meals, prior attainment and numbers of higher needs SEN pupils.
- The school can apply for top up funding for specific children through the annual audit process.

## 11. **Roles and responsibilities**

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND;
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND;
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- Ensure that parents of pupils are notified of a decision by the school to make SEND provision for their child;
- Ensure that pupils with SEND are included as far as possible into the activities of the school.

## 12. **The Role of SEN Teaching Assistants**

Teaching assistants are recruited to work within the classroom and with targeted pupils. All SEN Teaching Assistants are line managed directly by the class teacher with support from the Head teacher and SENCO.

## 13. **Designated Teacher with specific Safeguarding responsibility**

Head Teacher - Nick Arnold

Senior Teacher - Alison Crow

## 14. **Designated member of staff responsible for managing PPG funding**

Head Teacher Nick Arnold

## 15. **Designated member of staff responsible for managing the School's responsibility for meeting the medical needs of pupils**

Head Teacher Nick Arnold

## 16. **Storing and Managing Information**

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families.

## 17. **Reviewing the SEN policy**

This policy will be reviewed yearly to comply with the new requirements for SEND with effect from 1 September 2014.

## 18. **Accessibility**

Please refer to the Accessibility and Strategies Plan. For details contact the school office email: [\*\*office@northnewton.somerset.sch.uk\*\*](mailto:office@northnewton.somerset.sch.uk)

## 19. **Complaints Procedure**

The school's standard complaints system applies. More information can be found in the school handbook. The link is below

<http://www.northnewtonschool.co.uk/Documents/pages%2015-end.pdf>

**20. Bullying**

Please refer to our Behaviour and Discipline Policy available on the school web site:

[www.northnewton.somerset.sch.uk](http://www.northnewton.somerset.sch.uk)

**21. Appendices**

To refer to our school's local offer, this can be found on our website:

[www.northnewton.somerset.sch.uk](http://www.northnewton.somerset.sch.uk)

Or at Somerset's local offer: <https://somerset.local-offer.org/>

**22. Monitoring**

This policy will be monitored annually.

**Signed .....** **Chair of Governors**

**Date .....**