

Approved at Governors: April 2021	Due for Renewal: April 2022
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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: office@nncps.org

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 SEND. We also acknowledge each pupil has individual needs. We understand a significant proportion of pupils will have special educational needs (SEND) 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 SEND 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 SEND Code of Practice 2015, 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 2018, Working together to Safeguard Children 2018, Supporting pupils at school with medical conditions 2016.
- 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 as a foundation for their work.

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 SEND 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 SEND Code of practice 2015, 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 SEND 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 SEND 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 SEND 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 (2015). 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 Pupil Progress meeting which take place termly. Pupils are only identified as SEND if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching or when a specific SEND has been identified by external agencies. 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

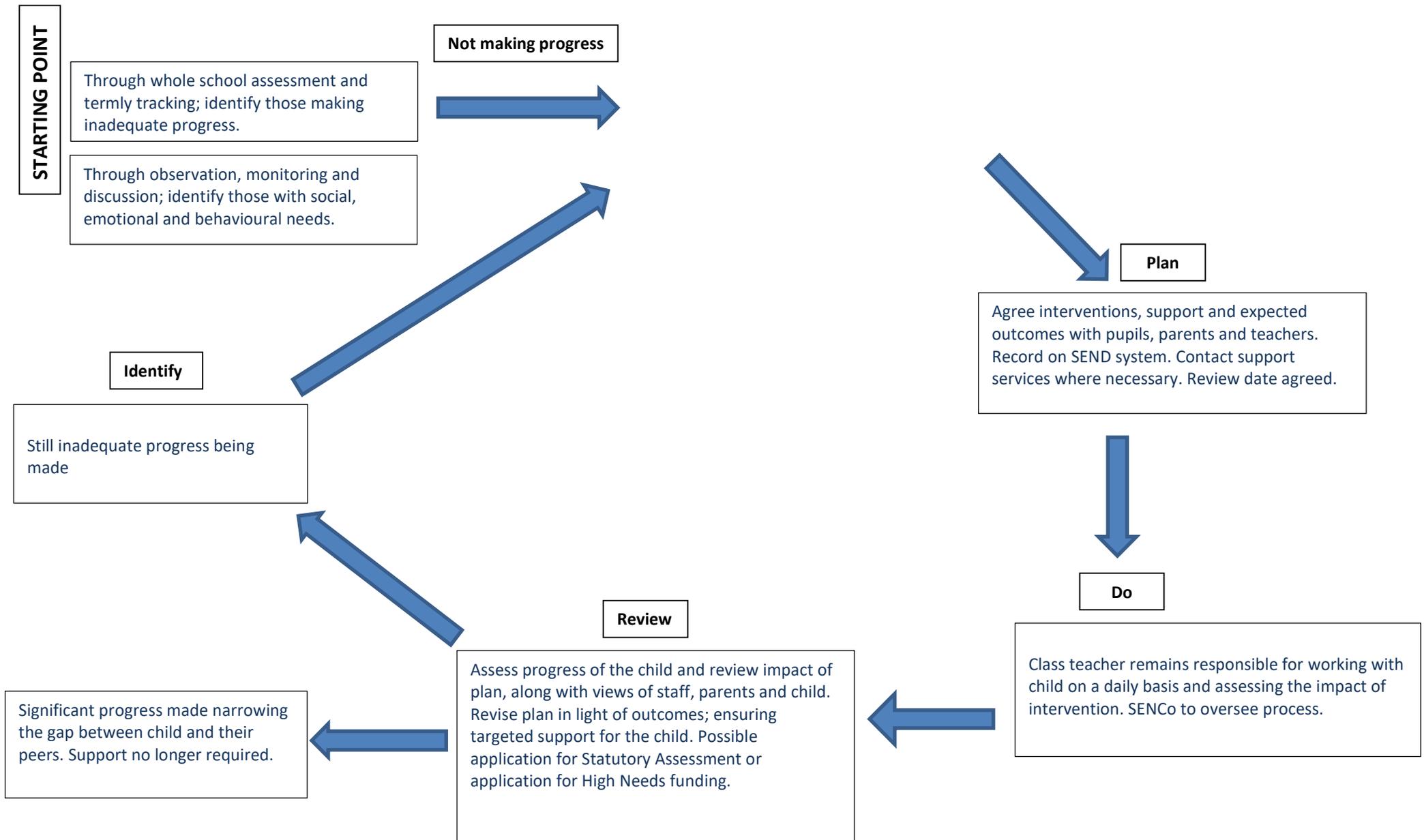
The effectiveness of the support and interventions and their impact on pupil's progress will be reviewed on an agreed date. The class teacher, working with the SENCo, will revise the support in light of each pupil's progress. If a pupil does not make expected progress over a sustained period of time the school will consider involving specialists. School liaises with the following services: Educational Psychology Service, Mental Health Support Team (MHST), School Health and Paediatricians, Virtual Schools and Learning Support Team (VSLST), Occupational Therapists (OT), Sensory, Physical, Occupational Therapy Services (SPOT), Special Educational Needs Assistive Technology Advisory Service (SENATAS), Speech and Language Therapists (SALT) and when appropriate Social Services and Children Looked After Team.

Identification of SEND pupils at North Newton CP School

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

Assess

Draw information from starting point



8. Criteria for adding and exiting the SEND Register

The SENCo has responsibility for the addition and removal of a student from support on the SEND 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 assess, plan, do, review cycle (APDR) in order to establish their level of need.

9. Early Help Assessment (EHA)

It is the responsibility of the SENCo to complete this assessment in collaboration with the child's parents, the child (where possible) and school staff. An EHA may be completed as a means of identifying early help for children and families and / or for a referral to external agencies e.g. ASC / LSS. All services, available to schools, have referral criteria and evidence and assessment has to be gathered and completed to support the referral process. The school aim to do this through their APDR cycle as well as through a range of assessments.

10. Education, Health and Care Plans (EHCP)

Where despite having taken purposeful action to identify, assess and meet the SEND of a pupil, further support is needed to meet the needs of that child, then an Education Health Care Plan assessment maybe requested by the SENCo. The school will provide the local authority with evidence of the action taken as part of SEND support. An Education, Health and Care Plan is a legal document drawn up between the Local Authority, Health and Social Care and a child's family and provides clear structured support for any difficulties a child has and identifies what a school must put in place to help them, along with the outcomes necessary to achieve it. If awarded, an EHCP is reviewed annually with all parties; parents, child, school and external agencies. An EHCP assessment can be independently requested by a parent/carer. Where this is the case, the school will support the assessment process by providing evidence requested by the local authority.

11. 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 review meetings.

Partnerships with parents/carers

The role of parents/carers in 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 Pupil & 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 SEND are signposted towards Somerset **Sendias** who can offer free and impartial information and support to parents/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**

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/

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 SEND, contact is made with parents and already involved professionals.

12. 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 SEND Code of Practice (2015) is followed.

The school has two trained Paediatric first aiders and twelve 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.

13. Monitoring and Evaluation of SEND

Please refer back to the section a Graduated Approach to SEND Support. The quality of provision offered to all pupils with SEND 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 SEND 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 SEND 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 SEND provision has been in relation to the resources allocated.

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

14. 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 (SEND related) are identified through an annual meeting involving the school's VSLST and educational psychologist service.
- 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 SEND governor and SENCo meet termly to discuss SEND developments across the school.
- Finance to support SEND 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 SEND pupils.

15. Roles and responsibilities

The Governing body has regard to the SEND 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.

16. The Role of SEND Teaching Assistants

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

17. Designated Teacher with specific Safeguarding responsibility

Head Teacher - Nick Arnold
Senior Teacher - Alison Crow

18. Designated member of staff responsible for managing PPG funding

Head Teacher Nick Arnold

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

Head Teacher Nick Arnold

20. Storing and Managing Information

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

21. Reviewing the SEND policy

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

22. Accessibility

Please refer to the Accessibility and Strategies Plan. For details contact the school office email: office@nncps.org

23. Complaints Procedure

The school's standard complaints system applies. More information can be found in the school handbook. The link below is where it can be found on the school's website.
<http://www.northnewtonschool.co.uk/complaints.htm>

24. Bullying

Please refer to our Behaviour and Discipline Policy available on the school web site:
www.northnewton.somerset.sch.uk

25. Appendices

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

www.northnewton.somerset.sch.uk

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

26. Monitoring

This policy will be monitored annually.

Signed *M.R.G. Bar* Chair of Governors

Date30.04.2021.....