

# NEWPORT PRIMARY SCHOOL

Work Together  
Love to Learn  
Reach for the Stars!



## SEN Policy

Signed:

Name: Mr Jimmy Sykes

Position: Chair of Governors

Signed:

Name: Ms Deborah O'Connell

Position: Headteacher

**Head Teacher: Ms Deborah O'Connell**

**SENCo: Ms Deborah O'Connell**

# SCHOOL ARRANGEMENTS

Quality first teaching is paramount to the progression of all pupils, and additional support should be sought for those pupils who do not make the progress expected. All staff should have high expectations for all pupils, regardless of SEN. It is up to the class Teacher, SENCO and Head Teacher to ensure that all parties are aware and informed and have the knowledge, training and desire to support and educate all pupils.

## 1: Definition and Aims

Newport School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

## THE SEN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy has been written by the SENCo with input from the SEN Governor, staff and members of the Howden cluster. The cluster aims to ensure that SEN policy and provision is uniform across our region and that expertise and resources are shared. It is linked to the Inclusion Policy which is the umbrella under which all other policies hang: curriculum policies, equal opportunity policy, health and safety policy, behaviour policy, anti-bullying policy, child-protection policy, admission and exclusion policies. Staff and Governors are aware of the SEN Code of Practice and have a copy of this policy. SEN objectives are given priority alongside the Core Subjects in our School Development Plan.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

**A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA;
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child;

**Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area;
- For a child under two, educational provision of any kind;

We do not regard children as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Newport School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

## **2: Roles and Responsibilities**

**The SEN team of the school is:**

|                         |                      |
|-------------------------|----------------------|
| SEN Coordinator (SENCo) | Ms Deborah O'Connell |
| SEN Governor            | Helen Reeves         |
| Responsible person      | Ms Deborah O'Connell |

All Staff are responsible for meeting the needs of pupils with SEN

### **THE ROLE OF THE SENCO**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.

**For effective co-ordination staff must be aware of:**

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils

- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow staff access to information about SEN pupils, including new staff, NQTs and supply staff - where appropriate
- What exactly constitutes a 'level of concern' and at which point SEN concern is initiated - code K.
- Mechanisms that exist to alert the SENCO to such 'levels of concern', recorded on the class and whole school monitoring sheets
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

### **THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting pupils with Education Health Care Plans (EHC plans).
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy and that this is an on-going process
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

### **THE ROLE OF THE CLASS TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs/ ISP's for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

### **THE ROLE OF THE HEADTEACHER**

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **3: Co-ordinating and managing provision**

In line with the Code, the SENCo plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The co-ordination and management of SEN provision is an integral part of the School Development Plan.

### **4: Admission arrangements**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without EHCP's must be treated as fairly as all other applicants for admission.'

Newport School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act, if a parent wishes to have their child with a EHCP to be educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **1. Allocation of Resources**

Newport, along with all schools in the East Riding, receives funding for pupils with SEN in these main ways:

- The base budget covering teaching and curriculum expenses for *all* pupils
- The delegated SEN budget (based on the LEA formula, and generated in part by numbers on the SEN Register) covering the additional support required
- SEN Standards Fund, allocated annually to LEAs by the DfES subject to matched funding. Part of it is delegated to schools, the rest is retained centrally and used to provide essential training and to support projects etc.
- Specific funds allocated to pupils with EHCP's.
- Occasional SEN top up grants from the LA.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Additional funds delegated in the same year to meet the needs of pupils with EHCP's of Special Educational Need.

Newport School follows LEA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEN are included in the Governors' Annual Report to Parents.

## **2: Identification, Assessment and Review**

### **(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED**

We recognise that childrens' needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

### **(b) EARLY IDENTIFICATION**

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Performance against Early Learning Goals in the Foundation Profile (Reception)
- Phonics screening test at Year 1
- SAT's and Optional SAT's test results. (Year 2 - 6)
- Times table testing in Year 4
- Parent questionnaires

### **(c) SEN PROVISION**

On entry to the school in Reception each child's attainment will be assessed using BPVS (British Picture Vocabulary Scale) and the Foundation Profile. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. If a child transfers from another Primary School, records will be requested. However, if records are not available then the child's progress will be ascertained using the methods described above. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

**(d) THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
- Short Periods of withdrawal to work with a support teacher.
- In-class support with adult assistance.
- Varied resources and differentiated tasks.

**(e) ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

**(f) MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

We understand that all children learn at different rates, and some children find things more easy/ hard than others, we will cater for the children's learning, and social needs as best we can. The Government has an expected level, for each year group, those children who are not at the 'Expected' level are seen as being 'Working Towards' and those above it are 'Greater Depth' (Advanced). Where teachers decide that a pupil's learning is of a concern and after having further intervention the progress is still not as we would hope, the SENCO/ SENDCO is the first to be consulted, a SENCO referral form is completed. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEN support, additional advice may be sought from other external professionals. If, after further consideration, a more sustained level of support is needed, it would be provided through applying further intention and assessment from other professionals after consultation with the parents at each level. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment for an EHCP (Education and Health Care Plan). Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request a Statutory Assessment.

**(g) RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents

- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

### SEN Support

**SEN support** is characterised by interventions that are different from or additional to the normal differentiated curriculum. This intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### NATURE OF INTERVENTION

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

### (h) INDIVIDUAL EDUCATION PLANS/ INDIVIDUAL SUPPORT PLANS

Strategies for pupils' progress will be recorded in an IEP/ ISP or a IBP (Individual Behaviour Plan) containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP/ ISP or IBP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual

targets that closely match the pupil's needs. These will be often discussed with the pupil and the parent.

**(i) REVIEWING IEPs/ ISP's and IBP's**

IEPs will be reviewed twice yearly in March and July. The end-of-year assessment will coincide with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

**USE OF SUPPORT STAFF WITHIN SCHOOL FOR SEN pupils**

SEN LSAs: Newport provides a high level of support staff in classes, those classes who have children with higher needs or EHCP plans may have a one to one or be given small group support but the LSA also can work with other children for the learning needs of each class. The LSA works with small groups in the class where ever possible and withdraws for short periods of time small groups or individuals for additional support or challenges.

**(j) REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN need K
- The pupil's IEP/ ISP or IBP
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a EHCP.

An EHCP will include details Strengths and weaknesses of the child and how they can be supported. The learning objectives or targets for the child are listed and the levels of support required. These are used to develop targets that are:

- Matched to the longer-term objectives
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

**(k) REVIEWS OF EHCP's**

EHCP's must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will inform the SENCO who will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP/ ISP or IBP's targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. Transfer arrangements will be discussed with all concerned at the end of Y5, the beginning of Y6 to give parents time to consider all options and enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. In Year 6 the child's statement will be amended by the 15<sup>th</sup> Feb so that arrangements for transfer can be completed by the beginning of March.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease the EHCP.

### **3: Curriculum Access and Inclusion**

Newport School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Supportive positive language

- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation and knowledge of practitioners
- High expectations and suitable targets for all children.

At Newport School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. **We have an attitude where we aim to give them support from the roots up and give them wings to fly. We also try to not re-inforce helplessness, but to encourage independence all of the time, whilst coaxing and nurturing resilience and self-esteem.**

#### **4: Evaluating success**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP/ ISP/ IBP targets
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEN moderation process
- The School Development Plan/SEN Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

#### **5: Complaints procedures**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **1: Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Please refer to the school development plan. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. LSAs' requirements in supporting pupils' needs will be

considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's INSET needs will be included in the School Development Plan. Team Teach, First Aid and Safeguarding are paramount and knowledge of different learning needs are integral to the support we can offer each and every child.

## **2: Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Sensory support service
- Children's Centres

In addition, important links are in place with the following organisations:

- Newport Preschool with the aim of providing continuity between home and school
- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- Friends of Newport School
- Howden SEN cluster

## **3: Partnership with parents**

Newport School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LEA to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

## **4: The voice of the child**

All children should be involved in making decision where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate

all children being given the opportunity to make choices and to understand that their views matter ... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Newport School we encourage pupils to participate in their learning by:

- Asking their opinion for the referral and review process
- Involving them in the target setting process
- Circle time,
- PSCH programs to develop cooperative learning skills, citizenship etc.

Ms Deborah O'Connell  
SENCo