



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU

SEND Policy

Date adopted: July 2024

Date approved: October 2024

Review Date: Annual review

Special Education Needs Co-ordinator (SENDCo:) Mrs Jodie White, Senior Leadership Team (SLT)

SEND Governor Lead: Victoria Sullivan

Contact 01799 540055

Email: senco@newport.essex.sch.uk

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0- 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- The National Curriculum in England, Key Stages 1 & 2 (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011
- Special Education Needs and Disability Act 2001 (SENDA)

INCLUSION STATEMENT

We believe wholeheartedly that every child who attends Newport Primary School should receive the most excellent education and have all their needs met. We work with parents and their children to ensure we understand the needs of all our children at school and ensure children succeed and thrive. We pride ourselves on being an inclusive school and being creative in what we offer to ensure that children with SEND receive a rich and stimulating curriculum.

The whole team at the school is committed to providing an inspirational learning environment to support the needs and develop the learning of the children and families in our community, with an awareness of Trauma Perceptive Practice (TPP) underpinning this whole school approach. Every child and family in our community is valued and diversity is celebrated, regardless of ability, disability or medical need. The school provides a rich and stimulating curriculum in a safe and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the learning is tailored towards individual needs providing challenge and support and encouraging everyone to thrive.

Our SEND policy upholds the school vision of 'Achieving Excellence Together':

1. Our school is the first choice for parents in the local area
2. Our children succeed and thrive
3. Our school takes a holistic approach to the wellbeing of the Newport school community

Aims and Objectives of this Policy

- To be an inclusive school who work with families to ensure a child centred approach to learning.
- To ensure equality of provision to the Early Years Foundation Stage (EYFS) and National Curriculum for all children.
- To have high aspirations for all children regardless of ability, disability or medical need.
- To ensure early identification of all pupils requiring SEND provision as early as possible in their school career.
- To meet individual needs through a wide range of creative provision, in partnership with other agencies and schools.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To achieve a level of staff expertise to meet pupil needs through training and support.
- To use assess, plan, do, review to continuously ensure children's needs are being met

ADMISSION ARRANGEMENTS

All children are welcomed to Newport Primary School and we will operate a multi-agency approach to support children with SEND. In line with the SEN and Disability Act we will ensure equality and accessibility of provision at school. The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010 (updated May 2014). This includes children with any level of SEND; those with Education, Health and Care Plans and those without. In common with other maintained schools, the Local Authority administers admissions into the school.

IDENTIFICATION OF SPECIAL EDUCATION NEEDS

Newport Primary School have a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. We believe that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2015

- Communication and Interaction
- Cognition and learning
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child (but not necessarily SEND) which may also impact on a pupil's progress such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service personnel

The SENDCo uses a child centred approach to identifying the needs of a child through discussions with school staff and the child's family. School tracking data is also used as an early identification indicator. We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at Early Years Foundation Stage, Key Stage 1 and Key stage 2
- reading ages, annual and termly pupil assessments as well as termly Single Word Spelling Tests
- the use of our local authority SEND criteria, including being aware of Trauma Perceptive Practice (TPP)
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services
- Identification of slow progress at pupil progress meetings

EVALUATING, SUPPORTING AND MONITORING SEND PROVISION

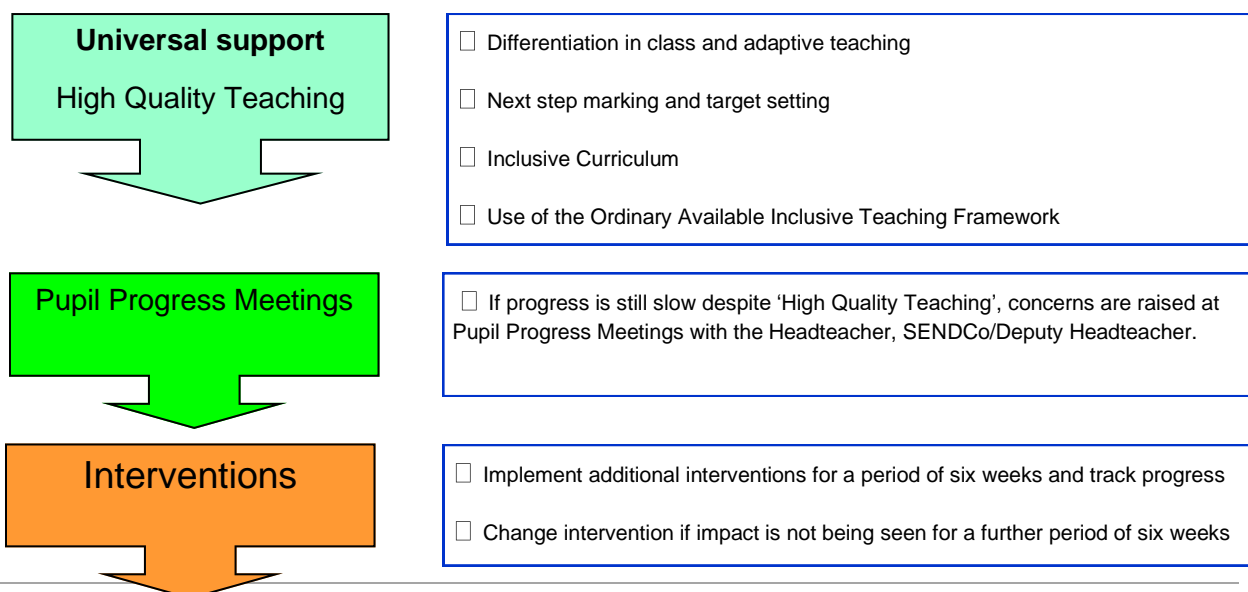
The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils with SEND a more in depth individual assessment may be undertaken by the school or other educational or health professionals. The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs (see next section).

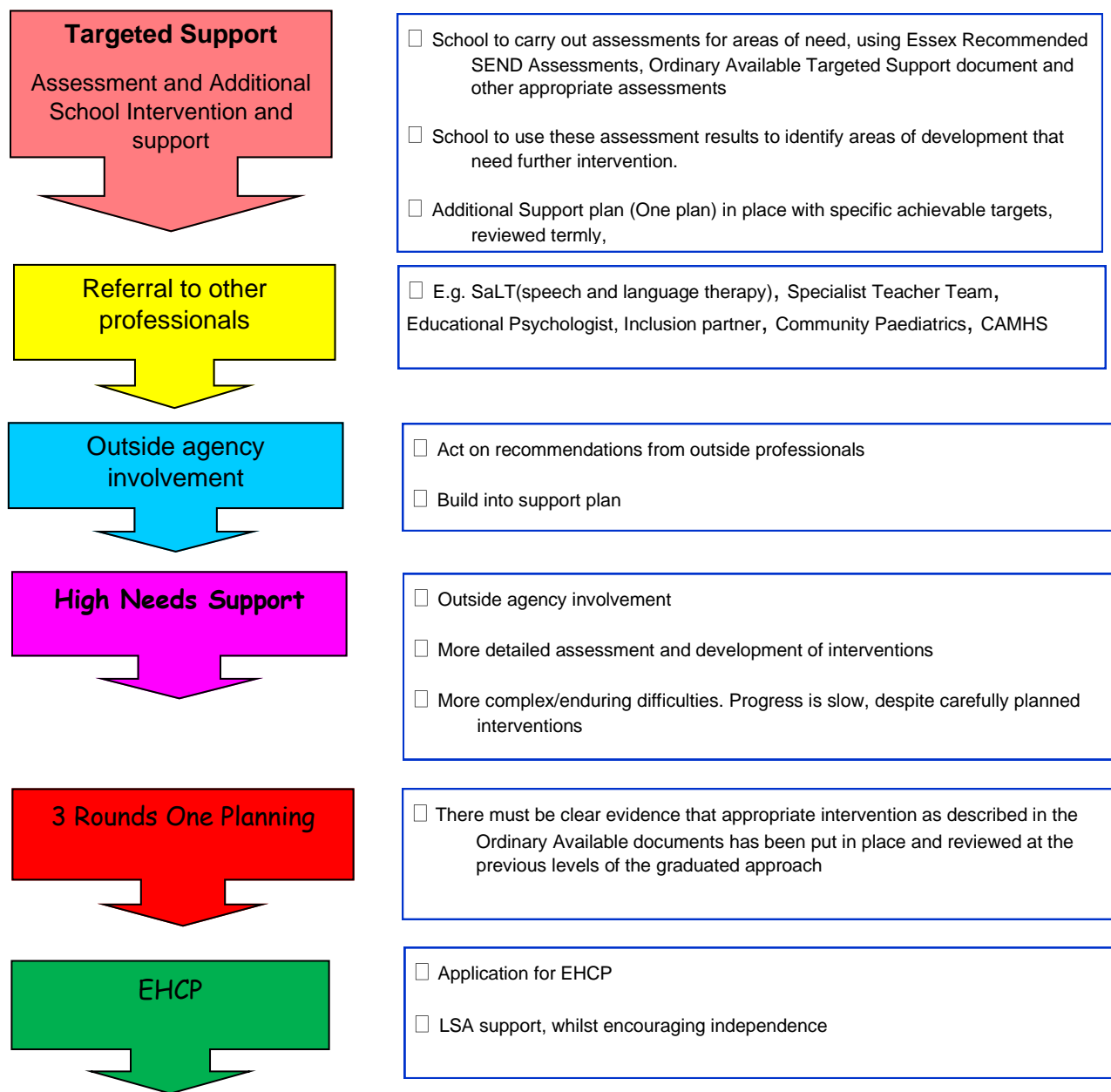
In order to meet the learning needs of all pupils, teachers plan quality first teaching which engages and inspires learning of all children. Learning is differentiated to ensure children can access the curriculum and teachers meet individual learning needs by planning effectively and giving appropriate and meaningful feedback. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their individual needs. A provision map records interventions and there is a baseline assessment for each intervention as well as a post intervention assessment. This ensures interventions carried out are effective and when progress is not seen, the interventions are changed. The range of provision to support children with additional needs may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group intervention with TA or Class Teacher (CT)
- Individual class support / individual intervention
- Further differentiation of resources
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other professionals

Pupil progress meetings are carried out termly and the SENDCo, class teacher, headteacher and a link governor discuss the progress of all children, as well as looking discreetly at groups such as children with SEND.

School Provision and use of the graduated approach



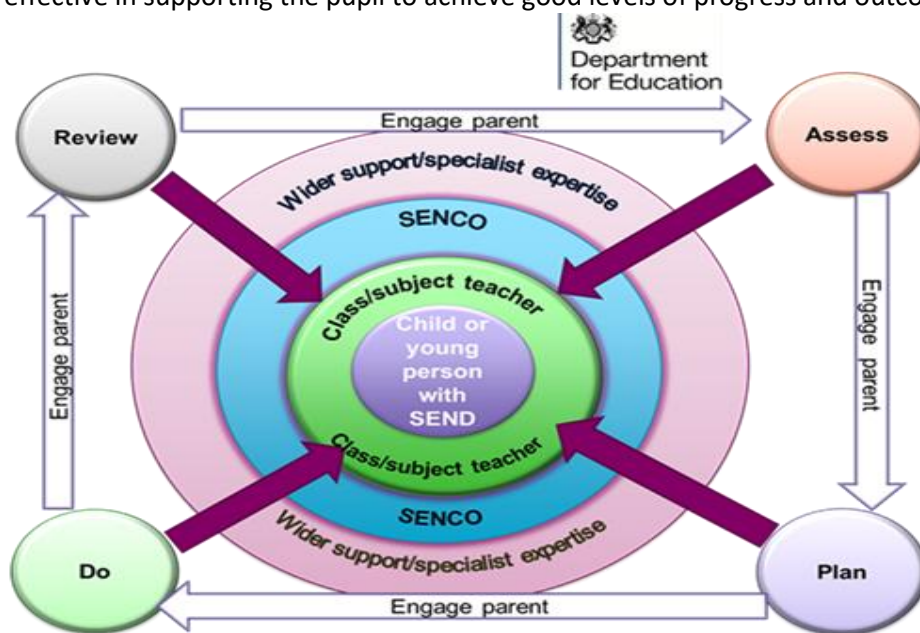


The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND Support list will be made by the SENDCo after full consultation with parents at a review. External support services may advise on targets for a new Action Plan and provide specialist input to the support process. Intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

One planning happens termly between the Class teacher, the family of the child and, when appropriate, the child themselves. The SENDCo may also be in attendance at the One plan meetings. One planning is based around the assess-plan-do-review model and sets and reviews targets specific to the child's individual needs. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.



Looked after children who are identified with SEND will follow the procedure as above (Assess, plan, Do, Review), social care and foster carers will be invited to the meeting.

Assess - This involves clearly analysing the pupil's needs using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sort if appropriate and with the agreement of the parents.

Plan - Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of the

One Plan document which will be shared with staff, parents and the pupil.

Do - The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo will support with further assessment of the pupils strengths and weaknesses.

Review - Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant and complex difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents • Teachers • SENDCo • Social Care • Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by the Local Authority (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.

Education, Health and Care Plans

Following statutory assessment, an EHC Plan may be provided by the Local Authority, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an ECH Plan. Parents also have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil.

EHCPs must be reviewed annually. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support. This is a child centred approach and the school will work in partnership with parents and carers.

The SENDCo will organise these reviews and invite:

- The pupil's parents/carers

- The pupil if appropriate
- The relevant teacher
- The relevant teaching assistant
- The Educational Psychologist, Inclusion partner or representative from County, if appropriate
- Any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- 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
- If appropriate to set new outcomes for the coming year

At Key Stage phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

ROLES AND RESPONSIBILITIES

The governing body and headteacher have delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status as well as the National Award for SEND coordination.

All school staff have a responsibility for pupils with SEND in their class, to ensure high quality teaching with differentiation and personalisation to meet the needs of all children. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

SENDCo

The SENDCo is a member of the senior leadership team and is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs, liaising with and advising teachers
- overseeing the records of all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Line managing the teaching assistants in school
- The SENDCo is responsible for reporting to the governor with responsibility for SEND on the day to day management of the SEND policy; termly meetings will take place.

Headteacher

The headteacher has Qualified Teacher Status and many years of experience. She ensures that the SENDCo is fulfilling their duties as laid out in this policy for the benefit of the children in school.

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo and teaching assistants
- Informing parents of the fact that SEND 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

Class Teachers

Class teachers take responsibility for the achievement of all pupils in their class and for providing effective, solution-focused differentiation of the curriculum for pupils with SEND. It is the teacher's responsibility to identify and manage the needs of any pupils with SEND in their class as outlined in this policy. 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, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to develop suitable targets for SEND pupils. The extent of the SENDCo's involvement is at the discretion of the school.
- Working with children with SEND on a daily basis to deliver their individual programmes.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

Teaching Assistants

Teaching assistants responsibilities will be to:

- Work closely and cooperatively with teaching staff to implement one plans and deliver interventions for pupils with SEND
- Carefully follow advice and support plans from external professionals working with the pupil/s they support
- Support children whilst enabling pupils to maintain or develop independent learning skills

Governing Body

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

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that children with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities

- Being fully involved in developing and subsequently reviewing SEND policy.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support and will be analysed termly. Accelerated progress will:

- Diminish the difference between pupils with SEND and their peers
- Prevent the attainment gap widening
- Improve the pupil's previous rate of progress
- Ensure full curriculum access
- Support the child in self-help, social or personal skills
- Show improvements in the pupil's Social, Emotional and Mental Health needs

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. They will be kept securely in electronic form and paper form when necessary, ensuring GDPR compliance. 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
- Information from health/social services and other agencies.

PARTNERSHIP WITH PARENTS/CARERS

The school works fully in partnership with parents and carers. We do so by:

- Having an open door policy for families to come and speak with members of staff about their concerns.
- Building trusting relationships and keeping parents and carers informed through meetings or conversations as well as giving support during assessments
- working effectively with all other agencies supporting children and their parents
- encouraging parents and carers to inform school of any difficulties they see their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing outcomes for the child
- making parents and carers aware of SENDIASS (independent advice and support service (previously known as Parent Partnership services))

If you have a SEND issue you are invited to email Helen Wicks, SEND coordinator at senco@newport.essex.sch.uk

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We fully involve all pupils, when appropriate, by encouraging them to have a voice in the processes, including being able to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual outcomes
- Annual reviews

SPECIAL PROVISION

The school has the following special facilities:

- Wheelchair access;
- Disabled toilet with hand rails;
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations, writing slopes, support for feet

LINKS WITH EDUCATION SUPPORT SERVICES, OTHER SERVICES AND SCHOOLS

We maintain contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, Inclusion partner, School Nurse, Specialist teachers, Educational Welfare Officer.

Effective working links are maintained but not limited to:

- Speech and Language Therapy Service
- Physiotherapy and occupational therapy services
- Community Health Service
- SENDIASS
- Kids Inspire
- YCT
- Mind
- CAMHS
- Virtual school
- The Specialist Teaching team, Inclusion partner, Engagement facilitator and Educational Psychologist

CONTINUING PROFESSIONAL DEVELOPMENT

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the headteacher's report to governors each term.

RESOURCES

The provision for SEND is funded through the main revenue budget for the school and the higher needs block. Funds are deployed to implement the SEND policy.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the class teacher, then the SENDCo or deputy headteacher and then the headteacher. If the complaint needs to be explored further, the governor with responsibility for SEND will become involved. In the case of an unresolved complaint the Local Authority may be involved. Please see the school's Complaints Policy available on the school's website.

REVIEW OF THE SEND POLICY

This policy was developed through consultation with stakeholders. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.