

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with additional educational needs at Newton Leys Primary School and Nursery. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

Newton Leys Primary School and Nursery is a caring school where attention is paid to the planning of the curriculum, both to extend the most-able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs/ additional needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school including Nursery.

To achieve this commitment:

- a) We aim to provide high quality provision to meet the needs of children and young people with SEND, we focus on inclusive practice and removing barriers to learning. We do this through providing high quality first teaching that is differentiated and personalised to meet the majority of individual needs. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs/ additional needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs/ additional needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs/ additional needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and SLT. We aim to equip all staff to effectively to meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the participation of children and their parents in decision-making as well as ensuring they exercise greater choice and control over support which is provided. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- g) We collaborate between education, health and social care services and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special educational needs/ additional needs provision at Newton Leys Primary School and Nursery are:

- to recognise that some children have difficulties which call for special educational provision;
- to have regard to the views, wishes and feelings of the child or young person, and the child's parents
- to recognise the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *Special educational needs/ additional needs and Disability Code of Practice:0-25 years with effect from September 2014 and the Equality Act 2010*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

The school in context

Some of our pupils have English as a second language (EAL), additionally the school intakes pupils throughout the academic year. These factors can add complexity to the identification of and speed of provision for SEND.

Children who have English as a second language are not regarded as children who have a special educational need. Please refer to the EAL policy.

Where a child with English as a second language has a special educational need, this need will be met by provision under this policy.

3. Definitions

Definition of SEND [SEND Code of Practice, 2001, p.6]

A child or young person has special educational needs/ additional needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 within the area of the LEA.
- For children aged two or more, special educational provision is educational or training provision that is different to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nurseries or relevant early years providers.
- A child under compulsory school age has special educational needs/ additional needs if he or she is likely to fall within the definition above (for school aged pupils) when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

There are broad areas of needs as follows:

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

The school has a separate policy for more-able and gifted pupils who do not have special educational needs/ additional needs or disabilities.

The Equality Act 2010 sets out the legal obligations that schools and early years providers have towards disabled children and young people:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- We **must not** discriminate for a reason arising in consequence of a child or young person's disability
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Further details can be obtained within our Accessibility Plan.

4. Roles and responsibilities

Provision for children with special educational needs/ additional needs is a matter for the school as a whole. The school's Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs/ additional needs.** Teaching such children is therefore a whole school responsibility.

The role of the SENCO

The SENCO has an important role to play with the Head in determining the strategic development of SEND policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support and to include individual pupils with SEND or Disability, including those on whom the LA maintains Statements of SEND/EHC plans including Annual Reviews.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. The SENCO is required to follow the most recent government Code of Practice for SEND or Disability.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND and keeping it under regular review;
- liaising with all stakeholders including staff, pupils, parents, transition schools and external agencies
- coordinating the provision of support from any Teaching Assistants/ Early Years Practitioners/ Nursery Nurses and contributing to the provision of high quality differentiated and personalised teaching through in-service training for staff;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's budget and other resources to meet pupils' needs effectively, including any LA top up/high needs funding;
- working with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensuring that the school keeps the records of all pupils with SEND up to date and transfers SEND or Disability records to next schools/institutions accordingly;
- operating at all times within the terms of the school's admissions policy for SEND or Disability, including the publication of the accessibility plan;
- maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children so they learn, participate and achieve the best possible outcomes;
- ensure any EYFS practitioners review children's progress and share a summary with parents; and

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- liaise closely with the Designated Safeguarding Lead with regard to any early help required for individual children, and to ensure their welfare, health and safety are promoted.

It follows from this that the SENCO has planned time to administer the school's SEND arrangements.

The role of the teachers

1. identify pupils of concern and liaise with SENCO;
2. keep notes on SEND pupils in the system;
3. plan work for pupils at quality first teaching level;
4. liaise with SENCO to plan work for pupils requiring small group/ individual support;
5. review and write IEP's when required (supported by SENCO);
6. direct support from learning support assistants if appropriate;
7. keep up-to-date with information about SEND children that they teach; and
8. liaise with the parents of identified pupils.

The role of the head teacher

1. ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENCO regularly regarding individual children;
3. discuss staff training needs with SENCO;
4. in discussion with SENCO arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEND with the Governors and School Improvement Partner

5. Processes

Identification

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered. All children's progress will be monitored and tracked towards goals with high ambitions and against set stretching targets. Any provision we make available will be kept under review and we will ensure that the approaches used are based on the best possible evidence and that they have the required impact on progress.

SEND Procedures

We ensure that in the early years, we have arrangements in place to identify and support children with SEND or disabilities and to promote equality of opportunity for all children in our care. These arrangements are set out in accordance with EYFS statutory framework which requires practitioners to review children's progress and share a summary with parents.

In the EYFS the key worker with support and guidance from the SENCO will provide support within the setting. Parents' observations are crucial, as are the views of other professionals such as health workers and pediatricians.

We monitor progress across the seven areas of learning including communication and language, physical development, personal, social and emotional development, literacy and mathematics, understanding of the world, expressive arts and design.

The EYFS profile provides parents, practitioners and teaches with a well-rounded picture of a child's knowledge, understanding and abilities and a profile is provided in the final term of the year in which the child turns five which is particularly helpful for children with SEND and should inform plans for future learning as they go through our school, identifying any additional needs for support.

a) Alert/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff/ parents have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. It is imperative that the parents are involved at this point and concerns are shared at the same time with the SENCO.

With parental permission, a Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern is given to the SENCO who will then discuss it with interested parties.

In the nursery setting concerns may be raised during meetings with parents. After parental permission is given the Nursery Manager will inform the SENCO during regular meetings and the SENCO will liaise with parents, nursery staff and outside agencies

b) SEND support in school

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part-cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

This process is known as Assess, Plan, Do, and Review.

c) Requesting an Education, Health and Care needs assessment

For a very small number of pupils, where, despite having taken relevant and purposeful action to identify, assess and meet the SEND, the child has not made the expected progress, then we will consider requesting an Education, Health and Care needs assessment in conjunction with the parents and child. The SENCO, with the advice of the class/Nursery Manager and other teachers, will liaise with the parents and the authority about assessment criteria.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

Exceptionally, this may result in an Education and Health Care Plan (EHC Plan) which would be used to actively monitor a child's progress towards their outcomes and longer term aspirations. The Local Authority would review this annually as a minimum through a formal review, in partnership with parents and the child or young person themselves. It must take into account the child's views, wishes and feelings.

Procedures relating to the SEND register

Records

The SEND provision records are as follows:

- **Records of Concern/Nursery observations** are kept by the SENCO in the school office and in the pupil's file. Blank copies can be found in the class SEND file or by applying to the SENCO.
- **Assessment and progress files** are kept in the pupil's file.
- **Initial Parent Contact forms** are kept by the SENCO and in the pupil's file.
- **IEPs** are kept by the SENCO. Copies are kept in the pupil's file.
- It is the responsibility of the SENCO to draw the attention of the teachers to any SEND assessments implemented.
- It is the responsibility of the class/subject teachers/ key worker to familiarise themselves with the reports and IEPs.
- **IEP review forms** are kept with the relevant IEPs in the above places.

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- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO in the school office with copies in the pupil's file.
- **The list of pupils with special educational needs/ additional needs** is on the staff intranet and all records are updated by the SENCO when appropriate. The SENCO emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.

IEPs

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three, four or five (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **short**;
- **measurable**;
- **achievable**;
- **realistic**; and
- **have a defined time**.

IEP's are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally three times a year. Parents are also consulted, formally in a meeting. Teachers are similarly consulted, as is the pupil. Parents receive a copy of the IEP and are asked to sign the IEP agreement for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

Other procedures

Strands of Action to meet special educational needs/ additional needs

1. Differentiated learning in class
2. Differentiation + small group support
3. Individual help + advice from external agency

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Head Teacher and key stage leaders. SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class teacher and SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEND children on a regular basis with the class or subject teacher's agreement.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

(SEND Code of Practice 2001)

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.