

Newchurch Community Primary

Policy – Special Educational Needs and Disability Policy



Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Headteacher
Deputy Headteacher
SENDCo
Jean Williams (SEND Governor)

Linked Policies

Health and Safety
Equal Opportunities Policy
More Able Children policy
Access and Disability Policy

Next Review: October 2020



MISSION STATEMENT

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

The meaning of Special Educational Needs and Disability (SEND)

A child or young person has SEN 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 or mainstream post-16 institutions.

Children must not be regarded as having SEND solely because their language or home language is different from that in which they are taught.

STATEMENT OF COMMITMENT

At Newchurch we have due regard for the Special Educational Needs and Disability Code of Practice when carrying out our duties towards all pupils with SEND and ensure that parents and carers are aware and involved when SEND provision is being made for the child.

We recognise that children with Special Educational Needs are an integral and valued part of our school community. We believe that every child matters and our inclusive philosophy stresses the right of all children to be fully involved in all aspects of school life. Our curriculum ensures that every child has the opportunity to shine and have their achievements recognised.

Our core values of Respect, Reciprocity, Resilience, Reflection, Responsibility, and Resourcefulness ensure our school is truly inclusive.

The school works closely with parents and health education professionals in the process of identifying and meeting the individual special needs of children.

Identifying children with SEND

As defined in the SEND code of practice January 2015

A child or young person has SEN 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

The SEND aims of the school

We recognise:

- the views, wishes and feelings of the child and the child's parents
- the importance of the child 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
- the need 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

Through working in partnership with parents, carers and children we aim to ensure:

- Identification of all pupils requiring SEND provision as early as possible in their school career.
- Parents and carers of children with SEND are kept fully informed about their child's progress and attainment.
- Children with SEND are involved, where possible, in decisions affecting their development and provision.
- Realistic targets are set with children and parents that challenge children and enable them to succeed.
- All pupils have access to a broad and balanced curriculum.
- Provide a differentiated approach tailored to each individual child's needs.
- All pupils are able to take part in all school activities.

Identification Process

As part of our transition process, any difficulties children may experience are discussed when children join our school. Class teachers liaise closely with the SENDCo to ensure that appropriate provision is made. This may involve working with a range of professionals.

We regularly observe, assess and record the progress of **all** children. In doing this, it allows us to identify children who are not progressing satisfactorily and who may have additional needs.

The class teacher, Senior Leadership Team and SENDCo will carry out clear analysis of the pupils needs, drawing on teacher assessment and experience of the pupil, their previous progress and attainment as well as information from the school's current tracking systems for measuring progress and attainment. This analysis may include:

- Early Years Foundation Stage Profile – measurement of progress and attainment against Early Years Outcomes and Baseline to support Attainment on Entry
- Standardised screening and assessment tools
- Observations of social, emotional and behavioural development
- An existing Educational Health Care Plan
- Assessments by a specialist service, such as Education Psychology service,
- Year 1 Phonics Screening
- Marking and feedback of children's work both written and orally
- Internal Reading, Writing and Maths Tests
- SATS
- National Assessment Tests
- Language Link Tests
- Assessments made by another school or LEA which has identified additional needs and provided support

Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad, balanced curriculum. Our SEND 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 SEND. This policy recognises the Special Educational Needs and Disability Act 2002 (SENDA) in developing provision within the school.

Protection from discrimination

As a school we are committed to promoting respect and equality across all protected characteristics, under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We aim to prepare pupils for life in diverse 21st Century Britain, and to provide positive information about different groups of people, that is non-stereotyping.

Robust systems are in place to record, monitor and report all incidents that are motivated by a prejudice, including those that fall below the definition of bullying. A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people. We recognise that recording and monitoring prejudice-based incidents helps to prevent bullying as it enables us to target anti-bullying interventions.

Admissions

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

All admissions to the school are based upon the school's admissions policy. There is no special unit attached to the school.

Staffing

The SEND team in the school are:

SEND Governor: Jean Williams

SEND Coordinator (SENDCO): Rebecca Wormleighton

Organisation and management of Support

Children with identified SEND are supported within the classroom by their class teacher or a teaching assistant; some may be withdrawn for specialist support where appropriate.

At Newchurch, in addition to the class teachers we have a team of dedicated and well trained teaching assistants who support our children with SEND. Following frequent auditing of key skills, regular training is provided in order that teachers and teaching assistants can support our children in the best possible way.

Where necessary, additional support and advice may be provided by the Educational Psychologist, Inclusion Team teachers, Inclusion practitioners, Speech and Language Specialist, Sensory Specialists and School Health Advisor.

Special facilities

Every effort is made to make the school building accessible to people with SEND. There is no special unit, but the school is well resourced with a disabled toilet which includes a shower. Ramped access which allows wheelchair access is available to the front of the school, Junior outside door and playground. Every effort is made to make sure that our school and grounds enable all stakeholders to be able to meet their full potential.

The school has a Nurture Room (The Nest) which is used as a space where small groups of children can work with adults to develop social and emotional skills.

Monitoring and Evaluating

The SENDCo regularly monitors children's progress alongside each class teacher. Individual Education Programmes (IEPs) are reviewed every term and parents are invited to attend a meeting and discuss their children's progress. Regular meetings take place between the SENDCo, Head teacher and the Special Needs Governor to ensure they are fully informed. Analysis of pupil tracking data and test results of individual pupils and cohorts is also regularly undertaken in consultation with the Head teacher and Senior Leadership Team.

The following levels of intervention are used to support children with increasing levels of need:

Element 1(SEN support): The core element for all children and young people including those with a defined special educational need or disability but whose learning needs can be met through high quality teaching as part of good differentiated mainstream classroom practice. We recognise that difficulties may be short or long term. At this level of intervention, a Personalised Plan is written by the teacher and shared with the pupil and parents or carers. Support focuses on SMART targets. Support may be provided by a TA or teacher in small groups or individually, working on specific gaps in the child's understanding or learning. Some children may access intervention groups run outside the classroom by a TA trained to use a specific programme. Targets from the pupils' personalised plans are reviewed termly with the class teacher, pupil and parents or carers.

Element 2 (SEN support+): At this level of intervention, school need to make additional provision from its delegated budget for children who require less than 20 hours of support a week but have a specific barrier to learning that can't be met in an intervention group. We request advice from the Warrington Inclusion Service or other outside agencies. This is discussed with parents or carers beforehand. Personalised plan targets match the advice given. Support may be provided by a TA or teacher in small groups or individually. Targets are reviewed termly with the class teacher, pupil and parents or carers.

Element 3 (Education Health Care Plan (EHCP)): For a child who has a level of need that cannot be provided for using the school's own resources, or have severe, complex or lifelong needs. At this level we as a school or the parents or carers, may request that the Local Education Authority (LEA) carry out an Education Health Care needs assessment. This is a multi-agency investigation that aims to define the long term needs of the child. It may or may not result in the writing of an EHC Plan. The LEA will decide if a child will require an EHC Plan. An EHC Plan Coordinator will write the plan with input from school, the child and parents or carers. Targets and support will be outlined in the plan and it is reviewed annually. The parents or carers are invited to attend this meeting. Termly reviews of Personalised Plans continue to take place.

Children identified as having SEND usually have a Personalised Plan with between two and four child friendly manageable targets. The child's class teacher is responsible for providing the child with appropriately differentiated support and work. It is the SENDCO and Head of School's responsibility to ensure that the use and allocation of Teaching Assistants and resources is appropriate to the needs of children with SEND.

Personalised Plans give information about how the targets may be achieved, as well as who is responsible. The targets are evaluated on a termly basis, and as a result of the

evaluation, either new more challenging or simplified targets are given. The teacher, child and parent or carers are involved throughout the process.

Review

Each child's progress is continually monitored by the class teacher. If a child fails to make adequate progress with their targets after two reviews, or if a specific problem is identified, appropriate action is taken. This could include involving specialist support from the Inclusion Team or another outside agency. It is recognised that a simpler action might be required, one of updating the personalised plan with more specific achievable targets.

The SENDCo regularly reviews the progress made by children on the SEND register. This informs discussions with teachers so as to give them advice and guidance wherever possible. It also informs the allocation of Teaching Assistants and resources or the involvement of outside agencies.

Planning meetings are held on a termly basis with the Local Authority Inclusion Team. This is an opportunity for the SENDCo and Head of School, to discuss with the Special Needs Team individual pupils' needs, staff training needs, prioritise available resources and share expertise.

A record of all Personalised Plans, any Inclusion Team or outside agency involvement is filed and securely stored in line with the General Data Protection Regulation (GDPR) EU 2016/679.

So as to maintain a smooth transition from one teacher to the next, a transfer of information meeting is held. This ensures that all members of staff are aware of any additional needs that a child may have.

Detailed information about Year 6 children is passed on to the receiving High School. We have established a very good working relationship with the feeder schools, who attend the transfer reviews. They are also invited to attend annual review meetings of children with Education Health Care Plans in Year 5 and 6.

Role of the Class Teacher

The class teacher will

- Identify each child's needs and skills levels. The class teacher will inform the SENDCo.
- Advise parents of any concerns.
- Provide reports for external agencies.

- Monitor and assess progress and maintain appropriate records.
- Ensure that delivery of the curriculum allows each child to experience success.

Role of the SENDCo (as described in the SEN code of practice)

- Oversee the day to day operation of the school's SEND policy
- Coordinating provision for children with SEN
- Liaising with the relevant designated teacher where a Looked After Pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents and carers of pupils with SEND
- Liaising with Early Years providers, other schools, educational psychologists, health and care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupil and their parents or carers are informed about options and a smooth transition is planned
- Working with the Headteacher 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
- Assess and address training needs of staff who are working with SEND children.
- Roll out whole staff CPD training in line with the SpLD programme.
- Liaise with the SEND Governor on a termly basis and updating them of any issues.
- Review and update the SEND policy annually.
- Produce a provision map so as to allow the use of TAs, strategies and progress of SEND pupils to be monitored.
- Complete and evaluate an annual SEND Action Plan.
- Research and initiate new initiatives that will benefit children with SEND.

Role of the Governors

The Governors, especially the named SEND Governor, will be kept informed as children move through the SEND elements. They are also invited to attend termly evaluation meetings.

The Governing Body evaluates the success of SEND provision through reports from the SEND Governor to the Curriculum committee. The Head Teacher's report also includes SEND developments.

Role of the Senior Leadership Team

- Analysing all data termly to identify any children with additional needs.
- Discussing with relevant trained staff the best intervention strategies and setting a programme of interventions to take part over a term.
- Providing ongoing informal assessment of progress and deciding on the next course of action.

Practice

Our aim is that every child feels that he/she is a valued member of our Newchurch family.

We aim to do this by:

- Providing opportunities for all children to succeed.
- Providing a supportive environment where children are not afraid to make mistakes.
- Differentiating tasks, so that there is a good match between children's abilities and the task.
- Being flexible in our teaching styles, recognising not all children learn in the same way.
- Celebrating success and sharing children's achievements.

Equal opportunities

Children with special educational needs or a disability will be taught in accordance with the present policy for Equal Opportunities (please see the Equal Opportunities Policy and Access and Disability Policy).

External Agencies

We work closely with CAHMS, LEA Educational Psychologist, School Funded Educational Psychologists, Early Help Team, Health Professionals, St Joseph's Family Centre. Other educational specialists may be used where required. Additional support and advice may be provided by the Speech and Language Therapist, Hearing-Impaired Specialist Teacher, Visually-Impaired Specialist Teacher or the School Health Advisor.

Resourcing

Resourcing for Special Needs is considered on an annual basis and at other significant times. These are matched with other curriculum areas and priorities in the School Development Plan.

Additional Support for Parents

The Local Offer

Warrington's Local Offer supports parents and carers of children and young people with Special Educational Needs and/or Disabilities (SEND) and young people with SEND themselves.

<https://askollie.warrington.gov.uk>

Speak to Ollie on [01925 442659](tel:01925442659), or email askollie@warrington.gov.uk

Warrington SEND, Information, Advice and Support Service

Warrington SEND IASS helps parents, carers and young people with special educational needs in early education settings, schools and colleges.

<http://www.warringtonsendiass.co.uk/>

Tel: 01925 442978

Warrington SEND IASS Families and Wellbeing Directorate
New Town House
Buttermarket Street
Warrington
WA1 2NH

Complaints

Complaints from parents or carers of pupils with SEND, will in the first instance, be dealt with by the SENDCo and/or the Head teacher.

If parents or carers wish to pursue the matter further, the Chair of Governors should be approached; where upon the relevant Complaints Panel of the Governing Body should be assembled.

The effectiveness of this policy will be monitored by the SENDCo in consultation with the Head teacher, Special Needs Governor and staff.

Review date: October 2020

