



NEWTOWN PRIMARY SCHOOL SEND POLICY AND INFORMATION REPORT

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Our vision and values are at the core of Newtown Primary School's SEND Policy.

At Newtown we strive to enable every child to become **successful learners, responsible citizens** and **resilient individuals**. Our curriculum and provision are designed to allow for all children to develop and embed these attributes. Each child's starting point will differ to the next but it is our mission to ensure each child embodies these characteristics in order to belong, believe and achieve at Newtown and throughout their lifetime.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Newtown Primary is an inclusive school. It is the philosophy of the school that the special needs provision should include all pupils who have barriers to learning or social interaction, whatever they are.

All pupils who have Special Educational Needs will benefit from a variety of different levels and different styles of support. In addition, the school believes that all pupils should benefit from the principles stated in the school aims.

Newtown Primary School believes that all pupils:

- Have individual educational/social and emotional needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs appropriately assessed.
- Will have individual targets set to meet their educational needs
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.

Definition of Special Educational Needs:

A child is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for special provision to be made for them. At Newtown Primary a child is considered to have a special educational need if he or she:

- (a) Has significantly greater difficulty in learning than the majority of pupils of the same age.
- (b) Has significantly greater difficulty in self-regulating their behaviour than the majority of pupils of the same age.
- (c) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age.

A child will not be regarded as having learning difficulties solely because of their language or if the home language is different from the language in which he or she is taught.

Special Needs Aims:

In compliance with various acts relating to inclusion and Special Educational Needs and regard to the Code of Practice, the Governing body in conjunction with the Head Teacher will ensure that all pupils will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.
- Be assessed using suitable assessments.
- Be supported within the resources available, provided there is no educational disadvantage to other pupils within the school.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed at least 3 times per year.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENDCo

The SENDCo for Newtown Primary School is Mrs Gemma Merrix.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN Information Report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction; including speech and language difficulties.
- Cognition and learning difficulties.
- Social, emotional and mental health difficulties; anxiety, emotional issues and ADHD.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and diabetes
- Moderate and severe learning difficulties.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and

the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Pupils' individual difficulties can be identified by any member of the staff team. The evidence is collected and the pupils are discussed regularly between Staff and the SENDCo.

<u>Stage of Action for Learning</u>	<u>Level of working</u>	<u>Personnel</u>
SEN Concern - School	Pupils causing continued concern	Class teacher, Classroom support with support from SENDCo
SEN Concern + – with other agencies	Pupils with involvement from outside agencies	Class teacher, Classroom support and SENDCo with advice from appropriate outside agencies.
Educational Health Care Plan	Pupils with involvement from outside agencies and additional funding from the LA.	Class teacher, Classroom Support and SENDCo with advice from appropriate outside agencies.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils have an induction session at their new school.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

<u>Area of Need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
	<u>Provision</u>	<u>Provision</u>	<u>Provision</u>
Cognition & Learning	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated delivery • Differentiated Outcome • Increased visual aids • Visual timetables • Little Wandle Phonics • The 6 R's (Reading and Writing) • Maths Mastery • Mastering Number (KS1) • Fluent in 5 (KS2) 	<ul style="list-style-type: none"> • Target Plans for children identified with Cognition and Learning difficulties • Group support in English • Group support in Maths • Precision teaching • Catch up Phonic interventions (pm) 	<ul style="list-style-type: none"> • 1:1 Reading, writing and maths support • Enhanced Speech and language support • 1:1 withdrawal • Wellcomm screening • 1:1 Precision Teaching • 5 min box intervention • Professional advice programme from External Agencies • Workstations

	<ul style="list-style-type: none"> • Numicon resources to support concrete, pictorial, abstract approach • In class support 		
Communication & Interaction	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and Class resources • Differentiated Curriculum delivery • Differentiated outcomes • Increased visual aids • Use of symbols and pictures (Widgit symbols) 	<ul style="list-style-type: none"> • Group support in English • Group support in Maths • Phonics groups • LEGO therapy 	<ul style="list-style-type: none"> • Enhanced Speech and Language support • Wellcomm • 1:1 withdrawal • 1:1 in class support • Professional advice programme • Visual timetables • Workstation • Now and Next boards
Emotional, Behavioural & Social	<ul style="list-style-type: none"> • Whole school rules and reward system • Behaviour recovery • Whole school policy for behaviour • Circle time • Jigsaw PSHE programme • Regular parental conversations and meetings • Parent's Evenings 	<ul style="list-style-type: none"> • Anger management • Social stories • Friendship groups • Pastoral support • LEGO therapy – small group • Lunchtime Nurture groups • Soft Start • Inclusion support PPE team 	<ul style="list-style-type: none"> • 1:1 counselling (Outside agency: Edward's Trust) • Boxall profile • 1:1 'check ins' from Family Pastoral Worker (4 days per week)
Sensory & Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Teacher awareness of sensory and physical impairment • Availability of resources • Use of specific resources and equipment 	<ul style="list-style-type: none"> • Support for children in P.E lessons if needed 	<ul style="list-style-type: none"> • 1:1 support in PE lessons. • 1:1 in class support • Use of specific resources and equipment • Professional advice programme • Hearing Impairment Team

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Identification of Special Needs:

All children should have:

‘Right support, Right place at the Right Time’

Pupils have their needs identified promptly through early identification when they first join us. Teachers will notify the SENDCo and complete a ‘Cause for Concern’ document as part of our Graduated Assessment Response. This is to ensure that appropriate support is put in place at the earliest opportunity and we can evidence what support needs to be implemented.

Pupils receive early and accurate identification of needs, high-quality teaching, and prompt access to targeted support.

Consistent standards will facilitate a more inclusive system, with more pupils able to have their needs met in high-quality provision. As a school we have high-aspirations for all pupils we teach through access to high-quality targeted support when needed.

Additional support for learning

We have teaching assistants and HLTAs who receive regular training to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis and small groups in classes.

We work with the following agencies to provide support for pupils with SEN: Inclusion Support and Speech and Language therapists from Sandwell.

Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo is now fully qualified (September 2022) in the National Award for Special Educational Needs Coordination (NASENCO). She attends relevant SEND courses, in order to keep up to date with Local and National updates.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensure that training opportunities are matched to school development priorities.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Securing equipment and facilities

In addition to EHC plans, Newtown Primary School provides:

- Computing resources for all SEN pupils to use in school
- Work stations if appropriate
- Necessary adaptations to toilet facilities (if necessary).

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-7 weeks
- Using pupil questionnaire (Pupil Voice)
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding Annual Reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils have access to after-school extra-curricular. In addition, we have a before school breakfast club which is available to all students.

All pupils are encouraged to take part in sports day, school plays at Christmas and different workshops (Museums).

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

At Newtown Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) and / or disabilities

Our priorities are:

- To provide safe access throughout the school for all pupils.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Our school has recently been refurbished and is all on one level, which supports children with physical disabilities or if they use a wheelchair.

You can find details of our school's accessibility plan on the school website.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to spend time with our pastoral member of staff Mrs Amie Smith who works on site four days per week.
- Pupils with SEN are also encouraged to take part in Jigsaw PSHE lessons to promote teamwork/building friendships.
- We have zero tolerance approach to bullying.

Support for improving pupil's Communication and Interaction:

School has purchased the Enhanced Speech and Language Provision (Sandwell SaLT service) which provides access to a Speech and Language Therapist one day every week on site. This service provides:

-Targeted children to be able to work 1:1 with the therapist on speech pronunciation, communication difficulties or low-language support.

-Group work with small targeted groups; working on confidence, communication and understanding.

-Staff training for speech sounds, Makaton, Wellcomm, reluctant talkers and activities that support staff with delivering expressive language and communication interventions.

-The Therapist also works closely with the SENDCo who highlights which families may need further support at home with pupils that display Communication and Interaction difficulties.

Working with other agencies

The school works closely with specialist services including:

- Speech and Language Therapists
- Inclusion support
- CAMHS
- Murray Hall Counselling
- Edward's Trust
- GPs and Paediatricians
- School Nurse Team
- Social Services
- Early Help

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Newtown Primary aims to work in partnership with parents and carers. We do so by:

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having.
- Keeping parents and carers informed
- Supporting parents during assessment and any related decision-making process about SEND provision
- Involving parents in decision making
- Providing all information in an accessible way

Other sources of support for parents include:

- Sandwell SEND Local Offer: <http://www.sandwell.gov.uk/send>
- The Sandwell Local Offer Directory has been created for parents and carers of children and young people with disabilities or Special Educational Needs. It contains lots of information about specialist services and family support organisations in and around the Sandwell Borough. Sandwell have also produced a guide for parents and carers of SEND pupils. This is downloadable here: http://www.sandwell.gov.uk/downloads/file/4096/a_guide_for_parents_and_carers

- An impartial service that is designed to support parents in Sandwell is SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service). They are contactable on 0121 500 4010 Email: SENDIASSenquiries@actionforchildren.org.uk

Website: <https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-iass>

Contact details for raising concerns

Concerns about SEN provision in our school should be made to the SENDCo in the first instance. The headteacher will be made aware of parental concerns parents or carers may have.

The local authority local offer

Our contribution to the local offer can be viewed on our school website.

Our local authority's local offer is published here: Sandwell SEND Local Offer: <http://www.sandwell.gov.uk/send>

Monitoring arrangements

This policy and information report will be reviewed by the named SENDCo Mrs Gemma Merrix **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board of Stour Vale Academy.

Pupil progress is monitored on a half termly basis in line with the SEN Code of Practice using assessment data and feedback from teachers. Where pupils are identified as not making progress in spite of Quality First Teaching, a discussion will take place between the SENDCo and class teacher and a plan of action agreed.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Supporting pupils with medical conditions