

# Special Educational Needs and Disability Policy

|                              | Signature            | Date                 |
|------------------------------|----------------------|----------------------|
| Chair of Governors           | <input type="text"/> | <input type="text"/> |
| Headteacher                  | <input type="text"/> | <input type="text"/> |
| Full Governing Body Approval |                      | <input type="text"/> |
| Next Review Date             |                      | <input type="text"/> |

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents (not an exhaustive list):

- Accessibility Policy and Action Plan
- Anti-bullying Policy
- Behaviour Policy
- Early Years Foundation Stage curriculum
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Keeping Children Safe In Education (September 2020) DfE
- Safeguarding/Child Protection Policy
- SEND Information Annual Report 2020 (updated annually)
- SEND Code of Practice 0-25 years (January 2015))
- SEND Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Teachers Standards (2012)
- The National Curriculum in England KS1 and 2 framework document (Sept 2013)

SEND Co-ordinator: Daniel Rose

SEND Governor: Gemma Watherston

At Newtown School our caring approach, high standards and diverse community all create a special environment for children to be happy and prepared for their next steps in life. Quality first teaching is vital: however for some children there are occasions during their school life when additional support may be needed to help them achieve their targets. Through differentiation, supported individual or group work, advice and support from outside agencies (in consultation with the child's parents /carers) we aim to ensure that all children are supported, and challenged, to achieve their full potential in all areas of school life.

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## 1. Aims

Newtown School is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

## 2. Objectives

1. To identify and provide for pupils who have SEND and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will co-ordinate provision for pupils with SEND
5. To provide support and advice for all staff working with SEND pupils

## 3. Identifying Special Educational Needs

Newtown School identifies pupils as having Special Educational Needs (SENDs) and Disabilities if they meet the definition as set out in the Children and Families Act 2014 and the Special Educational Needs and Disabilities (SENDs) Code of Practice (DfE, January 2015). This defines SEND:

A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions .

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

***Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.***

The SEND Code of Practice (2015) outlines four broad areas of need, namely:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

There may be other circumstances that may have an impact on a pupil’s progress and attainment. These are not classed as special educational needs.

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

#### 4. A Graduated Approach to SEND Support / Managing Pupil's Needs

##### **Quality First Teaching**

- a) All class teachers provide differentiated learning opportunities that aid pupils' academic progression. This may be through additional support, use of ICT, practical opportunities to extend their learning, evidence recorded by staff. The school uses continuous provision in all years, and this allows teachers more flexibility to offer individualised support to students.
- b) Any pupils who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored in order to gauge their level of learning and possible difficulties. The child may be placed on a Monitoring List.
- c) The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEND register, they may continue on a monitoring list, if necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to concern by a parent or teacher. The child is recorded on the school's Monitoring List as an aid to further progression and for future reference; they are not recorded on the school's SEND register. Parents are informed that their child is receiving additional support and, as a result, is being monitored.
- h) Pupil progress meetings are held between the class teacher and Headteacher to assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. Termly meetings are also held between class teachers, TAs and the SEND Co to review pupil progress and discuss any concerns the class teacher may have about their pupils.

##### **SEND Support**

Pupils are identified as having SEND if they do not make adequate progress despite good quality first teaching and appropriate intervention and adjustments to their provision. Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the child will be recorded as being on the SEND list as 'SEND Support'. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

##### Assess

This involves clearly analysing the pupil's needs using the class teacher's 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. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCO 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. Individual Support Plans are written by the class teacher, in consultation with the SENCO, and agreed with the parents to reinforce or contribute to progress at home. Termly targets are set, ensuring that they are measurable and achievable within an agreed time frame; these targets are reviewed each term with the parents and pupil and new targets are then agreed.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. If progress and outcomes are not being achieved, class teachers and the SENCO will review current provision to better understand the barriers to achieving these outcomes and evaluating the intervention/support available. Where necessary, advice from outside agencies or specialist services may be sought.

### 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/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

During termly SEND parents' evenings, parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. At each stage parents will be provided with a copy of the provision map.

## ***Referral for an Education, Health Care (EHC) Plan Assessment***

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need (in planning provision and identifying resources) is required.

The decision to make a referral for an Education Health Care Plan (EHC Plan) will be taken at a progress review. The application for an EHC Plan will combine information from a variety of sources including parents, teachers, SENCO, Social Care (if relevant) and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

## ***Education, Health and Care Plans (EHC Plans)***

- a. Following Statutory Assessment, an EHC Plan will be provided by Buckinghamshire County Council if it is decided that 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 in developing and producing the plan.

- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the Plan if it differs from their preferred choice.
- c. 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 and the pupil. 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 levels of support.

### **High Needs Block Funding**

Where it is identified that a pupil needs greater additional support that cannot be met under the SEND budget, the school can apply for High Needs Block Funding (HNBF). This allows the school to put in additional resources, time for further assessment to determine the barriers to learning. This is not long-term funding for pupils, it allows the opportunity for the school to implement the Plan, Do, Assess and Review while gathering evidence to overcome the barriers to the pupils learning. Funding is temporary; where appropriate an EHCP assessment request can be made to support long term SENDs.

## **5. Supporting Pupils and Families**

The Children and Families Act (2014) sets out a duty for local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4). The Local Offer for Buckinghamshire can be found at <http://www.bucksfamilyinfo.org/>

As part of the Act, schools must also publish an annual SEND Information Report which is available on the school's website (see appendix 1).

### ***Working in Partnership with Parents***

#### **Other Agencies**

As a school we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil which will then be discussed with the SENCO and the child's teacher / key worker. Parents will be informed as soon as possible.

The following external services may be involved:

- Occupational Therapy
- Speech and Language Therapy
- Specialist Teaching Services (visual impairment team, hearing impairment team, physical disability team, cognition and learning team, speech, language and communication team)
- School Nurse
- Physiotherapy
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Resilience
- Child Protection Services
- County SEND Team

In cases where a child is under observation or cause for concern, focused meetings will be arranged with the appropriate agency.

### **Transition**

Due to the nature of our school, which begins with pre-school, moving through Nursery, into Reception and then to Key Stage 1, we are constantly aware of the difficulties of transition for some children and try to make it as calm and smooth as possible. As each child moves between year groups, within the school, meetings are held between class teachers to discuss each pupil. The SENCO may be involved in these meetings if necessary.

Newtown School has a good relationship with the feeder junior schools. The SENCO liaises with relevant staff to plan individual transition programmes for children with SEND. Information is shared and additional meetings/visits are planned when appropriate.

To support transition from Pre-schools the SENCO will make contact with settings to ensure information is shared to aid a smooth transition to reception.

## **6. Supporting Pupils at School with Medical Conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEND and may have an Education, Health Care Plan (EHC) and the SEND Code of Practice (2015) is followed.

Pupils with medical conditions have individual Healthcare Plans which are stored within the Medical File and located in the school office. Each member of staff is made aware of specific children's medical needs. Each class holds medical information on specific children in their class with medical conditions. (See policy for Supporting Pupils with Medical Conditions.)

## **7. Monitoring and Evaluation of SEND**

Termly pupil progress meetings are held between class teachers, the Headteacher and SENCO to discuss the progress of all pupils. Informal meetings are held between the class teacher, classroom support staff and the SENCO to discuss individual pupils, progress against their outcomes and to suggest next steps.

The SENCO analyses the progress data in relation to children with SEND. This analysis is shared with the staff and governors. Any children who are making inadequate progress will then be analysed and a further action plan will be implemented led by the SENCO. Individual support plans are written in consultation with the parents and pupils; these are reviewed and new outcomes written each term.

The impact of interventions for children are closely monitored. Children are assessed before, during and after an intervention to check it is having an impact. This data is collated by the staff working with the child and is then analysed as a whole by the SENCO. This enables the staff to identify the most successful interventions across the school and make alterations to a child's individual provision where appropriate.

The SENCO meets with the SEND Governor termly to discuss the school's policy and provision for SEND pupils. These meetings are fed back to the Governing Board with a full SEND report presented annually to the Governing Body.

Through evaluation and monitoring of current provision, both through meetings and questionnaires to staff and parents, our SEND provision is reviewed and improved where necessary.

## **8. Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. A register of Teaching Assistant and Teacher attendance at training is maintained by the School Business Manager.

All teachers and support staff undertake induction which includes a meeting with SENCO to explain the systems and structure in place around in the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attend the local authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **9. Roles and Responsibilities**

The SENCO will co-ordinate provision for SEND children by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback;
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up-to-date with teaching methods which will aid the progress of all pupils including those with SEND;
- Making use of all class facilities and space;
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary;
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made;
- Ensuring that appropriate individual targets are set that motivate pupils to do their best, and celebrating achievements at all levels.

The SEND Governor meets with the SENCO termly to discuss provision and progress for pupils with SEND or medical needs. They attend seminars and feed back new initiatives to the governing body.

Hayley England (Headteacher) is the Designated Person for Safeguarding. Daniel Rose (Deputy Head) is the Deputy Designated Person for Safeguarding. The nurture leads Kateryn Hooper and Katie Evans as well as the attendance officer Reshma Chandy are also members of the safeguarding team.

## **10. Storing and Managing Information**

Confidential information is stored and managed in accordance with the Data Protection Act 2018 and the school's policy on Information Management. Teachers hold information about the specific needs of pupils in their class on the school drive. Confidential information and SEND files are stored securely in the office or on CPOMs.

## **11. Reviewing the Policy**

In line with the Code of Practice (2015), the SEND policy is reviewed annually.

## **12. Accessibility**

Please see the school's Accessibility Policy and Action Plan and Equalities Policy.

## **13. Dealing with Complaints**

Please refer 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 SENCO who will be able to advise on formal procedures for complaint.

## **14. Bullying**

Please refer to the school's Anti Bullying Policy.

## **15. Other linked documents include:**

- Accessibility Policy and Action Plan
- Anti-bullying Policy
- Behaviour Policy
- Early Years Foundation Stage curriculum

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Keeping Children Safe In Education (September 2025) DfE
- Safeguarding/Child Protection Policy
- SEND Information Annual Report 2025 (updated annually)
- SEND Code of Practice 0-25 years (January 2015))
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