



Newbold Church of England Primary School

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"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Special Educational Needs and Disability Policy

Published:	November 2022	Responsible Teacher:	Headteacher, SENDCO (L.Thornley)
Review Date:	November 2023	Responsible Governor:	Claire Whilshire

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 September 2014 (updated version January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- Teachers' Standards 2012
- Children and Families Act 2014
- SEN and Disability Regulations 2014

At Newbold Church of England Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Every teacher is a teacher of every child including those with SEN. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements irrespective of individual differences.

2. Aims of this SEND Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- To raise the aspirations of and expectations for all pupils with SEN, to be ambitious for their success and well-being
- Provide the highest possible standard of education for all pupils
- Ensure all pupils have every opportunity to achieve their full potential
- To reach high levels of achievement for all
- To support pupils to become confident individuals living fulfilling lives
- To ensure pupils make a successful transition into secondary education
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND



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- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure a wide range of special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory and/or physical need
 - To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
 - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - Every teacher is a teacher of every child including those with SEND.

3. Objectives

- To work within the guidance provide in the SEND Code of Practice, 2014 identifying those with special educational needs and additional needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN
- Ensure that children with SEN take part in the activities of the school alongside children who do not have SEN
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



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- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils
- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage

4. Context

All children have a right to learn. For some children this will be more difficult than for others.

At Newbold Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe children have the right to feel safe and to enjoy their school experience –developing the whole child, academically, socially, physically morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people 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. SEN Code of Practice (2015: Para 1.24)

5. Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age: or
- Have a physical or mental impairment which prevents or hinders them from making use of educational facilities of a kind generally provided



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for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

6. Identifying Special Educational Needs

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional wellbeing, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St Cuthbert's Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts and effective provision to enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Progress is significantly slower than that of their peers starting from the same baseline
- Failure to match or better the child's previous rate of progress
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- Regular in-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, who may have difficulty with one, some or all of the different aspects of speech, language or social communication. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

2. **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or



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profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. **Social, Mental and Emotional Health.**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as ADD, ADHD or attachment disorder.

4. **Sensory and/or Physical Needs**

This includes children with vision impairment, hearing impairment, multi-sensory and physical difficulties. Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

7. **A Graduated Approach to SEN Support (see Appendix A)**

Quality First Teaching is an entitlement for every child. The graduated approach is implemented to put effective SEN support in place for a pupil. It relies on the following four actions: Assess Plan, Do and Review. Children, who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress. Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills



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- Demonstrates improvements in the child's attitude and behaviour for learning
- Teachers will identify the specific support being used in the class to address pupil's weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings, Structured Conversations and at pupil progress meetings with the Head teacher and class teacher. In some cases an individual or group plan will be drawn up identifying three or four targets, agreed with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as School Support.
- The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:
 - makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
 - shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
 - presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
 - has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
 - has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Should a child continue to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age, despite quality teaching and targeted interventions, advice will be sought from external services. This stage is known as Specialist Support and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. Parents will always be involved in any decision to involve specialists. Newbold Primary School work closely with the LA and range of other specialist service providers which include, but are not limited to: CAMHS, specialist teaching service, therapists (including speech and language therapists, occupational therapists, visual impairment, hearing impairment), Autism outreach, social services, paediatricians, health visitors, school nurse, Specialist Teachers, Oakfeild House outreach, Autism outreach counsellors and family support workers. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENDCO.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school and/or parents may apply for additional funding to secure further support. We will use appropriately qualified personnel from 'external specialists' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a Support Plan will be devised in



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consultation with parents and all those involved in the child's education and welfare. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through SENA service. The school will be responsible for managing any funds received. In some cases children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care Plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision. Refer to Appendix A for a summary of graduated support.

8. Supporting Pupils and Families

We listen to and act upon the concerns of parents. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) the LA Local Offer and keep our school website up to date with relevant information including our Local Offer.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on the LA website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

At Newbold pupils on the SEND Support Register will have additional support which is outlined in the SEND Support Provision Map. The school's provision map is updated each half term/term to maintain an overview of the programmes and interventions used with different groups of pupils across the school.

By monitoring pupil progress the area of need and appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups; Circle of Friends.
- Physical development programmes to support fine and gross motor skills; 'Big Moves', 'yoga'.
- Nurture support, support for Social Emotional and Mental Health Needs - ELSA

The class teacher liaises with their LSA to plan support programmes appropriately. Classes where there are higher levels of need will receive



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additional Learning Support Staff. The level and frequency of support will depend on the individual level of need.

9. Involving Parents and Pupils

Newbold believes that a child's education should be a partnership between parents and teachers, therefore the school aims to keep communication channels open and communicate regularly, especially if a child has complex needs.

Newbold offers an open door policy where you are welcome any time to make an appointment to meet with either the class teacher and/or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If a child is on the SEN Register they will have an IEP (Individual Educational Plan) which will have individual SMART targets. Parents will be invited by the child's class teacher three times a year to review and agree new targets and discuss activities and support that will help the child achieve them. Concerns can be shared and, together with the class teacher, aspirations for the pupil can be agreed. The views of the pupils are always included in these discussions.

Parents are invited to attend two parents' evenings throughout the year and a transition meeting at the end of the academic year. The school provides annual reports which provide parents and carers feedback on their child's up to date academic levels, individual literacy and maths targets and any behavioural, emotional or social difficulties.

10. Transition

At Newbold Primary School, children usually stay with the same teacher for one year. We have transition days within the school during the summer term. Parents' evenings as well as regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to the next School have a planned transition programme. Less confident children are accompanied to their next school by an LSA from school for a planned programme of additional induction. SENDCOs liaise and records are passed on.

Children entering school at any age, visit the school. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

11. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Newbold Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.



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12. Supporting Pupils at School with Managing Medical Conditions

The school recognises 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision. At Newbold Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

13. Monitoring and Evaluation of SEND

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny, scrutiny of planning and pupil interview. Interventions are evaluated for their effectiveness and value for money. Parent feedback on reports, at parent's evenings, and at SEND review meetings, inform our work.

14. Training and Resources

Training needs are identified by staff themselves or by SENDCO to meet the needs of children in school or those known to be coming into school. The SENDCO regularly attends LA briefings and SEN cluster meetings to keep up to date with local and national developments and to share best practice.

15. Roles and Responsibilities

The Headteacher has the overall responsibility for overseeing the provision for children with SEN and is responsible for managing LAC funding. In addition the Headteacher is the designated teacher with specific Safeguarding responsibility and manages the schools responsibility for meeting the medical needs of pupils.

The SENDCO has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Liaising with early years providers and others schools
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN



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- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with governors and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Newbold Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities
- ensure children with Special Educational Needs are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
 - The existence of accurate and up to date record keeping, including achievements
 - The number of review meetings held at least termly for SEN pupils
 - Feedback from pupils, parents and staff
 - The standards and progress of pupils with SEN
 - Awareness of the nature of needs and the demands these make

16. Funding

The school endeavours to provide high quality appropriate support for pupils from the whole of its budget. Where appropriate, the school provides additional support for individual pupils up to the nationally prescribed threshold of £6000 per pupil per year. Additional top-up funding is applied for where the cost of the special educational provision required to meet the needs of an individual pupils exceeds the nationally prescribed threshold.

17. Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from SENDIASS.

Refer to School Complaints Policy.



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Appendix A

Stage of Support	School Support	Specialist Support	Individual Education Plan	Education, Health and Care Plan
Nature of Support	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education,