

Special Educational Needs and Disability Policy (SEND) Part 2

Approved By: Local Advisory Board

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 10. Appendix A – Accessibility Plan- to be reviewed and created in consultation with all stakeholders including parents guided by an initial survey.

1. Introduction - Aims Objectives and Intentions

Newtown Primary School adheres to the Cumbria Education Trust (CET) SEND Policy. All aims, objectives, intentions and policy statements of the CET Trust Policy Forms Part 1 of this policy. It is the intention of Newtown Primary School to meet the aims and objectives outlined in Part 1 of the Trust Policy, through Newtown Primary School's Special Educational Needs and Disability (SEND) Policy Part 2 & 3.

2. Roles and Responsibilities:

- 2.1 Within the Local Advisory Board, there **will be a Board Member with responsibility for SEND**. They will be linked to the school's SENCO and this role is currently managed as a stand-alone responsibility within the school.
- 2.2 The Headteacher will ensure that this policy is implemented and managed across the school community.

2.3 The Director of Learning Provision & SENCO, a member of the Trust Central Team, is responsible for the strategic development of Learning Provision which includes SEND. The school SENCO is responsible for the statutory obligations within the SENCO role. This includes the deployment of support resources including human resources. The Director of Learning Provision, alongside the Headteacher and SENCO, will play a key role in the training and development of school staff to ensure that the Special Educational Needs of the current cohort are met effectively. The SENCO is responsible for all pupils on the Code of Practice register.

2.4 The Headteacher, supported by the SENCO, is responsible for ensuring that any necessary physical intervention for those pupils with social, emotional and mental health difficulties will, where necessary, be supported by a Positive Handling Plan and risk assessment which takes into account their SEND.

2.5 The Engagement and Well-Being Manager, a member of the Trust Central Team, is responsible for the assessment, monitoring and reviewing process for identified family support and intervention. They will aim to promote and support the positive link between staff and parents. This is supported by the Family Learning Mentor / Engagement and Well-Being Officer role in school.

3 Specialist Provision

3.1 Teaching Assistants (TAs) are deployed, as and when required, to support the learning needs and well-being of pupils. Specialist intervention and support is given as identified and as part of the School's Assess, Plan, Do and Review process. The outcomes of these interventions are monitored by the SENCO supported by the Director Of Learning Provision.

3.2 The school environment is fully accessible to wheelchair users at ground floor level with the only upstairs room being the staff room.

3.3 Additional training, advice and guidance is provided through Collaborative working Groups, CPD (Continued Professional Development) and JPD (Joint Practice Development) Programmes.

Intimate Care

When it is agreed that a pupil requires intimate care, in addition to the care given as appropriate for the pupil's chronological development, an Intimate Care Plan or Health Care plan, will reflect the need for this additional care. Intimate care will be given only with the consent of the parent and, wherever possible, the consent of the student. Staff providing this care will be discreet in their actions, considering the dignity of the pupil at all times.

4 Information about the school's policy for identification, assessment tracking and review for all pupils with SEND

4.1 The Teachers, TAs and SENCO, supported by the Director of Learning Provision, will work together to ensure pupils who may need additional or different support, to that normally supported through differentiation and personalised learning within the classroom, are identified as early as possible. All pupils will be assessed through classroom monitoring and assessments. The SENCO, Director of Learning Provision or specialist assessor will conduct further assessments as identified through the classroom assessment and monitoring process.

4.2 Progress will be monitored through the classroom monitoring process and reviewed at least termly. Pupils will be placed on the Code of Practice (SEND) register at K (additional support is identified) if a long term adjustment to the delivery of the lesson is needed or additional intervention is deemed necessary to support progress.

4.3 If we have evidence that a student is making insufficient progress despite support and intervention at School Action, (K) the teacher, SENCO or intervention Lead professional may seek further advice from internal specialists within the wider trust team and external specialists through the SEND Early Help Assessment (EHA). The SEND EHA process allows advice to be sought from the Local Authority services such as the Specialist Advisory Teaching Service and Educational Psychologists. The classroom teachers and SENCO will keep parents and pupils fully involved and informed about any proposed interventions and outcomes of these.

Educational Health and Care Plan (EHCP)

If we have evidence that a student is making insufficient progress despite support and intervention at K Action, the school and parents or other professional bodies may decide to refer for a statutory assessment of the student's SEND through the SEND EHA review process. This may lead to an Education, Health and Care Plan (EHCP) (See Chapter 9 Code of Practice 0 to 25 years 2015).

Pupils with an EHC Plan will, in addition to the school's rigorous tracking and progress assessment for all, be the subject of an Annual Review Meeting to which parents and the multi-agencies involved in the support for the student will be invited. This is to ensure a holistic approach to their progress and support needs. Additional lesson assessment records will monitor and record actions and outcomes of the specialist support and intervention. The EHC Plan will identify key stage and transition objectives, which will be reviewed each term. The opportunity to meet with school staff will also be available at least termly. Parents and agencies will be formally invited to a review meeting twice a year, one of them being the Annual Review.

Following the Annual Review meeting, the school will provide a report containing recommendations from the, parents, pupils, where appropriate, and professionals to the Local Authority (LA). The Local Authorities decision following the meeting must be notified to the parents within four weeks of the review meeting. The Local Authority may cease an EHC plan in line with Section 9.199 of the Code of Practice 0 to 25 years 2015.

The school will liaise with the receiving organisation when a pupil with SEND is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer with the consent of the pupil and/or parents. The school is guided by Chapter 8 of the Code of Practice 0 to 25 years 2015 for this process.

The school will be guided by section 9.211 code of practice 0 to 25 years 2015 when disclosing or sharing information from an EHC Plan.

A request for Personal Budgets for an EHC Plan can be made in line with Section 9.95 to 9.142 (Code of Practice 0 to 25 years 2015).

- 4.4 Through the classroom assessment and monitoring process, referrals, data analysis and SEND assessments, pupils are identified as having Special Educational Needs & Disability.
- 4.5 Many children 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 term ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with such conditions do not necessarily have SEN, but there is significant overlap between children with disabilities and those with SEN.

Where a child with a disability requires special educational provision they will also be covered by the SEN definition

- 4.6 Aspects which may impact on progress and attainment but are not considered SEND are:
- Disability (though there may be some overlap with SEN)
 - Attendance and punctuality
 - Health and welfare
 - EAL (English as an Additional Language)
 - Being in receipt of Pupil Premium Grant
 - Being a Looked After Child
 - Being a child of Serviceman/woman

5 Complaints Procedure

- 5.1 The Trust’s Complaints Procedures are set out on the school and Trust websites.
- 5.2 From September 2014, the majority of part 3 of the children and families act 2014 its associated regulations and this code of practice will be in force subject to transition arrangements. Local Authorities must continue to comply with elements of the Education Act 1996 and the Learning and Skills Act 2000.
- 5.3 Where a parent disagrees with the local authority’s decision to cease their EHC Plan, they may appeal to the Tribunal (See section 9.209 and 11 Code of Practice 0 to 25 years 2015).
- 5.4 The Local Government Ombudsman (LGO) can investigate complaints that the special educational provision set out in the plan is not being delivered (see section 11.89 Code of Practice 0 to 25 years 2015).

6 Allocation of Resources

- 6.1 The Headteacher, assisted by Director of Learning Provision and SENCO, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with EHC Plans. This will be recorded on the provision map and available to view.
- 6.2 The Headteacher or Deputy will inform the Local Advisory Board (LAB) of how the funding allocated to support SEND has been deployed through provision mapping.

7 Access to the Curriculum

- 7.1 All pupils have an entitlement to equally access a broad and balanced curriculum, which is

differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities.
- Learn within their zone of proximal development.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

7.2 Teachers use a range of strategies to meet pupils' Special Educational Needs and disabilities. Lessons have clear learning objectives which are differentiated and personalised. Assessment is used to inform the next stage of learning.

7.3 Individual plans and intervention programmes will identify a small number of objectives, broken into small steps/targets, ideally three or four, designed to enable the pupil to make progress towards independent learning within the classroom.

7.4 Wherever possible, we do not withdraw pupils from the classroom. This reflects the school's acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. However, there are times when, to maximise progress with learning, we teach pupils in small groups or on a one-to-one basis outside the classroom.

7.5 The Director of Learning Provision and Headteacher aim to meet monthly. In addition, the Director of Learning Provision and SENCO will meet regularly to review, record and assess the impact of the interventions. The SENCO and the named LAB member, with a link to SEND and Learning Provision, also liaise to ensure that the support to access a broad and balanced curriculum is suitable for the current cohort.

8 Partnership with Parents

8.1 All staff work closely with parents throughout their child's education. There is additional communication available as necessary in a form best suited to individual circumstances, for those pupils with identified SEND.

8.2 If you feel that your child is experiencing difficulties or not making progress with their learning, please contact the classroom teacher in the first instance.

8.3 Where there are persistent difficulties regarding family or social circumstances, the school may, with the consent of parents complete an Early Help Assessment to identify any additional support.

8.4 An independent Parent Partnership Service is available from the Local Authority for all pupils with SEND. Contact details can be provided on request or obtained from the Local Authority website.

9 Community and Partnership Links

9.1 Most of our Reception cohort are known to us through our Nursery Provision; however, those that are not will receive a home visit prior to starting. Several induction sessions are conducted during the summer term including a parent/child 'stay and play' session in school, a parents evening and a lunchtime stay. When pupils move to us from a previous school, the Headteacher or SENCO will liaise with the previous school to ensure a smooth transition.

9.2 A school Local offer will be made available and accessible for all. This will be regularly reviewed.

9.3 The school will liaise as soon as possible with secondary schools to ensure that the pupil's needs are known and provided for on transition.

9.4 The school will support any additional transition reviews and visits as identified and agreed.

9.5 Newtown Primary School also works closely with all the schools in the Trust and specifically with the Primary Schools to develop good practice, share expertise and training and ensure that knowledge of interventions and support for pupils are regularly evaluated and practices and procedures work to and under national guidance.

9.6 Newtown Primary School is part of the Cumbria School Partnership group.

9.7 Newtown Primary School has links with local support groups for pupils with Speech and Language difficulties, Physical Medical difficulties, ASC (Autistic Spectrum Condition) and SLD (Severe Learning Difficulties). Information will be distributed from these groups when it is available.

9.8 When pupils move to another school, their SEND records are transferred within 15 days of ceasing to be registered with Newtown Primary School.