



# **Newton Hill Community School**

## **SEND Policy**

Date of Policy: November 2019

Date of Review: November 2021

Responsibility of: Headteacher, SEN Coordinator, SEN Governor.

Written by: SEND Coordinators in consultation with Headteacher and SEN Governor.

This policy was approved by Governors on:

This policy was distributed on:

*\*or as appropriate in relation to new legislation.*

***Contact details: Claire Luck (SENCo) - [senco@newton-hill.org.uk](mailto:senco@newton-hill.org.uk)***

# **Our Vision**

*Central to the community of Newton Hill, our fully inclusive school provides a safe, healthy and happy environment for every child to fulfil their potential. Supportive parents, staff and governors embrace the creative, innovative and diverse curriculum which promotes successful, confident and responsible individuals.*

## **Introduction**

### **Our aims with regard to Children with Special Educational Needs/Disabilities**

We believe that all children are entitled to an appropriate broad and balanced education. To this end we try to give our children, including those with SEND, the skills that will enable them to be fully included in the life of the school. It is our belief that the inclusion of SEND children brings benefits to everyone, as all children can learn from one another and all are valued, regardless of ability or disability.

### **Integration**

We aim, through inclusion, to promote respect and understanding for all pupils regardless of ability or disability. We expect that all our children will benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our school. Conversely we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members of our school. To this end we promote considering other children as role models. We encourage all the children to have high aspirations for themselves and to have pride in their achievements. This is reinforced by private recognition and public celebration of achievements. Integration is achieved practically by differentiation in the classroom, by specific arrangements for individual children at playtimes, mealtimes and when moving around school. There is a whole school response towards some children when this is considered appropriate.

### **Curriculum**

We aim to enable all of our children to have access to as broad and balanced a curriculum as possible. Work in all subject areas is differentiated to enable all children to succeed and make progress from their own starting point. All members of the teaching staff consider themselves to be Special Needs teachers. Children and adults alike value each other, whatever their abilities or disabilities

# Definition of SEND

Children have special educational needs if they have a learning difficulty or disability that 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 he or she:

**(a) has a significantly greater difficulty in learning than the majority of others of the same age, or**

**(b) 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.**

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them.

The broad areas of need within SEND fall into the following categories;

- 1) **Communication and Interaction**
- 2) **Cognition and Learning**
- 3) **Social Emotional and Mental Health Difficulties**
- 4) **Sensory and/or physical needs**

# Roles & Responsibilities

## **1. The Governing Body**

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND. The Governing Body must publish information on the school's website about the implementation of the school's policy for pupils with SEND.

## **2. The Headteacher: Caroline Wheatley**

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the SENCo.

## **3. The SENCO (Claire Luck)**

The SENCo is a member of the Leadership Team within the school. The SENCo, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities include: overseeing the day to day operation of the school's SEND policy, co-ordinating provision, liaising with and advising other teachers, managing support assistants, overseeing the records of all children with SEND, liaising with parents, contributing to the in-service training of staff, liaising with external agencies.

## **4. The Teaching Staff**

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

## **5. The Teaching Assistants (Special Needs)**

The Assistants work with the SENCo in providing support for the additional needs of children with Special Educational Needs across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

## **6. The Role of Parents of Pupils with SEND**

In accordance with the SEND Code of Practice (January 2015) the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

## **7. Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Learner Profiles, Supporting Me to Learn Plans, My Support Plans and Education, Health and Care Plans. This will be achieved through a variety of different approaches as appropriate to the age of the child. These may include: pupil interviews, questionnaires, self-evaluation (pictures, written answers), surveys, and pupil set targets.

# Identification, assessment & provision for pupils with SEND

## Identification

In Early Years Foundation stage (EYFS) information is sought regarding special needs of a particular child from the parents or a previous setting. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Foundation Stage staff along with the SENCo and parents will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from EYFS observations and from any more detailed assessment of the child's needs. From within the setting information on a child's progress in communication and language, physical development and personal, social and emotional development will be considered.

Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEND. All the information will be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not SEND.

All concerns are discussed with parents and a joint plan of action agreed. This joint plan of action sometimes takes the form of a Supporting Me to Learn Plan or a My Support Plan. Teachers refer closely to the SEND Code of Practice, January 2015. As the child moves through school any action taken/support given with regard to SEND is recorded & kept in the child's file & SEND folder if necessary. If initial concerns have been expressed about a child, the class teacher and SENCO make a joint decision about placing the child on the SEND Register. (We also maintain a separate Additional Needs Register).

## **Assessment**

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SEN Coordinator and the class teachers. For children with SEND progress can be monitored in relation to their additional needs more frequently. This could range from fortnightly, monthly or half termly.

## **Special Provision/Enhanced Resource Facility**

The school has the following facilities: wheelchair access, disabled toilet, hoisting, changing facilities, ramps, showers, easy access for taxis/other transport.

The staff have expertise and experience in areas relevant to the needs of pupils at this school including: first aid, moving and handling, feeding, Speech and Language, behaviour and Autism Spectrum Disorder (ASD).

# SEND Support

The school adopts the levels of intervention as described in the SEND Code of Practice, January 2015.

The Code of Practice advocates a graduated response to meeting pupils' needs. When pupils are identified as having SEND, the school will intervene through these differentiated responses. These are often described as Waves of intervention:



**WAVE 1:** Quality first teaching through differentiation in English and Maths lessons.

**WAVE 2:** Small group support for those pupils who are achieving below age expected levels.

**WAVE 3:** Focused, individualised programmes for pupils working well below age expectation.

## Wave 2- (Intervention)

Wave 2 involvement is characterised by interventions that are different from or additional to the normal differentiated curriculum. Wave 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- **Make little or no progress**
- **Demonstrate difficulty in developing Reading, Writing or Mathematics skills**
- **Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies**
- **Have sensory/physical problems, and make little progress despite the provision of specialist equipment**
- **Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum**
- **The child is working below age related expectations.**

## **Supporting Me To Learn Plans**

If the school decides, after consultation with parents, that in addition to quality first teaching and differentiation, they still requires further support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes and parents will be closely informed of the actions and results. At this stage there may also be involvement of external agencies. Placement of a pupil at this level will be made by the SENCO after full consultation with Class Teacher and Parents. External support services will advise on targets for the support plan and provide specialist input to the support process. The circumstance under which we would begin a support plan are if a pupil:

- **Still makes little or no progress in specific areas over a long period**
- **Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age**
- **Continues to experience difficulty in developing literacy/numeracy skills**
- **Has emotional/behavioural problems that substantially impede their learning**
- **Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.**
- **Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning**

Parental consent is sought before any external agencies are involved. The resulting support plans will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

## **Education Health and Care Plans**

### **"Needs Led Not Diagnosis Led"**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we or the child's parents will consider requesting an Education, Health and Care needs assessment. The school will have the following information available to show the SEND Support given:

- **The interventions at Wave 2**
- **Current and past One Page Profiles & Supporting Me to Learn Plans**
- **Information on the pupil's health and relevant medical history**
- **Assessment information (including National Curriculum levels if appropriate)**
- **Other relevant assessments & reports from external agencies**
- **The views of parents**
- **Where possible, the views of the pupil**



An Education, Health and Care Plan will normally be provided where the LA considers the pupil requires provision beyond what the school can currently offer. However, the school recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

An Education, Health and Care Plan is a multi-agency plan covering all ages from birth to 25. The aim of the plan is to have all agencies, (education, health and social care services) working together. The plan aims to:

- **Adopt a “tell us once” approach**
- **Promote co-production**
- **Give children and their parents/carers more say about the help they get**
- **To make sure different organisations work together to help the child and their parents/carers**
- **To develop provision which focuses on meeting realistic outcomes with the child and their family**

The Education, Health and Care Plans, in Wakefield, comprises of 3 main documents:

- **The pathway of coordinated support**
- **The ‘My Support Plan’**
- **The Education, Health and Care Plan**

The Education, Health and Care Plan must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The Headteacher and SENCO will organise these reviews and invite: Parents, the pupil (if appropriate), class teacher, teaching assistants & any external agencies involved with the child.

The aim of the review will be to:

- **Assess the pupil’s progress in relation to the objectives on the EHC Plan**
- **Review the provision made to meet the pupil’s need as identified in the EHC Plan**
- **Consider the appropriateness of the existing EHC Plan in relation to the pupil’s performance during the year, and whether to cease, continue, or amend it**
- **If appropriate to set new objectives for the coming year**
- **To ensure it includes the graduated approach to meeting needs**
- **To reassess the requirement of funding.**

At Key Stage Phase Transitions Reviews the receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, January 2015, the SENCO will complete the EHCP review forms and send it, with any supporting documentation to the LA.

# Links with Other Agencies/Services

We aim to maintain good links with support services in the Local Authority.

For pupils on a Support Plan any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Learning Support Service
- Communication, Interaction & Access Team
- Social, Emotional, Mental Health Service
- Speech and Language Therapy Service
- CAMHS
- Hearing Impaired Service
- CFIT
- Educational Welfare Service
- Community Health Service
- Parent Partnership Service

## Links with Other Schools/Integration Links

Links are also maintained with schools to share good practice and aid transition for children.

## Training

In order to maintain and develop the quality of our provision, staff may need to undertake appropriate training. Arrangements for training are based around the needs of all staff taking into account school priorities as well as personal professional development. The SENCO delivers some training alongside courses organised by the LEA and other agencies.

## Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher through the complaints procedure of the school. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint support can be sought from the Local Authority.

***Contact details: Claire Luck (SENCo) - [senco@newton-hill.org.uk](mailto:senco@newton-hill.org.uk)***