

Newstead Primary School



Newstead Primary
School

SEND Policy



REVIEW - SEPTEMBER 2026

Introduction

This policy is a whole school document where we aim to secure the best for all pupils as individuals. We endeavour to promote a positive school atmosphere that recognises the right of pupils with SEND to be fully included in all aspects of school life.

Key :

SEND	- Special Educational Needs and Disabilities
QTA	- Qualified Teaching Assistants
IEP	- Individual Education Plan
SENCO	- Special Education Needs Co-ordinator
AFN	- Additional Family Needs
HLN	- Higher Level Needs

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other mainstream schools or mainstream post-16 institutions.
- c) Is under compulsory school age and falls within the definition at a) or b) above or would so do if special educational provision was not made for them.

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

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

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

(section 312, Education Act 1996)

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Aims of the School:

- To ensure that all pupils make good or better progress academically as well as in their personal and social development
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- Monitor the progress of all pupils
- To identify the roles and responsibilities of all staff in providing for children's SEND
- Work with and in support of outside agencies when pupils' needs cannot be met by the school alone
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Pastoral Care

In an area such as Newstead village, we work closely with children with very complex individual needs. Many of our families have an active involvement with social services and often these children present themselves at school with a wide variety of pastoral problems. All our staff have had extensive training, led by BST, in the area of loss and use the initiatives and resources to best fit the pupil when the need arises. We pride ourselves on the ensuring the welfare of our children and treat them each as individuals helping them make the best of the lives that they have.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, which states that *'Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools must... use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's SEN.'* (CoP 6.2)

Identification, Assessment and Provision

At Newstead Primary school we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully included in the school community and all its activities. The SEND Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

- i) Pupil progress meetings are used to monitor and 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.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child's name will be added to the school's SEND register. The aim of formally identifying a pupil with SEND is to help 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 ongoing 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 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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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.

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 pupil 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

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 a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- 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 or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by contacting the Ask Us Nottinghamshire on:
0115 804 1740

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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 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 in 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.

1. Inclusion of pupils with SEND

The SENco oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head teacher and the SENco to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Achievement for All (AFA)

Achievement for All is a national programme which aims to raise the aspirations, access and achievement of pupils with SENDs. As a leading AFA school, we are committed to improving the achievement and progress of pupils through the careful tracking of children's attainment, ensuring quality first teaching and improving the use of interventions. The model of **Structured Conversations** has been introduced to improve parental engagement. These conversations focus not only on ways of improving attainment but also achievement in terms of developing the child's wider outcomes.

Links with External Agencies/ Organisations

The school recognises the important contribution that external support services make in assisting in the identification, assessment and provision for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists.
- Schools and Families Support Services
- Medical officers.
- Speech therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.

Provision and Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy.

School provides funding for children who require 1 – 9 hours support through the Additional School Needs budget. Children with more complex needs and who fall into the 9 – 15 hour category receive an allocation from the family budget and the high level need children have bids submitted to County where a panel decide upon the amount of funding. The Government also pays a **Pupil Premium**

directly to school for those children who are eligible for free school meals. Many of these children are also on our SEND register so benefit from this additional funding.

A range of resources to support children with SEND are available in school and are expanded upon when necessary. Resources require bids for consideration by the Head Teacher and Deputy Head Teacher who decide upon budget allocation and need. We are in constant discussion and take advice from outside agencies to continually improve our special needs provision. The most recent resource development has been the setting up of 'Better Reading Partnerships' for struggling readers and Numicon to support children struggling in numeracy and 'Precision Teaching'.

Nature of Intervention

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Different groupings.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training. Details of which can be found on the Pathway to Provision guidance: <http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/>

These interventions are recorded and monitored through the use of provision maps and tracking data.

Use of Support Staff

Qualified teaching assistants work in designated classrooms to support all children in their learning. They also provide timetabled support for individuals with SEND in order to meet IEP targets. In addition to this, they run group interventions.

Partnership with Parents

All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.' (CoP 5.5)

Newstead Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. By holding **Structured Conversations**; open and supportive listening conversations that focus on pupil outcomes, the school recognises that parents have a unique overview of their child's needs and how best to support them. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them. During these meetings, targets are reviewed and new ones are set jointly with the class teacher. The class teacher and the parent take joint responsibility for ensuring the child meets the targets set. Progress toward the targets is monitored by the class teacher and discussed with the parent on an informal basis. If targets are set which cannot be met through ordinary classroom

differentiation, then a pupil/class Provision Map is created. Time will be allocated for additional support within the week and a QTA will work with the child to help them meet their targets.

The school will make available to all parents of pupils with SEND, details of the Ask Us Service available through the local authority.

Provision Maps and Structured Conversations

Provision will be recorded on a pupil/class provision map. Strategies may also be recorded as part of a Structured Conversation meeting. The Structured Conversation will contain information on:

- short-term targets;
- teaching strategies/ actions for parents and their child;
- provision made;
- date for review;
- success and/or exit criteria; and
- the outcomes recorded at review

Targets will be reviewed regularly by the teacher and the QTA, and whenever possible with the child. Targets will also be reviewed during the Structured Conversation meeting with the parents.

The Role of the SENCO

Every school must have a member of staff who has designated responsibility for co-ordinating Special Needs within the school. They are the SENCO, presently Ms S. Holler. The SENCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities may include:

- overseeing the day-to-day operation of the policy;
- co-ordinating the provision for pupils with SEND;
- liaising with and giving advice to fellow teachers;
- co-ordinating work of QTA's regarding working with SEND pupils;
- track pupil progress through management of the SEND register
- liaising with the parents;
- Managing school bases assessments;
- making a contribution to CPD;
- Maintaining resources and appropriate teaching materials;
- liaising with external agencies
- Monitoring and evaluating SEND provision, reporting to the governing body

For effective co-ordination staff must be aware of:

- the roles of participants;
- the procedures to be followed;
- the responsibility all teachers have in making provision for SEND pupils;
- the commitment required by staff to keep the SENCO well informed about pupils' progress;
- mechanisms that exist to allow teachers access to information about SEND pupils;
- what exactly constitutes a 'level of concern' and at which point SEND provision is initiated;
- mechanisms that exist to alert the SENCO to such 'levels of concern'; and

- the procedure by which parents are informed of this concern and the subsequent SEND provision.

The Role of the Head teacher

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including SEND provision.
- Keeping the Governing Body well informed about SEND within school including how funding has been allocated to support special educational needs
- Working closely with the SENCO
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and that that these strategies encourage involvement in their child's education.

The Role of the Governing Body

The governing body has statutory responsibilities as stated in The Code of Practice. The Head Teacher informs the governing body of how funding allocated to support special educational needs has been employed.

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement to all those involved with teaching and supporting the pupils with an Education, Health and Care Plan.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy, including the allocation of resources from the school's delegated/devolved budget.

The Role of the Class-Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil.
- In collaboration with the SENCO and parent to develop targets for the SEND pupils who require them.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the Structured Conversation and Provision Map.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEND policy.

Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required.

Evaluation and Review of the Policy

The school considers the SEND Policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The success of the SEND and Inclusion policy will be analysed through careful tracking of data related to educational and Every Child Matters outcomes. Recognition and value will also be given to all forms of achievement including personal development and well-being. The outcomes of this review are used to inform the School Improvement Plan.

In evaluating the success of this policy, the school will consider the views of teachers, parents and pupils.