



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

1.0 Introduction

This Policy is to promote the successful inclusion of pupils with special educational needs and disabilities at Newport Primary School. It was formulated in consultation with the staff and Governors in Autumn 2016. It will be reviewed annually or as necessary.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

1.1 Rationale

Newport Primary School is committed to providing equal access for all pupils to a broad and balanced curriculum. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

2.0 Definition of Special Educational Needs and Disabilities

At our school we use the definition for SEN and for disability from the SEND Code of Practice 0 – 25 January 2015 (Updated April 2020). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN 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**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The SEND Code of Practice 0 – 25 2015 sets out four main categories of need:

- Cognition and Learning
- Social, emotional and mental health
- Communication and Interaction
- Sensory and/or Physical Needs

The SEND Code of Practice 0 – 25 2015 states that the following are not categorised as SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After or previously Child Looked After
- Being a child of Serviceman/woman

2.1 Pupils with English as an Additional Language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. At Newport Primary School we look carefully at all aspects of a child’s performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from any or all of the following: EAL team, Speech & Language Service and Educational Psychologist.

3. Aims and Objectives of the Policy

At Newport Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We emphasise that every teacher is a teacher of every child or young person including those with SEN. We believe in nurturing and developing the educational, social, and emotional aspects through curriculum design and teaching approaches.

3.1 Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities

where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is to *raise the aspirations of and expectations for all pupils with SEN, ensuring* children with special educational needs participate in a broad and balanced curriculum enabling them to meet their full potential.

3.2 Objectives

Our objectives are as follows:

- To identify and provide for pupils who have special educational needs and additional needs at the earliest possibility to ensure that their needs are met
- To work within the guidance provide in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- to promote effective partnership and involve outside agencies when appropriate
- to ensure that, wherever possible, learners express their views and are fully involved in decisions which affect their education
- to work closely with parents/carers with regard to their child's special needs ensuring effective communication between parents and school

4 Roles and Responsibilities

At Newport Primary School we believe it is everyone's responsibility to ensure effective provision for pupils with SEN. All Class Teachers, Teaching Assistants and any other adults involved in the education of the pupil should be aware of their special educational needs and make provision to ensure effective teaching and learning takes place.

4.1 Governors' Role

Currently, the Governor with special responsibility for pupils with SEN is Alma Hellaoui. The governors at Newport Primary School play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding and SEN resources are deployed;
- SEN provision is part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision, such as the impact of interventions, is monitored;
- The progress of children with SEN is closely monitored and reported.

4.2 Head Teacher Role

The Head Teacher at Newport Primary School is Patricia Maxwell. Her responsibilities are as follows:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENCO, support services, parents and pupils.
- To report to governors on the needs of the SEN children in her care.
- To delegate the organisation of review meetings to the SENCO.

4.3 SENCO Role

Currently the SENCO is Jacquie Robertson who has completed the National Award for SEN and works closely with the Senior Leadership Team (SLT). She is responsible for co-ordinating the provision of special educational needs throughout the school.

This will involve:

- Day to day operation of the SEN policy;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

5 Identification and Assessment

5.1 How children are identified as needing extra support

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health

4. Sensory/physical

- A pupil asks for help.

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. At Newport Primary School we identify children with SEN as early as possible, through close monitoring and tracking of the progress of all children by an on-going process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

5.2 Parent/Carer concerns

- If parents/carers have concerns relating to their child's learning then they should initially discuss these with their child's teacher. This then may result in a referral to the school SENCo.
- Parents may also contact the SENCo or the Head Teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

5.3 The Graduated Response

At Newport Primary School we follow the SEND Code of Practice 0 – 25 (2015) and this advocates a graduated response using the cycle ASSESS – PLAN - DO – REVIEW.

5.3.1. How the school identifies and support pupils with SEND

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo, external verifiers,
 2. on-going assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.

- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:

5.3.1.1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents may be invited to this early discussion to support the identification of action to improve outcomes. At this stage the pupil will be placed of the school register of Special Educational Need after consent from parents/carers. A support plan will be written by the Class Teacher in conjunction with the SENCo.

5.3.1.2 Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo or other identified professionals.

5.3.1.3. Do: SEN support will be recorded to ensure that pupils are reaching academic and developmental targets. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.

5.3.1.4. Review: Progress towards targets will be tracked and reviewed half-termly. Should the child have 'closed the gap' and no longer be in need of support which is 'additional to and different from' then, after discussion with parents/carers and the pupil (if appropriate), they will be removed from the school's register of Special Educational Need. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- LA Special Educational Needs Team
- Early Years Support Service
- Educational Psychologist
- Educational Welfare Officer

- Social Services
- School Nurse
- Child & Adolescent Mental Health Service
- Early Help Team
- Occupational Therapy
- Therapeutic services (e.g. Bungalow Project)

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

5.3.2 Request for Education Health Care Plan (EHC)

If the child continues not to make progress, the school, through the Head teacher and SENCo, requests the Local Authority (LA) to make an assessment of whether they need an Education Health Care plan (EHC). This will only be after consultation and agreement with the parent/carer (and child if appropriate).

A parent/carer can also make a request directly to the LA for an EHC assessment and may request support from the school.

If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA SEN moderating panel decides whether the child needs an EHC to meet their needs.

5.3.3 Issuing an EHC

If following the EHC assessment it is necessary for special educational provision to be made in accordance with an EHC plan, the LA must prepare the plan. The LA must notify the parent/carer or pupil (as appropriate) and state the reasons for its decisions.

The EHC is a legally binding document which sets out the provision the child **must** receive to meet his/her SEN. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. See Appendix One for statutory timescales for the EHC process.

6 Access and Integration

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher or teaching assistant and will complement classroom work so that

the skills, knowledge and understanding will be transferred to the classroom. A support plan details the various programmes and arrangements that we operate to meet identified needs.

6.1 Access to the National Curriculum

The SEN provision at Newport Primary School is based upon the Inclusion statement in the National Curriculum document of:

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All Class Teachers, the SENCo, Senior Leadership Team and Teaching Assistants carry out an on-going process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of Teaching Assistants (TA's) to provide additional support
- small withdrawal group and 1:1 teaching by Teachers, Teaching Assistants (TA's) and Learning Support
- Accessibility to resources to support pupils with sensory or physical difficulties where appropriate
- Alternative means of accessing the curriculum through IT, and use of specialist equipment as appropriate

6.2 Access to the school site

Newport Primary School is on a level site with access to all areas, both inside and outside, for children with mobility or visual problems. There are two disabled toilet facilities provided and accessible toilets based within main toilet blocks.

7. Funding

Funding for Special Educational Needs is allocated following Middlesbrough LA policies and procedures. The funding is used to provide the support from Teaching Assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEN, to provide cover to enable review meetings to take place and to provide administrative salary costs. Additionally, funding for children with Higher Level Needs may be applied for through the LA matrix and will be awarded following moderation from partner schools. This funding will be used to support

the needs of the specific child, or, where provision for a number of children can be usefully combined, this will happen.

7.1 Personal budget associated with an EHC

A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. Personal Budgets are optional for the child's parent or the young person but local authorities are under a duty to prepare a budget when requested. A parent/carer or pupil may take responsibility for the personal budget. There are four ways this can be undertaken:

- Direct payments – where individuals receive the cash to contract, purchase and manage services themselves
- An arrangement – whereby the local authority, school or college holds the funds and commissions the support specified in the plan (these are sometimes called notional budgets)
- Third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child's parent or the young person
- A combination of the above

Should a parent/carer hold personal budget associated with an EHC, the school may also receive additional funds if this has been requested by the parent/carer.

8. Admission arrangements

In line with current LA policy a place at Newport Primary School is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

Newport Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Disability Rights Commission: Code of Practice for Schools 2002).

9. Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making

process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views. The school will also update parents/carers with relevant information.

10. Partnership with Other Schools

The school liaises with all local feeder secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully. We make flexible arrangements whereby the two can visit. All records including assessments and SEN records are passed on. If a Year 6 child holds an EHC, a review is held in the Summer Term to bring together the family, child and, where possible, all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible secondary school is also invited to attend. The wishes of the parents/carers are considered carefully.

When a child transfers to another primary school, special school or unit, records are forwarded as soon as possible to the receiving school to ensure minimum disruption in educational profession and progress. The school always offers the SENCo as a person to contact if further information is needed.

11. Staff Development

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEN. Requests for training opportunities will be prioritised in discussion between the member of staff concerned and Head Teacher. The school SENCo is available to provide support and guidance for staff with regards to training for specific special educational needs.

12. Complaints Procedure

If parent/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are not satisfied with the provision the school is making for their child with SEN, they should talk first to the child's Class Teacher. If the parent/carers think that the child should be given more support they should raise their concerns with the SENCo and/or the Head teacher most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parent/carers may ask the LA for an assessment for an EHC for their child at any time. The LA must comply with the request, unless they have made an assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that an EHC. The LA will then

inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within 16 weeks of the decision being made.

If the LA makes an assessment, but decides at the end of that process not to draw up an EHC for the child the parents again have the right to appeal to the SEN Tribunal.

13. Monitoring and Evaluating the Policy

This policy will be reviewed annually or in light of changes in legislation or practice following consultation with staff members, parents and external agencies. Information will be discussed and reviewed by the Senior Leadership team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

13.1 Evaluation of Success

Evaluation of the success of this policy requires evidence of:

- Early identification of SEN.
- Improvement in standards of achievement by individual children as determined by formal and informal assessment.
- Increased points scores KS1 to KS2

14. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 January 2015 and has been written with reference to the following guidance and documents:

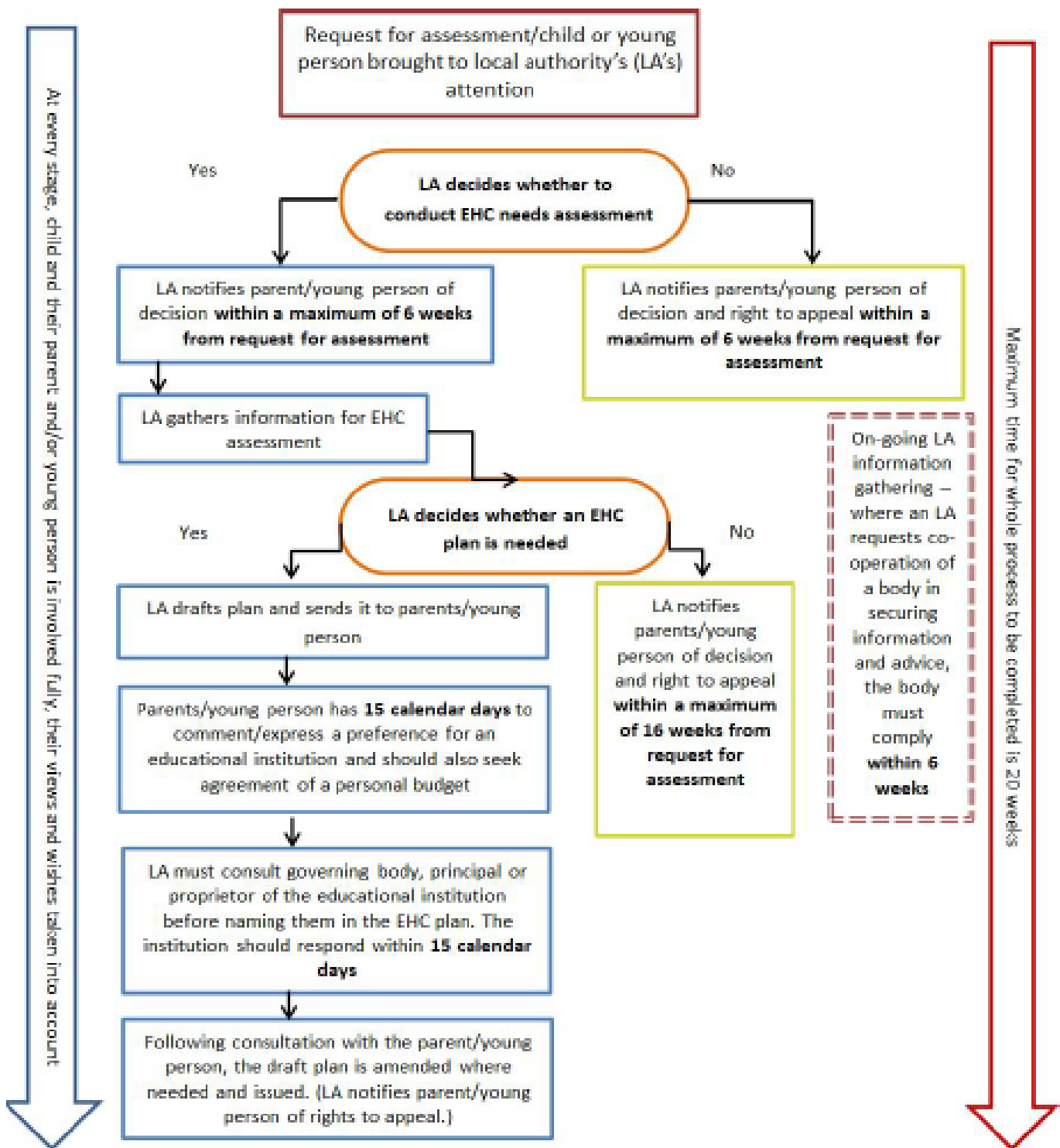
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 January 2015
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- The Children and Families Act 2014 Sections 51 – 57 and 60

This policy was created by the school's SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

This policy will be reviewed annually, unless circumstances dictate an earlier review.

APPENDIX ONE

Statutory timescales for EHC needs assessment and EHC plan development



Reference: SEND Code of Practice 0 – 25 (2015), p154.