



NEWHALL

PRIMARY ACADEMY AND NURSERY

Integrity, Commitment, Kindness

Special Educational Needs and Disability (SEN/D) Policy and SEN Information Report

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|-------------------------|---|
| Audience: | Parents School staff Local Governing Bodies |
| Approved: | |
| Other related policies: | Equalities, Teaching and Learning, Accessibility |
| Policy owner: | Charlotte Smart |
| Policy model: | Newhall |
| Review: | September 2024 |
| Version number: | 5 |

Objectives

At Newhall, we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve well. We acknowledge that some pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and that demonstrates coherence and progression in learning;
- ensure that all pupils with a special education need or disability make progress which is at least in line with the national expectations;
- give pupils with SEN/D equal opportunities to take part in all aspects of the school's provision;
- ensure that children with SEN/D have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services; and
- ensure that the responsibility held by all staff and governors for SEN/D is implemented and maintained.

A definition of Special Educational Needs or Disability

A child is considered to have special educational needs if they have:

- a significantly greater difficulty in learning which prevents them from fully accessing the curriculum in comparison with the majority of their peers

and/or

- a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in comparative schools.

Responsibilities and arrangements for the co-ordination of SEN provision

Provision for pupils with SEN/D is a matter for the academy as a whole. It is each teacher's or room lead's responsibility to provide for pupils with SEN/D in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN/D. It maintains a general overview and has appointed a representative governor (the SEN/D governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN/D;
- keeping the governing body informed about SEN/D issues;
- working closely with the SEN/D lead within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Aspects of this work are delegated to the SENCo.

The SENCo is Mrs Charlotte Smart.

The **governing body** will ensure that:

- SEN/D provision is an integral part of the academy's strategic plan;
- the necessary provision is made for any pupil with SEN/D;
- all staff are aware of the need to identify and provide for pupils with SEN/D;
- pupils with SEN/D join in alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEN/D Code of Practice (2014);
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEN/D issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN/D;
- the quality of SEN/D provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The governor responsible for SEN/D is Ergel Hassan

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEN/D;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- co-ordinating the provision for pupils with SEN/D;
- supporting class teachers in devising strategies, drawing up One Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN/D and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEN/D, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- directly teaching children when appropriate;
- maintaining the school's SEN/D register, class provision maps and records;
- assisting in the monitoring and evaluation of progress of pupils with SEN/D through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs;
- contributing to the in-service training (INSET) of staff;
- managing learning support staff/teaching assistants;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other; and
- taking part in LA SEN/D moderation.

Class teachers/room leaders are responsible for:

- including pupils with SEN/D in the classroom, and for providing an appropriately adapted curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN/D; and
- giving feedback to parents of pupils with SEN/D.

Learning support staff/teaching assistants/early years practitioners should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN/D; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admission arrangements

Admissions for a child with special needs are identical to those for all children. For a child with an EHCP or severe needs, a meeting would be held for those involved to ensure that appropriate provision can be made by the school prior to the child starting.

Specialist SEN/D provision

Within the academy we have access to a range of support and advice for SEN/D children. The SENCo deploys support staff based on skills and experiences which best benefit the children with individual needs.

Facilities for pupils with SEN/D

Newhall is a two-storey building but it is accessible for all. There is lift access to the first floor. The academy has a wide disabled toilet for pupil/adult use.

We have a range of areas where adults can work or support children with specific needs, such as the Oasis, where intervention, counselling and therapy can be carried out with privacy.

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan. The school has a wide range of resources to support those with SEN/D, such as specific writing equipment for motor-skills and visual prompt cards/timetables. As necessary, the Headteacher informs the governing body of how the funding allocated to support special educational needs has been allocated. The Headteacher and the SENCo meet to agree on how to use funds directly related to Education, Health and Care Plans and Exceptional Needs Funding.

Identification, assessment, monitoring and review of pupils with SEN/D

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The class teacher and the SENCo assess and monitor a child's progress routinely as part of the school's termly pupil progress meetings and SEN/D monitoring. The SENCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary (for example the one planning process, EHCPs or speech and language therapy).

The importance of early identification, assessment and provision for any child who may have SEN/D cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the

organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and make good progress. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

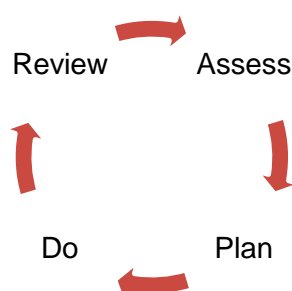
Any of the following may trigger a concern. The child and parent/carer are involved throughout:

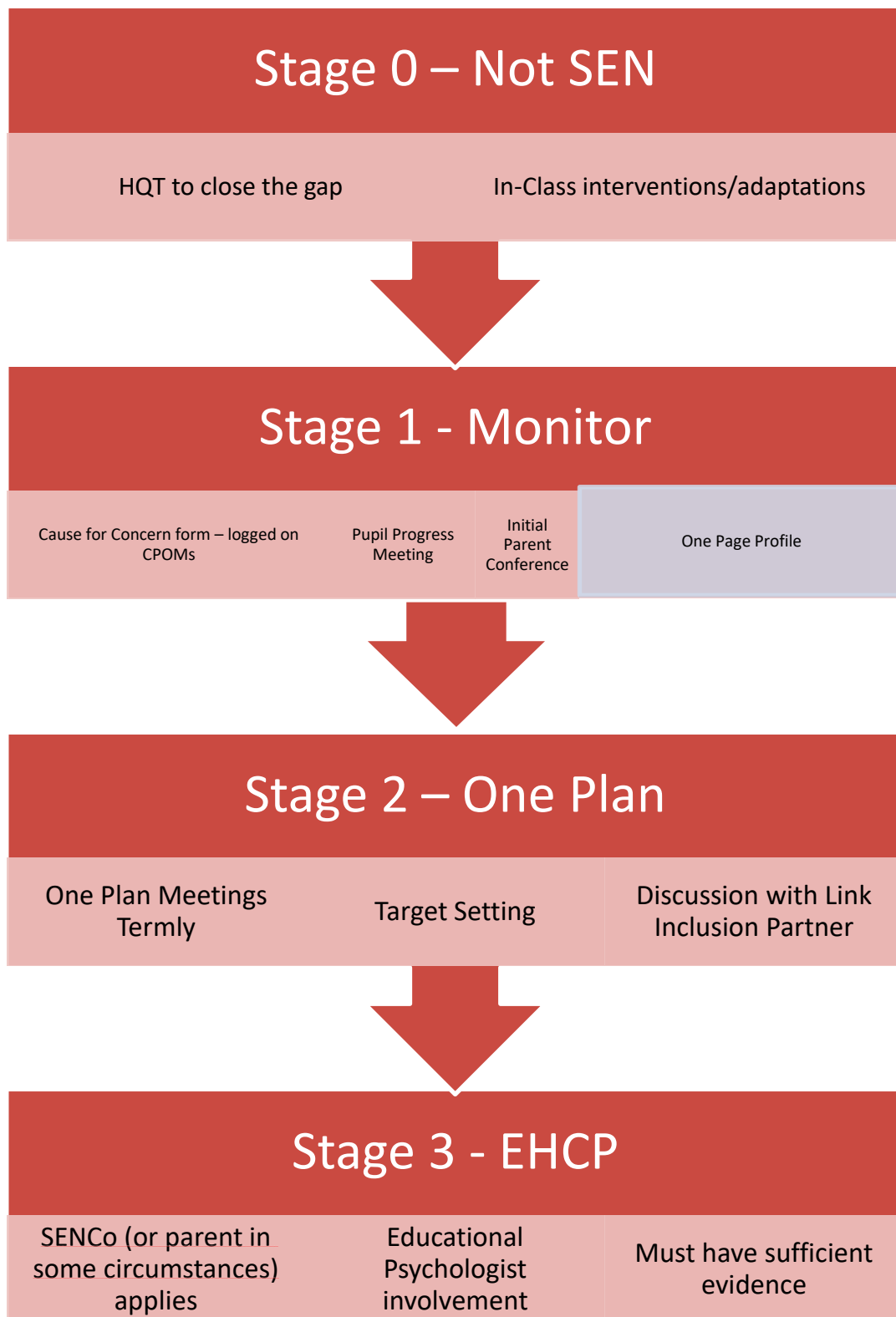
- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later in this policy
- Records – transferred from another school
- Baseline assessments
- SATs results
- In-house assessment
- Records of achievement
- Pupil tracking

In identifying children who may have SEN/D we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress against the objectives specified in the National Curriculum and EYFS Early Learning Goals;
- standardised screening or assessment tools.

The Graduated Approach





Stage 0

At stage 0 a child is not considered as having special educational needs but, through assessment and observation, some gaps in their learning may have been identified. These gaps will be attempted to be closed through the use of high-quality teaching (HQT) where the

learning will be differentiated in order to support the child. If necessary, the class teacher or room leader will also provide in-class interventions to support the learning and target specific areas of difficulty. Any interventions will be regularly reviewed to assess their impact.

Stage 1

At Newhall we hold termly pupil progress meetings between class teachers/room leaders and the assessment lead / headteacher. Children's progress and attainment are reviewed during this meeting. If the use of HQT and interventions is not supporting the child's learning enough to close any identified gaps then a class teacher or room leader would submit a 'Cause for Concern' form and log this on CPOMs. This form goes directly to the SENCO and includes information about what has already been tried, what has worked, what has not worked and what support the class teacher or room leader would like next. The child's parent or carer would then be invited in to an 'Initial Parent Conference'. This is a conversation between the class teacher/room leader and parents/carers about any concerns they may have about the child's learning and development. From this meeting some next step actions will be agreed. It may be that we decide to agree some targets for the child and make their strengths and areas for development clear in the form of a One Page Profile. Otherwise, it may be that we utilise the following.

Stage 2

As a result of the initial parent conference, it may be agreed that 'One Plan' meetings will be set up. One Plans are a 'child centred' approach to target setting. The child and those important to the child are at the heart of the plan and their input and ideas about how their learning can be supported are fed throughout. One Plan meetings usually take place once a term and can include the child, class teacher/room leader, SENCO, parents/carers, other people the child feels are important to their learning and Link Inclusion Partners or Educational Psychologists (if necessary). Permission will always be gained from parents/carers prior to an observation by our Inclusion Partner, Link Speech and Language Therapist or an Educational Psychologist.

Stage 3

If a child has additional needs that the school are struggling to meet within its current provision, then an Education, Health and Care Plan (EHCP) can be applied for. The process for applying for an EHCP can be done by parents or by the school. The process is rigorous, and a lot of evidence is required. Therefore, it is important that all of the other previous stages have been carefully followed. If an EHCP is granted, then a child would continue having termly One Plan meetings where the EHCP targets would be broken down into more manageable steps. There would also be the addition of an annual review to specifically look at the EHCP targets and reassess their suitability.

Inclusion arrangements and access to a broad and balanced curriculum


At Newhall, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; we adapt work and scaffold appropriately, and we use assessment to inform the next stages of learning. Teachers specify within the children's books what support had been given within the lesson. They use the following 'helping hand' stickers:



Today I had a helping hand by using:

| | | | |
|---|--|----------------------------------|------------------------------------|
| <input type="checkbox"/> Visuals | <input type="checkbox"/> Topic word bank | <input type="checkbox"/> HFW mat | <input type="checkbox"/> Sound mat |
| <input type="checkbox"/> Verbal adult support | <input type="checkbox"/> Written adult support | | |
| <input type="checkbox"/> _____ | | | |

One Plans, which employ a SMART target (Specific, Measurable, Attainable, Realistic, Timely) approach, feature significantly in the provision that we make in the school. By assessing the existing levels of attainment (in the child's key areas for development) and using this information to create SMART targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. The children have access to a range of interventions in the afternoon that are carefully scheduled on an A and B week rota so that they will never miss the same foundation subject input two weeks in a row. Some children will require a personalised curriculum and this may take part inside and outside of the main classroom. There

are times when, to maximise learning, children work in small groups, or in a one-to-one situation. Wherever possible, children remain with their peers in their classrooms and staff are supported to provide in-class adaptations to support children's needs.

Monitoring and Evaluation

The academy and governors routinely evaluate and monitor the success of the SEN/D provision. The success of the school's SEN/D policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEN register;
- termly monitoring of procedures and practice by the SEN/D governor;
- the school's annual review, which evaluates the success of the policy and sets new targets for development;
- the school's strategic plan, which is used for planning and monitoring provision;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce One Plans and targets, revise provision and celebrate success.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

Staff Training and Professional Development for SEN/D

At Newhall Primary Academy, we continue to develop staff/governors expertise by making full use of courses provided by EES for Schools, REAch2 Academy Trust, Teaching Schools Partnerships, NASEN, National Conferences and other agencies or INSET, drawing on staff specialisation. The needs are identified by the individual, the SENCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader.

Partnership with other schools and Transition

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five 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 Six teacher and/or the SENCO discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEN records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days (5 school days for safeguarding records) of the child ceasing to be registered at the 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.

Working in partnership with parents

The academy works closely with parents in the support of those children with SEN/D. (*Please see Appendix One*). We encourage an active partnership through an on-going dialogue with parents.

Parents meet regularly with the class teacher/room leader and/or SENCo to review and set new targets for support plans as well as other necessary meetings such as single service requests for outside agency support. As necessary, parents can request to have individual meetings with the class teacher and/or SENCO by contacting the reception desk and arranging a mutually convenient time and date.

Collaboration with other agencies, organisations and schools

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology Service;
- Inclusion Partner
- Speech and Language Services (SaLT);
- School nurse;
- CAMHS;
- Paediatricians;
- Other school and academy SENCos (who meet to ensure continuity of provision/approach).

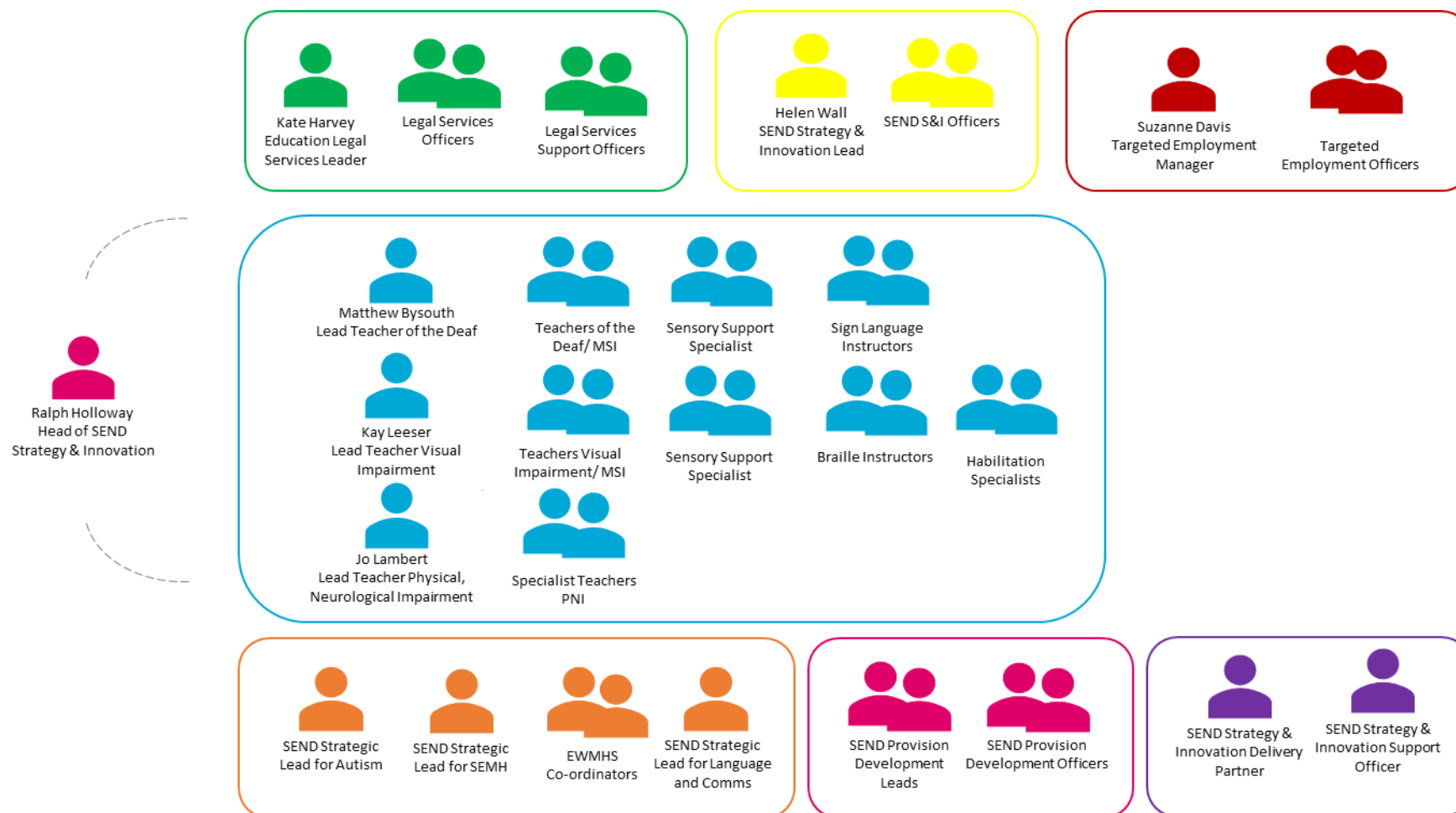
When required, the school also has access to support and advice from the following agencies:

- Physiotherapy;
- Occupational Therapy; and
- Social Services.

Any advice gained is used to inform 'next steps' and is incorporated within SEN Support Plans and intervention programmes, in conjunction with discussion with parents/carers and the child.

The new structure for SEND engagement in Essex

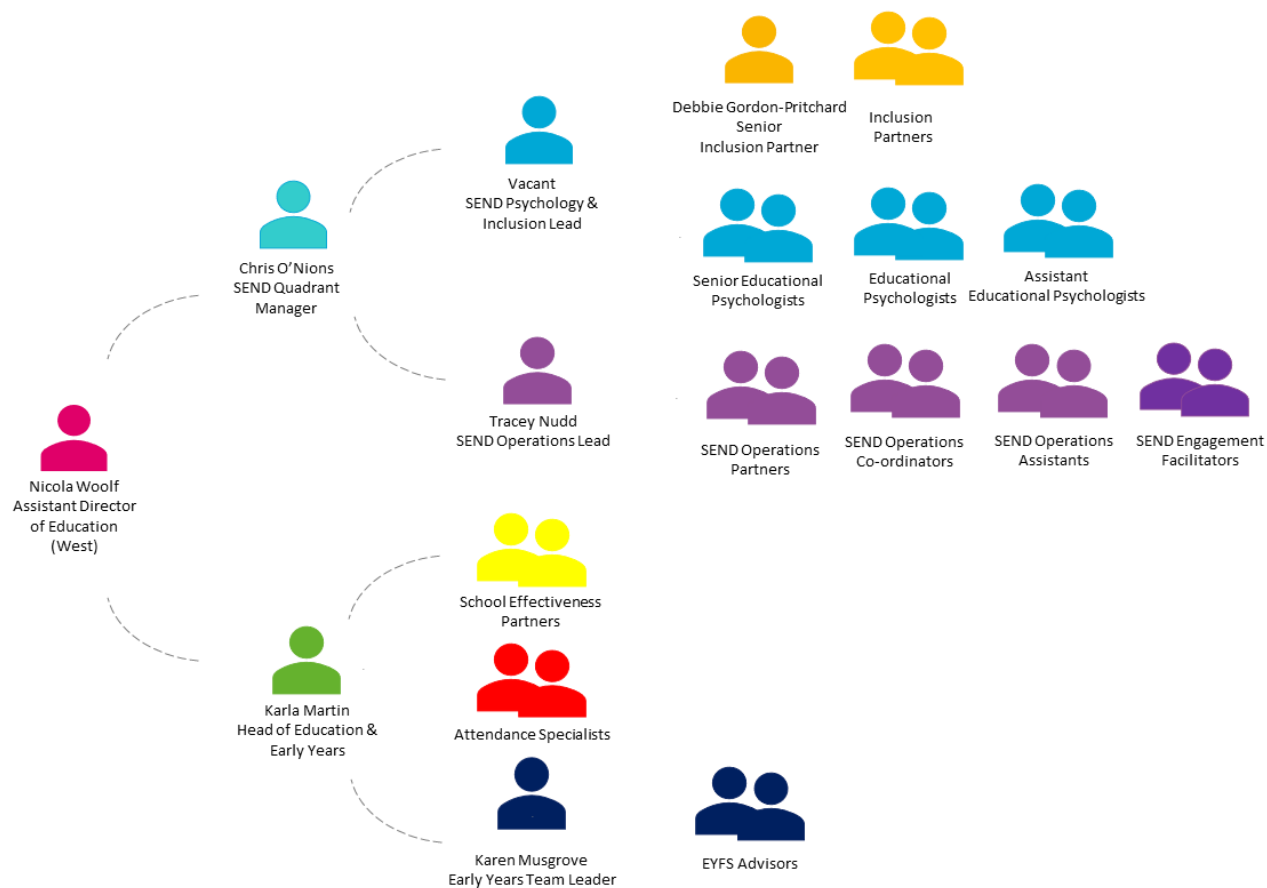
Central SEND Strategy & Innovation Team



Essex (West) Quadrant Team

Our current Link Inclusion Partner is Lisa Arnold.

Our current Link Educational Psychologist is on maternity leave and support is being offered by quadrant leader Andrew Stephens



Appendix 1



SEN Information Report *Appendix 1 to SEND policy*

Headteacher: Baz Duffy

SENco and Inclusion Lead: Charlotte Smart

School Ethos

At Newhall Primary Academy and Nursery we recognise that education involves children, parents, staff, governors, the community and the Reach2 Academy Trust. Everyone works closely together to support the process of learning. Working in partnership, we aim to provide a supportive, positive, caring and safe environment. We have high expectations and we value all members of the school community.

Special Educational Needs at Newhall are identified under the four broad areas (as identified by the SEN Code of Practice):

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Physical and/or sensory

All pupils have the right to High Quality Teaching (HQT). If this is not enough to secure good progress, pupils move to Stage 1 (monitor) where a meeting is held between staff and parents to decide the next steps, the child may need to move to Stage 2 where termly (or more frequent) One Plan meetings are held to set and review targets for the child. If this still does not secure good progress, then the child may move to Stage 3 where an EHCP may be sought.

Support offered

At any time, according to need, a combination of any of the following strategies may be in place:

Social skills programmes/support, including strategies to enhance self esteem

- After school clubs
- Pupil Leadership responsibilities e.g. class monitors, play leaders, school council
- Special Assemblies e.g. Remembrance, Christmas
- Recognition Assemblies – Star of the Week, Value of the week awards, Head Teacher's Cup
- Gym trail
- Lego Therapy
- Ginger Bear
- Talkabout
- Well-being checks by staff

Access to a supportive environment – IT facilities/equipment/resources

- Laptops and iPads available
- All classrooms have Promethean Boards
- Writing slopes, pencil grips
- Talking clipboards
- Finger gym to support fine motor skills
- Range of differentiated PE equipment to support gross motor skills
- 'Move n sit' cushion to support posture
- Colour filter overlays
- Slopes into school for disabled access and lift to second floor
- Disabled Access toilets
- Headphones for children with sensory sensitivities
- Oasis room for therapy, support and counselling

Strategies/programmes to support speech and language

- 'WellComm' screening tool for EYFS, KS1 and KS2 with 'The Big Book of Ideas'
- Link speech and language therapist
- Use of talk partners
- Pre-teaching of vocabulary
- Use of visual timetables (same visuals across the school and used on curriculum books)
- Speech and language books, games and activities
- Visual aids to support understanding
- 'Communicate in Print' program to produce visual aids to support children with Speech & Language difficulties
- Duplo/Lego therapy
- Some staff trained to use Visual Coding
- Some staff trained to use PECS

Access to strategies/programmes to support occupational therapy/physiotherapy needs

- Writing slopes, pencil grips

- Gym trail programme to support gross motor skills (run by a trained member of staff)
- Class-based games, activities and programmes to support fine and gross motor skills
- Handwriting as part of phonics lessons

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Links and referrals to local mental health services according to need (CAMHS, Educational Psychologist, YCT Counselling)
- Staff on duty at the beginning and end of the school day to facilitate parental access
- Staff available after school to meet with parents if necessary
- Meet the teacher and Parent Consultation Evenings
- Zones of Regulation used in all classrooms
- Jigsaw PSHE programme
- CBT resources available (Think Good, Feel Good)
- Comforters (worry monsters, 'hug toys', fiddle toys) available
- Class Dojo – mindfulness sessions

Strategies to support/develop literacy

- RWI programme used
- English lessons throughout the school
- Accelerated Reader programme from Y2 upwards
- RWI 1:1 coaching
- Precision teaching
- 1:1 reading support for selected children
- Word banks/topic word walls to support children every day in class
- Teachers/LSAs supporting small groups during Literacy lessons
- IDL programme to support literacy and numeracy

Strategies to support/develop numeracy

- Numicon breaking barriers intervention for KS1
- Use of a variety of resources to ensure a practical approach to maths
- Teachers/LSAs supporting small groups during maths lessons
- Precision Teaching
- IDL programme to support literacy and numeracy

Strategies to support/modify behaviour

- Lunchtime observations/monitoring of specific children
- Individual and group awards for positive behaviour
- Individual behaviour plan (consistent management plans) agreements and awards systems where appropriate
- Use of de-escalation techniques
- Social skills groups/mentoring sessions
- Weekly awards for each class
- Consistent school-wide reinforcement and praise of expected behaviour
- Encouraging regular attendance – assemblies, praise and recognition
- Therapeutic approach to behaviour management
- Behaviour linked to school values

Provision to facilitate/support independent learning and access to the curriculum

- Classroom support from LSA/Class Teacher, either 1:1, small group or hover support as appropriate
- Adapted learning activities in all classes
- Pre-teaching of vocabulary
- Use of working walls to support children in independent activities
- Use of success criteria/steps to success to enable children to evaluate their learning
- Peer support

Support during lunchtimes

- Staff available who are First Aid and Epipen trained
- Mid-day assistants
- Discreet observations

Planning and assessment

- Standardised tests used (NTS)
- Termly assessments to inform planning
- EYFS Profile – half termly updates
- Phonics Screening Check Y1/2
- SATs in Y2 and Y6
- One Planning (with individual children's outcomes agreed) and One Page Profiles
- Screening tests to identify areas of difficulty
- Interventions planned where needed for individual or small groups of children
- WellComm screening used from nursery (Bluebell room) upwards

Communication with parents

- Parents' Consultation Evenings
- School website
- Facebook
- Twitter (now known as 'X')
- Open day invitation to parents to visit their child's classroom to look at their work
- Parent tours, coffee mornings and nursery visits for Reception starters
- Discussions held with parents both before implementation of interventions and progress updates
- Termly One Plan meetings with parents and professionals if appropriate
- Annual reviews of EHCPs
- Summer end of term reports for parents
- Immediate discussions with parents if problems arise
- Surveys of parents' views
- Tapestry online learning journey for Reception and nursery

Access to outside agencies

- Educational Psychology Service;
- Inclusion Partner
- Speech and Language Services (SaLT);

- School nurse;
- CAMHS;
- Paediatricians;
- Other school and academy SENCos (who meet to ensure continuity of provision/approach).

Medical interventions

- School is fully compliant with DfE and Reach2 guidance
- Care plans set up in conjunction with school nurse where appropriate
- First Aid trained staff
- Specialist training provided to members of staff so support pupils who have significant medical needs (allergies requiring potential use of epipen, epilepsy, asthma)
- Medical information, including allergy information is available to all staff

Preparing children for change (e.g. joining their next setting)

- Staff work closely with local pre-schools and nurseries to ensure smooth transition to Reception
- Home visits
- Whole school parent tours, coffee mornings
- Home visits for Reception starters
- Transition talks between teachers
- Transition / meet my new teacher session
- Year 6 to Year 7 transition activities, talks and visits
- Year 5 'Taster Day' to secondary school – additional visits are arranged where necessary
- Whole school PSHE targeted lessons on how to cope with change

Examples of some extra-curricular opportunities:

- Kung-Fu
- Performing Arts
- Multi Sports
- Piano Lessons
- Toots Lessons
- Computer Explorers Club

Support for pupils who are Gifted and Talented

- Clear task adaptation to challenge more able children
- Opportunities for able children to take part in sports and maths competitions

Staff expertise

- Gym Trail
- Visual Coding
- Lego Therapy
- Speech and Language, eg PECS
- Phonics support
- Maths intervention training
- RWI training
- Severe and persistent literacy difficulties training

Local authority offer on Special Educational Needs services

- Essex Education Authority's Local Offer of SEN can be found at www.essexlocaloffer.org.uk

Reviewed annually

Updated September 2023