



W A T E R T O N
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Newstead SEND Policy

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1. Our School

1.1 Our Vision

Grow. Achieve. Shine - These are much more than words or a motto. At Newstead School we enable all children to grow as independent learners, achieve more than they ever believe they could and shine as unique individuals. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

1.2 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

- Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
- Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
- Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
- Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

1.3 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

1.4 Our Academy Trust

We are a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.

2. Policy Summary

2.1 Policy Introduction & Rationale

Newstead Primary is a specialist provision that aims to ensure that every child achieves their full potential by using a highly tailored and personalised curriculum that maximises opportunity. The Headteacher, leadership team, governors and all staff will ensure that the individual needs of all pupils are met in full, especially those from vulnerable groups including pupil with SEND, disability and minority racial backgrounds. The whole school community is clear about the kind of provision we offer and the high expectations we achieve. All pupils at Newstead Primary have an entitlement to equal access, equal opportunity and equal benefit from participating in every area and aspect of

school life. It is the duty of all who work here to uphold and actively promote this policy. We will strive to eliminate prejudice and discrimination and create an environment where all pupils can flourish and feel safe. We work together in an atmosphere of mutual respect, peace and harmony. We will celebrate the way in which all pupils contribute to the school and community. Our approach is without limits and our aims are to ensure that our pupils, staff and parents are always seeking to improve, develop and thrive.

2.2 Policy Aims

This policy is underpinned by the central aims of Newstead Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on how school creates an ethos and educational environment that is person-centered and has the views & needs of children with SEND at its heart along with their families/carers.
- Provide information for all stakeholders on how school keeps a strong focus on high aspirations and on improving outcomes to enable every pupil, irrespective of SEND, ability, gender or culture, to access to all aspects of school life, and has the opportunity to reach his/her full potential
- Provide information for all stakeholders on how school encourages and engages the participation of children and parents in the decision making, planning and review of outcomes to ensure quality provision
- Provide information for all stakeholders on how school meets the needs of all pupils
- Provide information for all stakeholders on how school fulfils legal requirements

2.3 Inclusivity Statement

At Newstead Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities, and as a specialist provision our approach to this is highly tailored, adapted and personalised. We welcome the involvement of disabled adults in all areas of school life.

3. Legalities & Linked Documents

3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Safeguarding Policy
- Health & Safety Policy
- Anti-Bullying Policy
- Accessibility Plan

3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- Working together to Safeguard Children
- Keeping Children Safe in Education
- DFE Relationships and Sex Education
- SEND Code of Practice
- SEND Green Paper (Right Support, Right Place, Right Time)
- The Equality Act
- SEND Regulations
- Children & Families Act

4. Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

5. Key Responsibilities

5.1 Headteacher Responsibilities

The headteacher will:

- Work with the SENCO, and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the management and deployment of other staff in relation to SEND
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5.2 SENCO Responsibilities

The SENCO for Newstead Primary School is Laura Thresh, Laura is the Head of SEND and Inclusion for the trust.

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, all children who attend the setting have EHC plans

- Provide professional guidance & support to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Organise additional support for staff from either internal or external services when needed
- Monitor the work and curriculum adaptations for SEND pupils in the curriculum, e.g book looks
- Work with the headteacher and ASC to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date
- Carry out SEND pupil progress meetings and data analysis on a termly basis
- Have an awareness and understanding of need of all SEND pupils in school

5.3 SEND Link Governor Responsibilities

The governor with a responsibility for SEND is Kate Davies. The SEND governor will:

- Help to raise awareness of SEND issues at ASC meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the ASC on this
- Work with the headteacher & SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 Class Teacher Responsibilities

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Providing pastoral care for the overall wellbeing of the children and identifying where extra provision is required
- Completing relevant and required paperwork in a timely and professional manner, to a high-standard
- Communicate with parents
- Ensure that their class folder is up to date and in use

6. Vulnerable Groups

We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children with other factors, such as:

- Children at risk of suspension or exclusion
- LAC/PLAC
- Minority groups
- Children with EAL
- Children eligible for Pupil Premium Funding
- Others such as those who are chronically ill, or young carer

7. Key Principles

- Class teachers have the responsibility to discuss individual cases, assess needs and provide appropriate provision
- The Special Education Needs Coordinator (SENCO) and Headteacher have the responsibility to review individual cases and refer to outside agencies where appropriate
- The school will provide a pastoral framework involving Nurture Groups (as identified through the use of the Boxall profile)
- The school will ensure early identification of needs, specifically SEN, disability and race
- As part of the identification of need an EHA (Early Help Assessment) may be completed which may then lead to TAC/TAF
- The school will ensure all statutory obligations are met and exceeded in relation to pupils Educational Health Care Plans (EHCPs)
- All curriculum policies and planning will incorporate strategies to differentiate, in order to meet the needs of individual pupils
- The school will challenge discrimination at all levels wherever and whenever it occurs
- The school will raise awareness and understanding of inclusion groups/issues/ individual needs through INSET and training opportunities
- Teaching and learning materials will be regularly reviewed to ensure that they reflect the inclusive ethos of the school
- The school will conduct regular monitoring, evaluation and review of all policies to ensure inclusion
- The SENCO will monitor the progress of all vulnerable pupils and groups, to identify needs as they arise and to provide support as early as possible
- school will involve parents/carers in plans to meet the additional needs of their pupil through termly meetings
- school will involve the pupil (age dependent) in planning, reviews and in any decision making that affects them as appropriate
- School will ensure that all pupils are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed

8. Communication

At Newstead Primary we aim to identify new or emergent needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to his or her full potential. We do this by regular and thorough assessments to check on progress and use this information to help plan next steps.

At the start of their Newstead journey all pupils are assessed using Cherry Garden and this provides a baseline for their start point and details as to the next steps in their learning. This information is shared with all staff in the setting and forms the child's profile from which further learning opportunities are planned. Staff meet daily to discuss each child's next steps and their progress trackers are updated as part of these discussions. Parents have access to this information through Tapestry that shares learning experiences, opportunities and progress with parents.

We engage with a wide range of outside agency professionals working collaboratively to meet need. Parents will be made aware of provision in place and will be informed of any changes to this.

Progress will be discussed with the teacher informally or at parent's evenings. If appropriate, meetings can be arranged with the SENCO or class teacher in addition to this we encourage regular communication to ensure both sides are informed. Termly Parent's meetings with the SENCO are offered to all parents.

9. Admissions Arrangements

All pupils will be considered for admission to the school via consultations that are sent from Barnsley's EHC team. The SENCO will respond to consultations in line with the SEND Code of Practice stating whether Newstead can meet the needs of the pupil. This will also take into consideration current cohort size within the setting and this will be stated in the response.

Newstead will always respond to admissions in line with the Equality Act and will never discriminate against pupils.

9. Curriculum

9.1 Curriculum Representation

At Newstead we believe that it is fundamentally important for children to be exposed to a wide range of needs throughout the curriculum to ensure full representation of modern Britain. The PHSE curriculum includes issues of disability, difference and valuing diversity. We aim to make optimum use of PHSE lessons for raising issues of equality and inclusion. School resources will be regularly reviewed to ensure they include books/images/materials that reflect the range of groups identified in this policy. We also try to make sure we have positive images of pupil and adults from these groups in displays, resources, etc. around school.

9.2 Trips & Extra-Curricular Activities

We will make all trips inclusive by planning in advance and using accessible venues, and provide additional support for individual pupil as required. No pupil will be excluded from visits or residential visits based on physical or medical needs. All pupils are welcome at our after-school activities, special arrangements will be made if and when necessary. We recognise that pupils with SEND may be less likely to attend extra-curricular activities, and therefore actively encourage these families to sign up, offering support to do so when needed.

10. Parents & Carers with Disabilities

We make sure that all parents/carers of pupils within the school are fully included and activities and events are accessible to all. For example, we endeavour to provide wheelchair access and parental information can be provided in alternative ways if requested.

11. Pupil premium Funding

The Pupil Premium will be used to accelerate achievement of pupils who have been eligible for free school meals within the last 6 years and pupils who are looked after in care. We track these pupils and interventions will be initiated and evaluated to measure impact on a regular basis. There will be an outline of how Pupil Premium is used on our website. All pupils will be outlined on class planning.

12. SEND Provision

12.1 SEND Provision Overview

Through our SEND provision, we aim to:

- Develop all pupils to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum
- Ensure there is a consistent, whole-school approach to the identification and provision for pupils with special educational needs throughout the school
- Monitor and evaluate the pupil's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of school
- Comply with the SEN Code of Practice

We aim to provide a rich and exciting curriculum, with opportunities for all, in a caring and supportive environment that enables pupils to realise their full potential, develop their confidence, determination and resilience to achieve their full potential in terms of knowledge, skills and understanding.

12.2 Nurture and TEACHH principles

Not all children are ready to meet the social and emotional demands of school life. Research shows that a child is able to learn best when they have strong self-esteem, a sense of belonging and resilience. The overall aim is that Newstead offers support developing their social and emotional development to enable them to move forwards successfully as lifelong learners. Newstead is built with these principles as part of our core beliefs and practices as well as the principles of TEACHH. This offers a structured teaching model which enables pupils with ASD and other additional needs to understand their environments and work independently.. The ultimate aim of Newstead is for all pupils to access learning in the classroom alongside their peer group. Pupils spend up to one hour per day developing the prerequisite skills required to access all areas of learning. The provision offers: Predictable environment, visual supports and cues, personalised provision, opportunities to develop independence, opportunities to transfer and generalise skills. Our aim is to connect a child and their environment to enable learning and achievement

12.3 SALT

Working alongside Speech and Language Therapist our Practitioners deliver bespoke programmes, these are monitored and assessed by the Therapists. All teaching staff are aware of the outcomes the children are working towards and our Practitioners work closely with class teachers to ensure skills are transferred and generalised.

12.4 Communication Friendly

A Communication Friendly Approach is embedded across school, the approach includes:

Visual timetables in all classrooms, colour coding for all First and Then boards, structured teaching where applicable, clear structure, pupils given time to respond to questioning allowing time for processing of information, Use of Blanks Levels of Questioning. This approach focuses on the role of the environment in supporting speaking and listening skills, emotional well-being, physical development and general engagement with learning.

12.5 Dyslexia Friendly

School offers an inclusive classroom, where all children are given the opportunity to access the curriculum offering a supportive classroom ethos delivering Quality First Teaching. All classrooms offer: Alternative methods for recording, Word processing and the use of support packages. e.g. Clicker 7, coloured overlays, colour coding, narrative sequences, mind maps, diagrams, a range of visual supports, writing frames, cloze procedures, processing time and multi-sensory approaches to learning Additional Dyslexia friendly provision is LEXIA Core 5 a research-proven model to provide an explicit, structured, systematic, and personalised learning approach to the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Core5 also includes spelling and grammar (SPAG) practise and instruction.

13. Inclusion Overview

Through appropriate curricular provision, we respect the fact that some children:

- Have different educational, behavioural and socio emotional strengths, needs and aspirations
- Require a range of approaches for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Through the use of 'our best endeavours', children's individual needs will be met through a range of reasonable adjustments and differentiated and individualised teaching and learning across all areas of the curriculum. We do this by:

- Developing positive relationships with our pupils
- Securing pupils motivation and concentration
- Responding to the diverse needs of the child
- Creating effective learning environments
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets and outcomes for learning
- Setting appropriate learning challenges
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities to meet the needs of individuals or groups of children

14. Consulting & Involving Parents & Pupils

At Newstead Primary, we aim to work in partnership with parents/carers to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes for the child
- Everyone is clear on what the next steps are
- Parents/carers have the opportunity to discuss ways in which they and the school can help their child
- Parents are kept informed about support their child is receiving.

These conversations are held informally (contact arranged), at SEN meetings and during Annual Reviews of the child's EHC plan.

As a school we involve pupils, wherever possible, in making decisions through:

- Identifying their own needs and strengths
- Individual targeting across the curriculum
- Self-review of their own progress and setting of new targets
- Creating and reviewing One Page Profiles & MyPlans
- Discussions about what is working well, and what isn't

15. Early Identification & Assessment of SEND

15.1 Areas of Need

High quality teaching, adapted for individual children, is the first step in responding to pupil who have or may have SEN. The SEND CoP clearly states that 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

We follow the graduated approach of assess, plan, do review. Class teachers will work with the SENCO to carry out an analysis of pupil needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress and attainment
- The individual's development in comparison to their expected progress

The assessment will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and Newstead is aware of the graduated approach. All pupils at Newstead have an EHCP and so have worked through the graduated approach in their previous setting as below;

15.2 Assess, Plan, Do, Review

1. The first step in the identification process is teacher assessment, once identified appropriate provision including differentiated teaching methods, intervention, personal and individualised approaches are implemented before then reviewing the provision, evaluating its effectiveness and deciding upon next steps.
2. Initial concerns are discussed with parents
3. If despite the class teacher's best endeavours and quality first teaching, the pupil is not making the expected progress, this is then referred to the SENCO via a Notification of Concern form (NOC). This must be completed by the teacher, and uploaded to CPOMS. The SENCO will respond within 5 working days.
4. Teachers meet the pupil's parents and the pupil will be placed on the Quality First register (QF), to enable the pupil to be closely monitored through a class provision map. Enabling the Assess, Plan, Do, Review process to continue.
5. Where a pupil does not make expected progress, despite quality first teaching and appropriate differentiation/ interventions the school will meet with parents to discuss the next steps (SEN Support)

16. Levels of SEND- Education, Health & Care Plan – EHCP (E)

Evidence will be gathered from school and any outside agencies that are involved with the pupil to support a request for an EHCP through the cycle of Assess, Plan, Do, Review. If the request is agreed, the local authority will draft an EHCP plan from the evidence submitted, on the completion of an EHCP (containing specific, personalised long term outcomes) the pupil receives specific support to enable them to achieve outcomes. This is reviewed annually with the parents, other professionals and the pupil if appropriate. All pupils at Newstead are at this level.

17. Other Documentation

17.1 One Page Profile

All pupils, have a One Page Profile which captures all the important information about them on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me. This allows information to be shared effectively and quickly about what strategies to use with a pupil.

17.2 My Plans

Children who require additional support, to make progress or to address skill gaps in their learning, are placed on a My Plan which includes a provision map. Provision Maps identify the needs and outcomes with targeted intervention/support. These are:

- Reviewed termly; (It is a working document therefore shorter term interventions are reviewed as and when)
- Specifically targeted at pupil's based on their EHCP
- Reviewed in consultation with teachers, TAs, SENCO and, parents and professionals involved

All teachers maintain confidential records of pupils receiving additional support and the progress being made, these are stored centrally and only shared with parents, outside agencies supporting the pupil and the Local Authority on request.

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