



SEND and Inclusion Policy

Date	Revision & Amendment Details	By Whom
Summer 2024	Approved	Governing Body

CONTENTS

1	Aims and Objectives	3
2	Defining SEND	3
3	Identification and Assessment Procedures for Children with SEND	4
4	Education Health and Care Plan (EHCP)	5
5	Roles and Responsibilities	5
6	Pupil Views	6
7	Partnership with Parents / Carers	6
8	How this Policy will be Monitored	7
9	Admissions	7
10	Equality and Diversity	7
11	Access and Facilities	7
12	Allocation of Resources and Support	8
13	Complaints	8
14	Professional Development	8

1. Aims and Objectives

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

At Newborough Church of England Primary School, we aim to meet the educational needs and raise the achievement of all our pupils. Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have special needs or disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make reasonable adjustments for them, taking into account their views, strengths and needs whilst working in partnership with parents and wider professionals as necessary. All stakeholders' intentions are that the needs of all pupils are identified early and met as soon as possible. All pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. All children will be encouraged to become independent and to take responsibility within the school, preparing them for life in secondary school and beyond. Everyone within the school community has a positive and active part to play in achieving this aim.

Any reference in this policy to 'Principal' can mean the Executive Principal if appropriate.

2. Defining SEND

The 2015 Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Within the Code of Practice (January 2015) four broad areas of need are identified. The purpose of identification is for the school to work out what action needs to be taken:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Physical and Sensory**

At Newborough Church of England Primary School, we identify the needs of pupils by using a 'Graduated Approach' which takes into consideration the needs of the whole child. The following are not Special Educational Needs but may impact on progress and attainment:

- Disability – the Code of Practice outlines a duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman / woman.

3. Identification and Assessment Procedures for Children with SEND

A Graduated Approach to SEND support:

Children are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored frequently. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo and Principal and an initial concerns form is completed with the support and views of the parent and child. As a result, targeted interventions and a plan of action is agreed. At this point, the child may or may not be added to the SEND register. A monitoring period of 6 weeks will be implemented and at this time, SENCo and Class Teacher will analyse the entry and exit data. If the child makes good progress, their intervention may continue or come to an end however, if the child does not make the expected progress, further steps are taken. At this point, they will be added to the SEND register.
- Class teachers are continually aware of children's learning. If they observe that a child, as outlined by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers.

Once, after gathering information, a potential Special Educational Need has been identified, the school will follow a "Graduated Approach" of four types of action in order to be able to put effective support into place.

The four actions are:

1. **Assess:** The class teacher and SENCo will analyse the child's needs and discuss the strategies and support already in place before identifying them as requiring SEN support
2. **Plan:** We will discuss additional provision and the possibility of further assessment if needed from an outside agency
3. **Do:** Strategies and interventions will be implemented in order to support the child. Where interventions involve group or 1:1 teaching away from the class teacher, he / she will retain responsibility for the child
4. **Review:** the effectiveness of support will be reviewed and shared with parents / carers and the child.

These actions form part of an APDR cycle which can be reviewed and refined with the growing understanding of the child's needs. At the beginning and end of each cycle, parents/carers are informed about what provision is in place for their child.

4. Education Health and Care Plan (EHCP)

If children fail to make progress, in spite of high quality targeted support, we may apply for the child to be assessed for an EHC Plan. Generally we are advised by the LA to apply for an EHC Plan if:

- The child has a disability which is life-long and which means they will always need support to learn effectively
- The child's achievements are significantly far below their peers.

Having a diagnosis (e.g. of ASD or ADHD) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family or child. The meeting will record the child's strengths and their aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

5. Roles and Responsibilities

The Senior Leadership Team (SLT):

- Support the SENCo in overseeing provision for SEND children in school.

The SENCOs:

- Have responsibility for the day-to-day operation of the school's SEND Policy
- Coordination of Educational Health Care Plans
- Liaising with and advising class teachers and Teaching Assistants (TAs)
- Overseeing the records of children with SEND, including ADPR cycles and provision
- Liaising with outside agencies including Locality Team, Specialist Teachers, Educational Psychology Service, Health and Social Care as well as others
- Ensure that pupils with SEND are not treated less favourably than other pupils
- Have overall responsibility for management of the policy, for assessment and provision for pupils with Special Educational Needs and for keeping the governors informed
- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school

- Working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Report updates and details regarding staff training linked to SEND
- Overseeing the day-to-day operation of the SEND policy
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

Class Teacher:

- Liaising with local pre-school settings so that support is provided for Reception children on their transfer to Newborough Church of England Primary School
- Liaising with local secondary school settings so that transition support is in place for children with SEND
- Liaise with previous school settings for new starters to ensure that we have the correct support in place
- Monitors the progress of all pupils and responsible for meeting the needs of all learners in their class
- All children benefit from “Quality First Teaching”; this means that class teachers expect to assess, plan and teach all children at the level which allows them to make progress in their learning
- Consults with the SENCOs
- Plans and monitors the provision administered by TAs
- Maintaining the records of children with SEND, including ADPR cycles and provision
- Arranges to meet with parents / carers to discuss their child’s needs in further detail and record these. This may mean having the involvement of outside agencies
- Writing, updating and monitoring records for children with SEND in their class
- Ensures that pupils with SEND are not treated less favourably than other pupils
- Ensuring that they are following the SEND policy.

Governing Body:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this
- Work with the Principal and SENCOs to determine the strategic development of the SEND policy and provision in the school.

Associated policies: Accessibility Plan and Equality and Diversity Policy

6. Pupil Views

Children are strongly encouraged to contribute their views in a range of ways and when appropriate, contribute to discussions about their provision.

7. Partnership with Parents / Carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents / carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs. All parents/carers of children with SEND will be treated as partners and given support to play in an active and valued role in their child’s education. A half termly newsletter is shared with parents to keep them up-to-date with any new changes and

relevant information. They also include information on how to access the Cambridgeshire Local Offer. SENCOs offer a half termly 'drop-in' session whereby parents / carers are invited into school to discuss the needs of their child and the provisions in place. The school website contains details of the SEND Information Report.

8. How this Policy will be Monitored

The effectiveness and appropriateness of this policy will be continuously monitored by the Principal, SENCO and Governing Body. This will influence the use of resources, assessment, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews / EHCP, the identification of training needs and the use made of support services. This will be monitored and evaluated regularly.

9. Admissions

The current agreed Admissions Policy makes no distinction as to pupils with SEND. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school and ensure that all pupils fulfil their potential. No pupil can be refused admission solely on the grounds that he or she has SEND. Children who have an Education Health and Care Plan (or a Statement of Educational Needs) that names the school will receive a place.

Associated policy: Admissions Policy.

10. Equality and Diversity

As a primary school, we are committed to giving every pupil an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical. We aim to provide for pupils who are able, gifted and talented and recognise that they may need specific provision. We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at Newborough that the need to learn English is not a special need in itself, but may or may not be associated with an additional Special Educational Need. Diversity is valued as a rich resource, which supports the learning of all. In this Primary school, inclusion recognises a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Associated policy: Equality and Diversity

11. Access and Facilities

The school has facilities to cater for children with physical disabilities (including those in wheelchairs). These facilities are a disabled toilet and hygiene room and wide corridors throughout the school. Our outdoor learning area has Astro turfed areas to enable all pupils to access the

facilities. We are fully inclusive and all pupils are encouraged to participate in all areas of the curriculum and extra-curricular activities.

Associated policy: Accessibility Plan and Policy

12. Allocation of Resources and Support

The school is funded from the Local authority budget and the governors, through the Governing Body, will allocate funds to meet the needs of pupils with SEND. The governors require the Principal and SENCO to ensure that optimum use is made of resources.

13. Complaints

Any concerns a parent / carer may have about SEND provision should be dealt with initially by the class teacher. If it is not possible to resolve the matter satisfactorily, the SENCO will liaise with both parent / carer and class teacher. If a resolution is not found then the School Complaints Policy should be followed. A parent may also refer to Peterborough's Parent Partnership Service; advice will be offered and, if parental permission is given, the school will be contacted to obtain further information.

Associated Policy: Complaints Policy

14. Professional Development

In drawing up the staff development and training programmes, SLT and SENCO will give consideration to the needs of staff with regard to SEND. The school's in-service training plans will be reported to the Governors by the Head and will include details of training for all staff.

In-service training for new members of staff with regard to the school SEND Policy will take place as outlined in the Induction Policy. The governors will give a high priority to training linked to SEND responsibility, assessment and provision, when drawing up their own plans for Governor training.

Associated Policy: Induction Policy