

Newington Community Primary School



SEND POLICY/ INFORMATION REPORT 2024-2025

Approved by: Hannah Tudor
Last reviewed on: September 2024
Next review due on: September 2025

Date: October 2024

Aims

Our SEND policy and Information report aims to:

- Set out how our school will support and make provision for pupils with special Educational needs and or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide information about the Local authority 'Local Offer'

Introduction

All schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

Legislation and guidance

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs coordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 - The School Information (England) (Amendment) Regulations 2012

SI 2013 758 - The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy and the Teaching and Learning Policy

This policy was developed with representatives from the governing body and will be reviewed annually.

Definition of SEN

A child or young person has SEN 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 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'.

SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also 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'

SEN Code of Practice (2014, p5)

Special educational provision 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.

Roles and Responsibilities

1. Who are the best people to talk to in this school about my child's difficulties with learning, special educational needs or a disability?

The class teachers:

Nursery – Mrs Brentall

Reception – Mrs Gardner/Miss Musselwhite, Mrs Taylor and Mrs Warren

Year 1- Miss Wheatley, Mrs Goldsmith and Miss Henneberry

Year 2 – Miss Berryman, Mrs Derrane, Miss Glover and Miss Allingham

Year 3 – Mrs Mulhern, Mrs Smith, Miss Wilson and Mrs Hessey

Year 4 – Mr Knight, Mrs Shallcross/Mrs Edwards, Miss Bennet and Mrs Morris

Year 5 – Miss Mansfield, Mrs Jarman, Mrs Vincer and Mr Nelson.

Year 6 – Mrs Baker, Miss McGarvey and Miss Ditchburn.

They will:

- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary;
- Alongside the Head teacher, Assistant Head teachers and SENCO, write Pupil Progress targets/ Personalised Plans/learning plans and sharing and reviewing these with parents;
- Personalise teaching and learning for your child as identified on the Year group provision maps;
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO

The SENCO at Newington Community Primary School is Suzanne Legge, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination qualification.

The Assistant SENCO /Early Years SENCO is Gemma Powell.

They we will:

- Work with the head teacher 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Contact details: s.legge@newington-ramsgate.kent.sch.uk
g.powell@newington-ramsgate.kent.sch.uk

The SEND governor

The SEND governor is

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Contact details:

The Head teacher

The Head teacher is Hannah Tudor

The Head teacher 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 provision and progress of learners with SEND
- Make sure that the Governing Body is kept up to date about issues relating to SEND.

Contact details: headteacher@newington-ramsgate.kent.sch.uk

The School's Welfare team

Assistant Head teacher/Designated Safeguarding Lead/Welfare Lead: Robyn Harrison

Pastoral Mentor/Thrive Practitioner: Mrs Dube

Pastoral Mentor/Safeguarding Officer : Ms Stillman

Medical Officer: Ms Robb

Attendance Officer: Mrs Ayling

Contact details: School Office 01843 593412

The SEND Information Report

Your Child has Special Educational Needs. What can we at Newington Community Primary School offer you?

At Newington Community Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

2. What are the different types of support available for the children with SEND in this school?

'High quality teaching, differentiated support, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'. *SEN Code of Practice (2014, 6.37)*

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class;
- That all teaching is built on what your child already knows, can do and can understand;
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning;
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn;
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific group work

Intervention which may be:

- Run in the classroom or a group room
- Run by a teacher or a teaching assistant (TA)

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy SEND Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need);
- Outside agencies such as the Education Psychology Service (EPS) and Specialist Teaching and Learning Service (STLS).

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school;
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need);
- Outside agencies such as the Speech and Language Therapy (SALT) Service or the Specialist Teaching Service (STS).

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child;
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support;

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible;
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child;
- It will also have long- and short-term goals for your child and will be reviewed three times a year, in consultation with the SENDCO and parents/carers.

3. How can I let the school know I am concerned about my child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to:

- The Special Education Needs/Disabilities Coordinator (SENCO);
- The Headteacher;
- The Assistant Headteachers;
- The school SEND Governor can also be contacted for support.

4. How will the school let me know if they have any concerns about my child's progress?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to ;

- Listen to any concerns you may have;
- Plan any additional support your child may need;
- Discuss with you any referrals to outside professionals to support your child.

5. How is extra support allocated to children and how do they progress with their learning?

- The school budget, includes money for supporting children with SEND;
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school;
- The Headteacher, Assistant Headteachers and the SENCO discuss all the information they have about SEND in the school, including:
 - ⇒ the children getting extra support already
 - ⇒ the children needing extra support
 - ⇒ the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to children with SEND in this school?

School provision:

- SEND TAs offering support to children with Autism, Speech and Language needs;
- Pastoral mentors offering support for children with emotional and social development through well-being groups;
- Autism Champions
- Emotional Well being practitioner (NELFT)

- Thrive Practitioners;
- Speech and Language therapy assistant;
- Family Liaison Officer (FLO);
- Provision available from outside agencies:
- Specialist Teaching Service (STS);
- Educational Psychology Service (EPS);
- Sensory Service for children with visual or hearing needs, this can also be accessed through the STS;
- Health Care professionals including Occupational Therapists and Physiotherapists;
- Speech and Language Therapy (SALT);
- Kent Children & Young People's Mental Health Service CYPMHS;
- Early Help.

LIFT procedure:

Six times a year, the SENCO attends a “Local Inclusion Forum Team” meeting (LIFT). This is an excellent way to gain support from outside agencies such as the ones listed above as well as seeking additional advice from professionals. These meetings include a representative from many agencies including STS, EPS and SALT; it allows teachers and the SENDCo to ask for a direct referral to an agency or to simply ask for advice concerning a pupil with SEND. Parental permission is required before a child can be discussed at a LIFT meeting.

7. How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCO’s job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teacher Service (STS)

8. How will teaching be adapted for my child with SEND

We follow the Mainstream Core Standards http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching and the use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’ At Newington Community Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. This includes:

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary;
- Specific resources and strategies will be used to support your child individually and in groups;
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs;
- Individual timetables will be created for those pupils with severe and complex needs
- Pastoral Support Plans (PSPs) will be implemented with targets to work on for those pupils who require it.

9. How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

Year group 'Provision Maps will highlight which children and intervention support needed.

Children who have been identified on the SEN register will have an individualised learning plan, highlighting their provisions in school.

His/her progress will be reviewed formally with the Headteacher, Assistant Headteachers and SENCO, every other term, in Reading, Writing and Maths through pupil progress meetings.

At the end of key stage 2 (i.e. at the end of year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. It is the school's decision to continue to assess children at the end of Key Stage (i.e at the end of Year 2), parent will be able to opt out if they wish.

Where necessary, children will have an EHC plan based on targets set by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed 2 times a year with the class teacher, evidence for judgments assessed and a future plan made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinises and lesson observations will be carried out by the SENCO, subject leaders, lead practitioners and other members of the Senior Leadership Team (SLT) to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have;
- The Welfare Team are available to meet with you to discuss any family concerns/worries;
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report;
- The school's Welfare team meet weekly to discuss issues or concerns raised by staff and will liaise with parents/carers where necessary.
- Access to 'SEND' information on our school webpage.
- Ongoing workshops throughout the year.

11. How is Newington Community Primary School accessible to pupils with SEND?

- The school is fully compliant with DDA requirements;
- The school is on ground level with easy access, double doors and ramps;
- The front desk has a wheel-chair height section and is DDA compliant;
- There is a designated care suite with ceiling hoist and additional disabled toilet facilities;
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs;
- After-school provision is accessible to all children, including those with SEND;
- Extra-curricular activities are accessible for children with SEND.

12. How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO will contact/visit schools to meet with the teacher and SENCO;
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them;
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Your child may be offered a phased transition into school.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school;
- We will make sure that all records about your child are passed on as soon as possible;
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. EHC plans and provision plans will be shared with the new teacher;
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Reception/Nursery

At Newington we have a designated Assistant Headteacher for Early Years who will:

- be involved in meetings with all outside nursery providers.
- arrange individual parent meetings/home visits with new reception and nursery parents.
- All children engaging in transition activities.
- Stay and Play sessions
- Additional visits are also arranged for children who need extra time in their new school.
- There are additional transition groups arranged for children presenting with worries or concerns.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In the case of a child with an EHCP, a transition review meeting will take place with the SENCO from the new school;
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead;
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school;
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.

13. How will we support your child's emotional and social developments?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

We have recently started the 'Thrive' approach in school whereby we can help children progress through any interruptions identified, to close gaps and progress to right-time development.

All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Pastoral mentor support through Apollo;
- Lunchtime and playtime support through planned activities and groups;
- Access to Thrive and Emotional Well Being practitioner;
- Well-being and social skills groups.
- After school clubs to promote team work/building friendships etc.

If you are experiencing any difficulties with your child at home, please do not hesitate to come into the school and meet with our Assistant Headteacher's for Welfare, who will be able to offer you access to the Early Intervention Process.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

You can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer';
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

This link will take you to Kent County Councils local offer; it includes all information concerning pupils with special educational needs and disabilities. (SEND)

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Monitoring arrangements

This policy and information report will be reviewed by the SENCO/Headteacher/SEND Governor **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality and Diversity
- Supporting pupils with medical conditions