

Giving young people hope and future



Special Educational Needs and Disabilities POLICY

NEWBURY SCHOOL

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Special Educational Needs and Disability Policy

1. Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy reflects the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2015).

The policy sets out our vision, principles and expectations for children and young people with SEND. It also sets out our expectations regarding joint working with parents, local authorities and our health and social care partners. Finally, there is an outline of the approach we take and the support we make available.

2. Definition of SEND

The following provides a working definition of SEND:

- 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. These needs can be categorised into four key areas that may create a barrier to learning:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health difficulties
 - sensory and/or physical needs.

- 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 the same age, or
 - has 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 or mainstream post 16 institutions.

3. Vision and Key Principles

3.1 Vision

Newbury School aims to offer hope and a future focus to young people who have or are struggling in the school system, whatever their background. We aim to provide the best independent alternative education through outstanding teaching and learning. Our vision for children and young people with special educational needs and disabilities is the same as that for all children in our school. Our school has a

strong commitment and responsibility to ensure that all children, regardless of ability, have equal access to the whole curriculum, and play as full a part in all aspects of school life. We strive to ensure access to educational excellence for all in preparing our young people for their futures, seeking to improve levels of attainment and progress and secure the highest level of achievement appropriate to the individual pupil.

3.2 Key Principles

The key principles underpinning our approach are as follows:

- We value all the pupils in our school equally.
- Every pupil should be encouraged to develop his/her potential – intellectually, emotionally, physically and socially.
- Effective assessment, planning and recording are the key to meeting special educational needs.
- Pupils with emotional, social, physical and mental health needs should have their needs met within an inclusive setting.
- We will have regard to the views, wishes and feelings of the pupil with SEND and their parents/carers.
- We will work closely with and support the local authority in which our school is located to assist them in fulfilling their obligations under Part 3 of the Children's and families Act 2014 and its associated guidance.
- Our school will operate within the law and according to statutory guidance.

4. Our Approach

With these principles in mind our approach includes the following elements.

4.1 General Overview

- Prioritising leadership of SEND. A designated qualified teacher is responsible for coordinating the SEN provision (the SENCo). The responsibilities of the SENCo are set out at Appendix 1. This person should possess or be working towards attaining the National Award in Special Educational Needs Co-ordination.
- Ensuring accurate identification of SEND (see Section 4.2 below).
- Ensuring that all members of staff will be familiar with this Policy through briefing and regular updates. All teachers teach pupils with SEN and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students' access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out at Appendix 2.
- Ensuring that a range of effective teaching and learning strategies are in place for each individual pupil.

- Setting in place routines for the effective involvement of parents and outside agencies in meeting the needs of their child.
- Liaising with agencies to provide a multi-disciplinary approach.
- Evaluating inclusive practices within the school at a school, class and individual level.

4.2 Identification, Assessment and Monitoring

Identification

Pupils will be identified as having SEND through the following:

- Parental information on admission
- On entry baseline assessment. As part of this process the school will consider any evidence that the young person may have a disability under the Equality Act 2010 and to make reasonable adjustments for them where practicable.
- The school will maintain measures to accurately identify young people with SEN and will place such pupils on 'SEN support' in consultation with their parents/carers. The school will then work in partnership with parents/carers to establish the support needed and secure the best outcomes, taking full account of their views and wishes. The school will do everything it can to meet the needs of young people with SEN including delivering the education elements of an Education, Health and Care Plan.

Assessment and Recording

See separate Assessment and Recording Policy.

Monitoring and Review

- Statements of Special Need or new Education, Health and Care Plans will be reviewed annually in consultation with the LEA and parents/carers.
- All pupils will have clear targets for attainment and behaviour which will be reviewed once a term. The view of parents/carers will be included. A qualified teacher will meet the parents/carers at least three times a year to review progress and discuss support. After consultation with the parent/carer and young person we will request the local authority to initiate an education, health and care needs assessment for any pupil for whom we believe this is necessary.

4.4 Curriculum

High quality teaching, differentiated for individual pupils, is the first important step in responding to pupils who have SEND. Additional support cannot compensate for the lack of good quality teaching. The process of observing the quality of teaching should include the teachers' understanding of strategies to support vulnerable pupils.

4.5 Staff Development

All staff in the school will receive training in meeting the needs of SEND within their classroom. Specialised training will be identified and delivered to meet the needs of specific pupils. Staff should understand the requirements of the SEND Code of Practice.

The continuous development of staff is recognised as a vital component in meeting the needs of pupils through best practice and the provision of outstanding teaching and learning. A separate policy on staff development details our approach. In general terms staff development will be identified through the schools individual performance appraisal process and in response to the needs identified for specific pupils.

4.6 Parents

Parents are always welcomed into the school to meet with teachers or senior staff. Parents who cannot be available at school times can make an appointment at a mutually convenient time. Termly school assemblies held once every half term to enable teaching staff and parents/carers to meet to discuss progress. Annual reviews are also completed.

5. Working Across Education, Health and Care

We will work jointly with education, health and care bodies and professionals to secure effective outcomes for pupils in our school. We will make reasonable adjustments for disabled pupils, including the provision of auxiliary aids and services and will make arrangements to support those with medical needs. We will also work to secure the services needed to improve the outcomes for our pupils with SEND. These services might include speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services or other health and social care professionals.

NAME:	ANTONIQUE WATSON
POSITION:	HEAD TEACHER
DATE:	MAY 2022
NEXT REVIEW DATE	MAY 2023
AUTHORISED BY:	ANTONIQUE WATSON

Appendix 1

SENCo:

- a) Disseminating information and raising awareness of SEND issues throughout the school;
- b) Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy;
- c) Managing interventions;
- d) Screening and identifying students;
- e) Coordinating provision for students;
- f) Supporting the teaching and learning of students with SEND;
- g) Keeping accurate records of all students with SEND;
- h) Drawing up, reviewing and monitoring Personal Profiles (see Appendix 4) for those with SEND and others, as required, reviewing these each term;
- i) Monitoring departmental delivery of the SEND Policy;
- j) Support in recruiting and deploying the School's Learning Support Team, which includes Learning Support Assistants;
- k) Being responsible and accountable for the whole-school SEND resources and sharing with the Head Teacher and the Director of Operations responsibility for the allocation of funding;
- l) Oversee the annual SEND reviews process and chair the meetings;
- m) Liaising with parents and carers of students with SEND;
- n) Liaising with and advising fellow teachers and support staff;
- o) Liaising with outside agencies;
- p) Assessment of learning difficulties and testing for exam access arrangements;
- q) Contributing to in-service training and external training (as appropriate), and
- r) Being involved in preparing the SEND report, which forms part of the Principal's Report to the Governing Body, and provide regular updates.

Appendix 2

Class Teacher

- a) Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SENCo/Learning Support Team;
- b) Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes;
- c) Ensuring Personal Profiles are considered in lessons;
- d) Monitoring progress of students with SEND against agreed targets and objectives;
- e) Report the progress and attainment of students with SEND as part of the Annual Department Performance Review;
- f) Be fully aware of the school's procedures for SEND, and;
- g) Raising individual concerns to SENCO

Appendix 3

Governors/Directors

- a) Challenges the School and its members to secure necessary provision for any student identified as having special educational needs.
- b) Asks probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.
- c) Reviews this policy annually.



Appendix 4

Name		EHCP Review Date	
Year		Medical Need	
SEN		Safeguarding	
Area of Need		Behaviour	
Key Worker		LAC	

About Me: .

Target	Intervention, De-escalation or Strategy	Resources	Outcome