



SEN Policy

Written by	Jade Potter
Date for review	January 2024
Signed by Headteacher	<i>Orman</i>
Signed by SLT	<i>Blywood</i> <i>RBlakey</i>
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Mission: 'Come as you are. Leave at your best.'

Intentions

Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in our school.

- We believe that all teachers are responsible for the teachings and learning of pupils with special educational needs and/or disabilities.
- All staff take responsibility for the identification of children with additional needs and share their findings with the SENCo.
- Early identification improves the effectiveness of provision.
- Every child is to be given the maximum possible access to a broad and balanced curriculum including the Early Years Foundation Stage Curriculum and the National Curriculum.
- Any special provision should be personalised to the individual needs of the child.
- Consideration of special educational needs and/or disabilities crosses all of the curriculum areas and all aspects of teaching and learning.
- All children with SEND should be cared for/taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.
- Parents are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.
- Where the budget allows, external agencies are invited into school to assist with the educational provision of children with SEND, on an individual basis and a whole school basis.
- Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives.
- Pupils with social, emotional and mental health difficulties have special educational needs and they need access to the same graduated support approach to which all pupils with special needs are entitled.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the others of the same age, or

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.

Roles and responsibilities

The SENCO

The SENCO is Mrs. J Potter

The SEN governor is Mr. J Spoors

She will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN 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 SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN 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 (LA) and its support services

Liaise with potential next providers of education 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 SEN up to date

The SEN governor

The SEN governor is Mr. J Spors, he will:

Help to raise awareness of SEN 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher Mrs J Shaw will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

The progress and development of every pupil 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 pupil's progress and development, and decide on any changes to provision

Ensuring they follow this SEN policy

SEN information report – Please see school website or click the link below

https://newyorkprimaryschool.org/wp-content/uploads/2022/09/SEND_Information_report_NEW_YORK_September_22_1.docx.pdf

The kinds of SEN that are provided for:

New York Primary School is a fully inclusive school who ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

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

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia and dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy

Moderate learning difficulties

Identifying pupils with SEN and assessing their needs

The SENCO and class teachers will co-ordinate Special Needs identification, assessment and support. The SENCO will liaise closely with the class teachers and support staff, learning mentor and external agencies. In addition to day-to-day liaison, there will be scheduled strategy and review meetings

We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

Parents will be informed if their child has an identified special need and encouraged to discuss and support any additional teaching or educational programme provided. Children with special educational needs will often be supported in the classroom situation. The SENCO and class teachers will devise learning strategies to accommodate children of all needs and abilities and will liaise regularly

These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

When a pupil is identified as having special educational needs, we support their development and progress by:

- Developing an Individual SEN Support Plan.
 - Developing small group support in class from class teacher/Teaching assistant.
- Provide 1:1 support where necessary for children with SEND.
- Provide 1:1 support in class from learning mentor as appropriate.
- Develop Small group/1:1 support as appropriate.
- Ensure access to learning through the appropriate differentiation of tasks and activities.
- Provide specialist equipment or modified resources where necessary.
- Use visual support and hands on resources where necessary.
- Implement specifically tailored support strategies and programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly through the use of a **SEND Support Plan**

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils with SEN will often have additional transition to prepare them for new rooms, buildings and faces. The aim of this is to ensure they feel as comfortable as possible in their new surroundings.

Our approach to teaching pupils with SEN

At New York Primary School we ensure we meet the needs of all pupils through building strong relationships that ensure families understand how they can support their child at school and take an active interest in their education along with the support given by school.

Teachers understand they are responsible and accountable for the progress and development of all the pupils in their class. Teachers know high-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils, with staff being supported by our inclusion team.

We will also provide a range of interventions that are tailored to the child.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Visual timetables
- Pre teaching of key vocabulary
- Areas of low distraction
- Support / supervision at unstructured times of the day.
- Social skills programme / support including strategies to enhance self-esteem.
- Small group work to improve skills.
- ICT is used to support learning where appropriate.
- Strategies / programmes to support speech and language development.
- Strategies to reduce anxiety / promote emotional wellbeing.
- Where appropriate we will use support and advice from other partners to meet the needs of pupils.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Differentiated curriculum and resources
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups.
- For Example:
 - Thrive
 - Communicate and Regulate
 - Numbers count
 - First Class at number

- Fresh Start
- Fast Track Tutoring
- ICT is used to reduce barriers to learning where possible.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Outdoor learning is used to offer a different approach to the curriculum.
- Access to Medical Interventions.
- Support with personal care if and when needed

Additional support for learning

We have teaching assistants who are trained to deliver a range of interventions depending of the child's needs.

Sometimes teaching assistants will support pupils on a 1:1 basis, however teaching assistants will also support pupils in small groups depending on needs and what is being taught.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychology Service

Language and Communication Team

Speech and Language Team

Occupational Therapy Service

Dyslexia / Dyscalculia Referral Team

Child and Adolescent Mental Health Service (CAMHS)

Early Help Assessment Team

Silverdale ARP outreach service

School Nurse

Sensory support Team

School Support Team

HIVE Team

Early Help Assessment (EHA) Team

Connect Mental Health

Expertise and training of staff

Our SENCO has 14 years of experience in this role and is allocated 2 days a week to manage SEN provision in school.

We have a team of 11 teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

Autism Spectrum Disorder (ASD)

Memory Strategies training

Makaton training

Read Write Inc Training

Read Write Inc Fresh start

Attachment training

ELKLAN

THRIVE

Mental Health First Aid

ACEs (Adverse Childhood Experiences)

PACE

Dyslexia

Sensory Circuits

1st Class at Number

SMART target setting

Securing equipment and facilities

Should a pupil need specialist equipment during their time in school, the SENCO will liaise with the relevant outside agencies to look at what is needed to meet their needs.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term on their **SEND Support Plans**.

Reviewing the impact of interventions through data and regular discussion with the person carrying them out.

Discussions with pupils.

Monitoring by the SENCO

Reviewing SEND support Plans 3 times a year with parents

Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Robinwood and High Borran.

All pupils are encouraged to take part in sports days/school performances/family workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Ours Relationship Education lessons are taught weekly, however many things come up in daily conversations. Our children are taught to respect everyone:

Relationships Education Policy March 2023

Children are taught:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- School Assemblies focus upon PROUD words for all pupils and adults to follow and our Proud to be Me wall celebrates the differences across school.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying,
- Responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive

The School Accessibility policy states the element of the Planning Duty and covers all areas of the physical environment such as the building, grounds, fixtures and furniture. New York has been updated in recent years with accessibility in mind. The building is fully wheelchair accessible, on one level with toileting facilities already purpose built to accommodate most situations.

You can read the full accessibility policy on the school Website.

[accessibility_policy.docx \(newyorkprimaryschool.org\)](#)

Support for improving emotional and social development

At New York Primary School we support all pupils who experience short but significant periods of high anxiety, stress, distress or anger that affect their education. This also includes young people who have a range of longer-term recognised mental health conditions.

All students at New York Primary can access:

Quality First teaching with appropriate adaptation (including best SEND practice)

Access to assessment for identification of significant needs

Whole school Reward System

Whole school policy for positive behaviour management

Transition support into new classes, Key Stages and schools

Anti-bullying policy

Dedicated and caring staff who value all pupils

Support for targeted groups may include:

- Lunchtime club for vulnerable pupils
- Transition support arrangements
- Intervention groups (Thrive/social skills/self-esteem/stress management).
- In-class support in some lessons.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO/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. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments

Contact details for raising concerns

Mrs J Potter SENCo – 0191 8141788

send@newyorkprimaryschool.org

The local authority local offer

Our local authority's local offer has a link on our school website.