The Values and Ethos at New Road Primary School

New Road Primary School provides a welcoming community where everyone is valued highly and where consideration, respect, honesty and responsibility for others are fostered.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, gender, race, sexual orientation, religion or disability.

We aim to promote positive relationships with parents, carers, governors and members of the wider community.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

New Road Primary School believes that each pupil has individual and unique needs.

Our aim is to create an environment to meet the individual learning needs of all children.

We aim to provide all children with full and equal access to a broad and balanced curriculum, suitably differentiated to meet children’s individual needs.

We aim to provide all pupils with strategies for dealing with their individual needs in a supportive environment, and to give them meaningful access to the National Curriculum.

We recognise that some pupils will have special educational needs at some time in their school career and will require more support than others.

We acknowledge that this support will vary in timespan and level of intensity depending on individual needs.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities.

We aim to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive in their learning through:
identifying, at an early age, individuals who need extra help and attention and regularly review individuals’ progress and needs – in line with ‘assess, plan, do, review’ in the 2014 SEND Code of Practice

• enabling each pupil to reach their full potential, both curricular and extra- curricular
• enabling each pupil to participate in, and fully contribute to, school life
• endeavouring to meet the individual needs of each child and to empower them through the Growth Mindset approach
• developing a feeling of self-esteem and belonging, based on mutual respect, honesty, consideration and responsibility.
• fostering an atmosphere in our school to promote a happy, sensitive and secure environment, to ensure effective learning for all children
• providing for children’s individual needs by supporting them in various ways: whole-class, small groups and individually
• monitoring closely those with SEN, using the assess/plan/do/review cycle, to enable us to recognise, celebrate and record achievements
• providing access to and progression within the curriculum
• working with parents and other agencies to provide support and opportunities for those children with SEN
• using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
• assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child’s individual needs
• ensuring access to a range of resources to support staff in their teaching of children with SEN
• including the voice of the child in monitoring and reviewing pupil’s learning and progress through the person-centred approach.

2. 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
• Equality Act 2010: advice for schools DfE (Feb 2013)
• The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)

3. Definitions

A pupil has SEN 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, 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.
4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Nigel Riley.

They 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 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 headteacher 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 SEN up to date.

4.2 The SEN governor

The SEN governor 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.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 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.

5. School SEN information
5.1 The kinds of SEN that are provided for
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, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), adverse childhood experiences (ACEs)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs
We will assess each pupil’s current skills and levels of attainment on entry, 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.

The SEND Code of Practice (2014) also states that behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not 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.

5.3 Consulting and involving pupils and parents
We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child’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

We will formally notify parents when it is agreed that a child will receive SEN support and the child is included in the school SEN Register.

A SEN Support Plan will then be written and a copy given to parents.

5.4 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 or subject 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
- Pupil Progress Meetings with the Senior Leadership Team
- Their previous progress and attainment and 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 when appropriate.

The assessment will be reviewed regularly.

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.

5.5 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.

Previous schools are contacted to discuss any concerns and to share information.

Transition to a new class within New Road School is facilitated by several sessions to meet new class teachers and get used to a new environment, with extra sessions for the Key Stage 1 to Key Stage 2 transition.

We run a transition programme for Year 6 pupils across the two Year 6 classes.

Autistic or vulnerable pupils are given an enhanced transition pack and have extra sessions to prepare for their transfer to secondary school.

Secondary school SENCOs visit New Road to meet teachers to discuss any extra transition days which may be necessary.

Early Years Foundation Stage children are visited by a member of the Foundation Stage team before joining. Staff also attend the child’s current pre-school. Reception children attend four Welcome sessions in the Summer term.

If Early Help Support is running, the new school will be invited to attend the meeting prior to transfer.

5.6 Our approach to teaching pupils with SEN

Where it is decided to provide a pupil with SEN support, the teacher and the SENCO will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, and be provided by staff with sufficient skills and knowledge.

Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

New Road Primary School uses a graduated response to managing additional support for pupils with SEN.

When a child has a SEN Support Plan and requires additional support from outside agencies, then the school will initiate a School-based Support Plan involving the child, parent and involved professionals in creating a more detailed action plan to support the child.
A School-based Support Plan monitors a child’s progress and can be used in evidence for a request for Statutory Assessment for an Educational Health and Care Plan.

Following the review process, the SENCO and class teacher will consider whether the pupil needs to remain on the SEN register or not.

Pupils will be either be removed from the SEN register if they have met progress criteria (see below), or their SEN Support Plan will continue with new outcomes written: beginning the cycle again.

Progress on outcomes should show evidence of the following:

- Closing the attainment gap between the child and their peers
- Preventing the attainment gap from growing wider
- Progress similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Progress matches or better the child’s previous rate of progress
- Differentiation / reasonable adjustments ensure full access to the curriculum
- Demonstrating an improvement in self-help or social or personal skills
- Demonstrating an improvement in the child’s behavior.

Pupils on School-based Support Plans meeting progress criteria will be placed on SEN Support Plans.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Personalised Learning; including learning breaks, Thrive Support.
- Alternative learning spaces; including low stimulation desks, personal Study Room, Thrive Room, Sensory Room.

5.8 Additional support for learning

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

This is recorded in a SEN Support Plan and School-based Support Plan action plan.

We provide the following additional support interventions:

- Additional Phonics
- Additional Reading Comprehension
- Fine Motor Skills / Handwriting
- Gross Motor Skills
- Additional Sentence Level Work
- Additional Number Skills
- Social Emotional Skills Programme
- Speech & Language Support
- Play Therapy/ Counselling
- Thrive Support
- In Class Adult Support.
We have specialist teaching assistants who are trained to deliver speech therapy interventions and Thrive Support and a teacher who is qualified to screen children for signs of dyslexia.

Teaching assistants will support pupils in small groups or in one-to-one in the classroom or an outside area to support targeted learning difficulties.

We have access and work with a wide range of specialist services to support children with SEN, as follows:

- Educational Psychologist (EP)
- Speech & Language Therapist (SALT)
- Occupational Therapist (OT)
- Children's Paediatric Services (Snapdragons Centre)
- Young People's Wellbeing & Mental Health Service
- Medway Children's Therapy Services
- Counselling Services
- Physical & Sensory Service (PASS)
- Outreach Services (Bradfields Specialist Support Service, Marlborough Outreach Team)
- School Nursing Team
- Children's Services Advice Team (CAD)
- Medway School Support Group

5.9 Expertise and training of staff

All staff have regular training on Autism, Attachment Difficulties, Disability Awareness and Child Protection, as well as updates on other training, such as Positive Handling, First Aid.

The Head Teacher is the Continuing Professional Development (CPD) coordinator and ensures that staff have the skills they require to support the pupils.

Our SENCO has ten years’ experience in this role and has worked as a teacher, subject leader and is currently an Assistant Head Teacher, school Inclusion Manager and a Designated Child Protection officer.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a Family Liaison Officer who is trained in Early Help Support and a social emotional programme.

We have a specialist EAL Mentor, who supports pupil’s new to English.

5.10 Securing equipment and facilities

The SENCO manages an allocated budget for SEN resources.

The SENCO is also responsible for additional funding requests for additional costs above the allocated notional SEN funding.

The Head Teacher and Governing body are responsible for larger facilities, such as access ramps and specialised play areas.

5.11 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 in Pupil Progress Meetings
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Reviewing outcomes of SEN Support Plans and School-based Support Plans
• Using provision maps to measure progress
• Holding annual reviews for pupils with EHC Plans

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

Our school aims to be an inclusive school.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children, in accordance with the United Nations Conventions of the Rights of the Child (1992).

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

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day, school plays, special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The SEN and Disability Act 2001, places a duty on all schools to increase the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to have accessibility strategies covering the maintained schools in their area.

New Road’s Accessibility Plan forms part of our Equality Policy, which can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

• We have a Family Liaison Officer who is available for any child to talk to.
• We access counselling and play therapy for children who have experienced trauma or who need additional emotional support.
• We liaise with the Medway Inclusion Team who facilitates the School Support Group for pupils with challenging behaviour to reduce exclusions.
• The school uses the Thrive Approach to support children and staff understand and manage the variety of emotional issues and needs within the school.
• We run attendance reviews every fortnight with the Attendance Advisory Practitioner (AAP) and invite parents to attendance clinics to improve attendance.
• We have good links with the school nurse, who will come in to talk to parents or children.
• Each class has an elected school council member, who attends meetings weekly and any problems raised by the pupils are discussed and acted upon.
• Lunchtime clubs and Sports Activities led by trained coaches are available for all children, particularly those who find lunchtime challenging.
• The Early Help Assessment is used to support the wellbeing and behavioural issues of a child and the family, with the child invited to attend if appropriate.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

New Road Primary School has strong links with all agencies supporting children within Medway.

The Head Teacher is an active member of Medway Education Leaders Association and is a member of the Children and Young People Scrutiny committee.

The SENCO is a member of Medway SEN Forum, attends SENCO Conferences and participated in a Medway Inclusion Leaders Project.
The Family Liaison Officer is an active member of the Local Children’s Hub where Early Help services can be accessed.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. Parents can also access the school’s complaints policy on the website. 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, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Medway Special Educational Needs and Disabilities Information and Advice Support service (SENDIAS) provides a range of free and impartial help to parents/carers, children and young people. They can be contacted through the details provided on the SENDIAS Medway website.

5.17 Contact details for raising concerns

When parents have concerns about any aspect of their child’s education at New Road School they should contact the Head Teacher in the first instance, who is the school Designated Safeguarding Lead or Mr N Riley who is also a Designated Safeguarding Lead.

5.18 The local authority local offer


Our local authority’s local offer is published here: [https://www.medway.gov.uk/info/200307/local_offer](https://www.medway.gov.uk/info/200307/local_offer)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Mr Riley, 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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality information and objectives
- Inclusion policy
- Safeguarding policy
• Supporting pupils with medical conditions policy