Newton Farm Nursery, Infant and Junior School’s Head teacher, Mr Bradley, Inclusion Coordinator, Mrs Z Bourreza, and the S.E.N.D. Governor, Mrs J. Nicholay, ensure that the Special Educational Needs and Disability Policy is implemented according to and within the Guidelines of the Code of Practice of September 2015.

Policy Statement

Newton Farm, Nursery, Infant and Junior School aspire to excellence. We aim to provide a holistic approach to unlocking every child’s potential and love for life-long learning, within a stimulating learning environment, where everyone is valued and every child can achieve their full potential. Our staff, governors, parents and pupils aim to celebrate diversity and the cultures of our community in an inclusive, happy and safe environment.

Our policy is based on valuing individuals and responding positively to the diversity of pupils within the school. This includes pupils with different patterns of attainment, learning styles, backgrounds, cultures and previous experiences. We focus on matching the curriculum to the pupil and this is reflected in a corresponding spectrum of provision designed to ensure all pupils’ needs are met so far as is reasonably, practical and compatible, with the provision of the efficient education of other pupils. We use our best endeavours to ensure that pupils with Special Educational Needs and/or Disability are adequately provided for, because they need “additional to and different from” the provisions provided within a differentiated curriculum.

This is to better respond to the four areas of needs identified in the New Code of Practice (September 2015).

These are:

- Communication and interaction.
- Cognition and learning
- Social, mental and emotional health.
- Sensory and physical
**United Nations Convention on Right of the Child (UNCRC)**
In its S.E.N.D. Policy, Newton Farm Nursery, Infant and Junior School is fully committed to recognising, respecting, promoting and implementing Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

**Definition of Special Educational Need**
Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:
- Have significantly greater difficulty in learning than the majority of children.
- Have a disability that prevents from learning in the same way children of the same age learn; or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.
- A learning disability or difficulty is a significantly greater difficulty in learning than the majority of other children of the same age.

“Special Educational provision means education or training provision that is additional to, or different from, that is generally made for others of the same age, in mainstream setting in England….health and care provision or social care provision, which educates a C/YP (child or young person) is to be treated as special educational provision” (CoP, 9/2015).

Relevant to Newton Farm Nursery, Infant and Junior School and in accordance with S.E.N.D. Regulations (Sep.2015), we exercise our level best to ensure that:
- All children with Special Educational Needs will get all the support they need.
- Our Setting, in accordance with C.o.P (2015) does adopt the Graduate Approach of assess, plan, do, review cycle
- Children with SEN/D will access all area of the curriculum and extra-curricular activities alongside peers who do not have SEN/D.
- Parents are fully informed and engaged when provision for SEN is being made for a child.

**Principles and Values**
In providing for those pupils identified as having Special Educational Needs (S.E.N. /D.) at Newton Farm we will:

- Utilise the cyclical Graduated Approach of assess, plan, do, review by any person(s) involved in the care and education of the child, teachers and parents alike.
- Promote high standards of education for all children including those identified as having S.E.N.
- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual’s needs and ability.
- To instil a sense of wonder and deep curiosity about the process of learning regardless of S.E.N/D.
- To fully involve parents and pupils in the cyclical Graduated Approach of assessing, planning, executing (doing) and reviewing of all provisions put in place to meet S.E.N.
To request, monitor and respond to parents’ and carers’ views in order to evidence high levels of confidence and partnership in and with our Setting.

- to strive for collaboration between multi-agencies when necessary
- through reasonable adjustments, we will ensure all pupil have full access to all the areas of the curriculum
- To ensure high level of staff expertise to meet pupils’ needs, through well targeted Continuing Professional Development (C.P.D).
- Identify the roles and responsibilities of all staff in providing pupils’ S.E.N.D
- Monitor, review and evaluate policy and provision on a regular and systematic basis through provision mapping
- To work in cooperation and in a productive partnership with Harrow Education Authority and other outside agencies, to ensure there exists a multi-professional approach to meeting the needs of all S.E.N. /D. learners.
- Newton Farm Nursery, Infant and Junior Schools will fully contribute and annually review its input to Harrow Education Authority’s Local Offer.

**Parent Partnerships**

Our policy builds on the rights and responsibilities of all those involved in the provision of S.E.N. /D. and in keeping with all the regulation of the C.o.P (2015). We believe that parents’ and professionals should collaborate and contribute to the process of decision making about meeting children’s needs (and whenever possible) pupils themselves should be fully involved.

**Partnership with Parents**

Partnerships play a key role in enabling children with S.E.N/D. to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child’s needs. All parents of children with S.E.N/D. are treated as partners, who are given support to play an active and valued role in their child’s education.

Children with S.E.N. /D. often have unique knowledge of their own needs and their own views on what sort of help they would like. As stakeholders, they will be encouraged to contribute to the assessment of their needs (some at Key Stage 1 and at Key Stage 2), the review and transition processes.

- Parents are encouraged to take an active and valued role in their child’s education through relevant training and communication with sensitivity shown for families’ needs and desires.
- They have knowledge of their child’s entitlement within the S.E.N. /D framework.
- In view of the fact that 80% of our pupils’ parents speak English as a second and even third language, wherever possible and practicable, we will request translated S.E.N. relevant literature, procedures and documentation into their mother tongue.
- Parents are fully involved in the graduated cyclical process of S.E.N/D.

The School’s Website contains details of our SEN/D Policy as well as our Local Offer.
**Partnership Communication**

The school has an ‘open door’ policy and is responsive to expressions of concern by parents and takes account of information that parents reveal about their child. The school values families as the prime educators of their children.

The school encourages parents to seek help and advice from the LEA and S.E.N.D.I.S.T. Service, which should provide support, information and relevant training.

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child’s educational time at the school.

Parents are informed of the Special Educational Needs policy implementation and any changes to the policy in the Annual Report. **The Governing Body has a ‘legal’ duty to ensure parents have access to this.**

**Roles and Responsibilities**

Special Educational Needs is a whole school responsibility. As stated in the Code of Practice, 2015, ‘All teachers are teachers of S.E.N.’ In support of the teacher’s role the Governing body, Head Teacher and Inclusion Coordinator have specific roles and responsibilities.

**The Governing Body**

The Governing Body of Newton Farm, and named SEN Governor (Mrs Nicholay) monitors the school’s work closely on behalf of the pupils with SEN. The Governing body reports annually to parents on SEN issues and policy.

- The Governing Body challenges the School and its members to secure necessary provisions for any pupil identified as having Special Educational Needs and / or Disability.
- They scrutinise teachers’ awareness of the importance of providing for these pupils through the **Graduated Approach of Assess, Plan, Do, Review.**
- They probe and ensure that SEN designated funds and resources are used effectively.
- The Head teacher reports the outcome of the Review to the Full Governing Body.

**The Head Teacher**

The Head Teacher has responsibility for the day to day management of all aspects of the school work, including provision for pupils with SEN. The Head teacher works closely with the Inclusion Manager. The Head teacher will keep the Governing Body informed on SEN/D issues.

**The Inclusion Manager**

At Newton Farm School, the principle responsibilities for the Inclusion Coordinator include;

- Overseeing the day to day operation of the SEN/D policy
- Consulting the parents/guardians throughout the process of identifying, assessing, planning and review of any SEND provision that is put in place.
- Notify parents when SEN provision is being made for their child
Co-ordinating provision through provision mapping which is reviewed termly.
Liaising with, and advising teachers
Managing specific learning assistants
Overseeing records of all pupils with SEN
Responsible for the reviews of SEN Support Plans, Education Health and Care Plans and up
datedness of all SEN Registers.
Contributing to the in-service training of staff
Liaising with external agencies: Educational Psychology Services, Health and Social Service
SEN DIST Service, Children’s Sensory Team, and voluntary bodies.
Attending Inclusion Coordinator cluster meetings to revise developments in Special Needs
Education and Inclusion
Liaising with Secondary Schools so that support is provided for Yr.6 pupils as they prepare to
transfer.
Liaising with Primary settings for any new child who transfers to Newton Farm School
Making regular visits to various classrooms to monitor the progress of children on the SEN.
Support Plans.

The Teaching Staff
Teaching SEN pupils is a whole school responsibility. The core of the teacher’s work involves the
cyclical Graduated Process of assess, plan, do, review. Taking into account the differences in
pupils’ abilities, aptitudes, and interest, some pupils may need more increased levels of provision and
support than others.

Class teachers are responsible to assessing children with special needs, planning provisions to meet
the identified needs, implementing the provisions and interventions as well as reviewing these to
ascertain whether the agreed outcomes have been achieved through the provision put in place.

Class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas with planned
differentiation, which may involve modifying learning objectives, teaching styles and access
strategies.
- Identifying a child with special educational needs (SEN).
- Involving the parents and gauging their views, concerns as well as explaining the school’s concerns
and reasons for placing their child on a SEN. Support Plan.
- Keeping parents informed of their child’s progress, any concerns and action to be taken and
attending meetings with parents as and when appropriate.
- Informing colleagues and those concerned with the child of any information imparted by
parents/guardians pertaining to the child’s academic progress or lack of it, as well as any general
welfare matters.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective
learning. Grouping to support children with additional needs will be part of this process.
- Each policy has Inclusion Statement detailing access to that curriculum area for pupils with S.E.N.
- Teaching and Support Staff will endeavour to implement all SEN provision within the classroom of
pupil, unless it tried and tested that he/she will benefit greatly from a withdrawal session.
Children are also withdrawn for 1:1 and/or group teaching if implementing this provision will impact negatively on the teaching of the rest of the class.

Learning opportunities will be absorbing, rewarding and effectively differentiated and teaching styles will be diverse.

A range of evidencing procedures within lessons such as taping, video drawing, where written evidence is hard to obtain (as in Physical Development intervention) to ensure children with Disabilities and Additional needs are able to demonstrate their achievement appropriately.

To these ends, Teachers are provided with support, expertise, resources and training.

**TAs, EPPs and LSAs**

Enhanced Provision Providers who are employed to assist a specific pupil who has been identified as having SEN/D will be provided with a diverse time table, that promotes flexibility, variety, independence of the child and self-reliance, as best as the pupil is able to show.

EPPs liaise with the class teacher and Inclusion Coordinator, other EPPs and TAs on planning and pupil progress. Support staff are encouraged to extend their own professional development, in addition to some EPP, TA and LSA time table INSETS with the Inclusion Manager. They also attend multi-disciplinary meetings to provide cohesive streamlined provision for child without unnecessary overlapping.
The Graduated Response of S.E.N. Support interventions

The above flow chart is an illustration of the Graduated process in place at Newton Farm Nursery, Infant and Junior Schools for supporting children with S.E.N/D.

**Raising a Concern**
The overall practice of assessing, planning and teaching will take into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. The children whose attainments or attainment in a specific subject falls significantly outside the expected range may have SEN, and concern by the teacher will be raised.
The identification and assessment of the Special Educational Needs of pupils whose first language is not enough requires particular care and is greatly pertinent to Newton Farm Nursery, Infant and Junior Schools. 84% of the Schools population have English as a second, third and even fourth additional language. Where there is uncertainty about a particular pupil, the teacher will look and examine carefully all aspects of the child’s performance in different subjects (English, mathematics…etc.), to establish whether the learning difficulties are due to the pupil’s limitations in their command of English or arise from an underlying Special Educational Needs and/or Disability.

The (child and) parent will be fully engaged in the entire Graduated Approach and will be actively encouraged to share their knowledge and understanding of their child and share any concerns they may have and which the school may not be aware of.

**Early S.E.N. /D. Interventions**

At Newton Farm School, we believe that pupils are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a pupil has SEN before they enter school, every effort will be made to liaise with the early education setting, other agencies and parents to enable the school to develop a SEN Support or Inclusion Support Plan and provide additional support if necessary and practicable.

If a child is identified as having SEN after the Foundation Stage assessment, the school will endeavour to:

- Use information from the child’s previous educational experience to provide starting points for the Assessment of SEN/D.
- Engage the parents (and the pupil) and make them aware of the SEN areas identified as needing extra support and involve them in planning and agreeing targeted outcomes.
- **Implement** the strategies specified in the SEN. S. Plan within the classroom setting, as best as is beneficial and practicable, and with a differentiated syllabus, to enable the pupil to access the full range of the curriculum alongside non-SEN peers.
- **Once the SEN Plans have been agreed and signed, parents are given a copy of the Plan, in order to implement the strategies agreed, at home, during home learning.**
- Time-tabled reviews of the SEN. S. Plans, with the full involvement of the parents and (the pupil) every 6-7weeks for EYFS and termly for Key Stage 1 & 2.
- The cycle of the **Graduated-Approach** continues whenever and how-ever long it is needed and/or until the pupil has made an *adequate progress* in fully meeting, consolidating and securing all the outcome set in all their SEN. S. Plans.

*Adequate progress* can be defined in a number of ways and will include the following aspects of basic required attainment:

- To close the attainment gap between the child and peer group.
- To prevent the attainment growing wider.
- To match or better the child’s previous progress.
- To demonstrate an improvement in self-help, social and personal skills.
- To demonstrate an improvement in the child’s behaviour.
**Reasons why a pupil is added to the SEN. S. Plan Register**
A pupil will be added to a SEN. S. Plan Register, if he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child’s identified area of weakness.
- Shows signs of difficulty in developing English and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed at Newton Farm Nursery, Infant and Junior Schools.
- Has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

**Special Educational Needs Support Plan**
When the teacher, Inclusion Coordinator and parents agree that interventions that are additional to or different from the school’s differentiated curriculum are required, a decision may take to place the child on a Special Educational Needs Support Plan. At this phase of the Graduated Approach, a SEN. S. Plan is drawn up with immediate effect by the teacher, Inclusion Coordinator and parents.

A Special Educational Needs Support Plan will contain strategies employed to enable the child to progress and will be recorded within a S.E.N. S. Plan, which will include information about:

- Short term target set for the child.
- The teaching strategies to be used.
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful.
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by Teachers and Teaching Assistants.
- “The child’s views will be sought and taken into account, as will those of the parents, whose support is vital if the progress is to be achieved and maintained”. (*Code of Practice, September 2015*)
**Assessment and Planning**

- Using the graduated Approach, Baseline, formative and Summative Assessment, by class or subject teacher and Inclusion Manager; and curriculum assessments may be supplemented by standardised and/or diagnostic tests, as well as parents vital information about the child.

- S.E.N. S. Plans containing SMART targets will be drawn up by Class Teacher and with the full assistance of the Inclusion Manager. Parents, Language permitting, will be fully engaged in implementing the targets during home-learning.

- Pupils are involved in the whole approach, as practicable as is possible.

**Grouping for teaching purposes**

- Class based support as well as flexible withdrawal interventions for EPP (1:1) and or group

- Grouping are very flexible and include pupils working within ore able groups to emulate and model high level of attainment. This sort of grouping will also include TAs.

- P/s may also be included in individual/group tuition.

- Withdrawal groups happen during assemblies for targeted pupils so as not to miss whole class learning.

- Withdrawal teaching sessions may occur for part of the time.

**Human resources**

- Main provision is by class teacher.

- Inclusion Manager involved primarily in assessment and planning as well as some teaching of targeted pupils.

- Target additional support that is already available in the classroom on pupils who are experiencing difficulties.

- Additional support is provided for named pupils, who may require extra help.

- Parents, volunteers, students and older pupils can also provide support under the supervision of a teacher.

- Outside agencies such as specialist teachers or educational psychologist may be involved in providing advice on strategies or in advising schools on effective provision designed to prevent the development of more significant needs (e.g. policy development). These consultant staff members can be a source of in-service advice on learning and behaviour management strategies for all teachers.

- Emphasis on increasing differentiation of activities and materials for curriculum access.

- Some specific reinforcement or skill-development activities in support of S.E.N. S. Plans targets.

- Some individual programming to support specific targets.

- Access to ICT and to additional equipment and materials as is necessary.

- Consideration given to the pupil’s learning styles, which is reflected in the styles of teaching.

- Use of translation and interpreting by Language TA and Inclusion Coordinator to clarify and support EAL pupils’ learning.

**Curriculum and teaching methods**

- Main provision is by class teacher.

- Inclusion Manager involved primarily in assessment and planning as well as some teaching of targeted pupils.

- Target additional support that is already available in the classroom on pupils who are experiencing difficulties.

- Additional support is provided for named pupils, who may require extra help.

- Parents, volunteers, students and older pupils can also provide support under the supervision of a teacher.

- Outside agencies such as specialist teachers or educational psychologist may be involved in providing advice on strategies or in advising schools on effective provision designed to prevent the development of more significant needs (e.g. policy development). These consultant staff members can be a source of in-service advice on learning and behaviour management strategies for all teachers.

- Emphasis on increasing differentiation of activities and materials for curriculum access.

- Some specific reinforcement or skill-development activities in support of S.E.N. S. Plans targets.

- Some individual programming to support specific targets.

- Access to ICT and to additional equipment and materials as is necessary.

- Consideration given to the pupil’s learning styles, which is reflected in the styles of teaching.

- Use of translation and interpreting by Language TA and Inclusion Coordinator to clarify and support EAL pupils’ learning.
Outside Agencies’ Involvement
The services may become involved if a pupil continues to make little or no progress, despite considerable input, adaptations and differentiations. They will use the pupil’s records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The pupil individual targets will set out strategies for supporting the pupil’s progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the S.E.N. S. Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the pupil:
- Continues to make little or no progress over a period of time.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional and/or behavioural difficulties, which regularly and substantially interfere with the pupil’s own learning or that of the class group.
- Has sensory and/or physical needs requires additional specialist equipment or regular advice and/or visits by a specialist service.
- Has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received interventions, the pupil continues to fall behind the level of his/her peers.

Requests for Education, Health and Care Plans (E.H.C.P.)
The Special Educational Needs of the majority of children in Newton Farm Nursery, Infant and Junior Schools will be adequately and successfully met within the provisions set in an SEN. S. Plan.

However, a request will be made by the school to the Local Education Authority, if the child has demonstrated significant cause for concern. The LEA will be given information about the pupil’s progress over time, and will also receive documentation in relation to the pupil’s special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

- Relevant and purposeful intervention within the graduated approach, including the drawing up and implementation of at least two Special Educational Needs Support Plans.
- Reviews, with recorded evidence of formal regular reviews, outcomes and subsequent adaptations of targets and strategies.
- Records of regular reviews and their outcome.
- Records of the child’s health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Evidence of baseline assessments, from which progress can be measured.
- Education and other assessments, such as ASD advisory, Speech and Language Therapist, Occupational Therapist, Educational Psychologist and Children’s Sensory Team.
- Evidence of a cycle of advice, implementation and review of progress with the outside agencies.
• Views of the parents and their involvement in discussions regarding identified SEND supporting child achievement of targets, home/school agreements.

The evidence is required so that the Local Authority has a full range of information to make an informed decision.

The parents of any pupil who is referred for an E.H.C plan will be kept fully informed of the progress of the referral by Special Educational Needs Assessment and Review Service (SENARS).

**Annual Review Meeting**

Educational Health and Care Plans are reviewed at a pre-arranged Annual Review Meetings, which are held at least once a year. All involved adults will be invited to attend and the review will focus on what the child has achieved, as well as any difficulties that need to be provided for further. When the review of a an E.H.C. Plan coincides with a transfer to Secondary School, the Inclusion Coordinator of the latter will be invited to attend, and/or informed of the outcome of the review, if no one attends.

**Immediate Referrals**

Within the Code of Practice (Sep. 2015), provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. Such immediate referrals to the LEA are made as the need arises. Where the LEA declines to provide an Education Health and Care Plan, the school can request a reassessment after six months. Parents, too, have a right to appeal against the decision to the SEN tribunal.

**Funding and allocation of resources**

Provision is made for children attending the school through a combination of delegated funding and centrally held budgets, which fund central services and specialist services e.g. the educational psychology service, the sensory and communication team, the access and development team and therapy services. The Head Teacher and Governors decide allocation of the delegated funding in consultation with Inclusion Coordinator and staff. In the case of children with an Education Health and Care Plan for over 15 hours per week support, further funding to match provision outlined in the EHC Plan will be delegated to the school by the LEA and the school will ensure that this provision is in place, but with other EHC Plan holders who have had approval for 15 hours or less support funding is from the school budget. The allocation of SEN funding will vary from year-to-year as needs change.

**Concerns or Complaints**

If parents have any concerns or complaints with regard to their child’s special educational needs provision, they must contact, in the first instance, to the class teacher involved and the Inclusion Coordinator, Mrs Bourreza. If the problem cannot be resolved the Head Teacher, Mr Bradley should then be informed.
**Success Criteria**
The success criteria for the S.E.N. policy are:

- Schools Improvement Plan has SEN/Inclusion agendas to ensure continuum of support for continuum of need.
- Children are correctly identified at different stages as outlined in the Code of Practice 2015.
- A register is maintained of children who have been identified as having SEN.
- A record is kept of all relevant documentation relating to each child on the register.
- Children who are causing concern are identified, planned for and assisted through an agreed SEN. S. Plan, which are monitored and reviewed termly with the full involvement of the child and his/her parents.,
- SEN. S. Plans are drawn up and when necessary implemented.
- If multi agencies are involved, targets are either set by the Specialist involved or through tailoring the targets to the recommendations given.
- Children are meeting targets drawn up in their SEN. S. Plans
- Early school based interventions and good deployment of resources have resulted in fewer children needing outside agencies’ involvement.
- A record is kept of meetings with parents and outside agencies.
- Outside agencies strategies are actioned as soon as they are received and reviewed periodically.
- Children with disabilities achieve the greatest degree of independence in learning, self-management and in social activities.
- All pupils with S.E.N. are perceived positively by all members of school community.

Any issues regarding gender and/or disability are dealt directly in conjunction with guidelines from the DES (Disability Equality Scheme) and the Gender Equality Scheme.