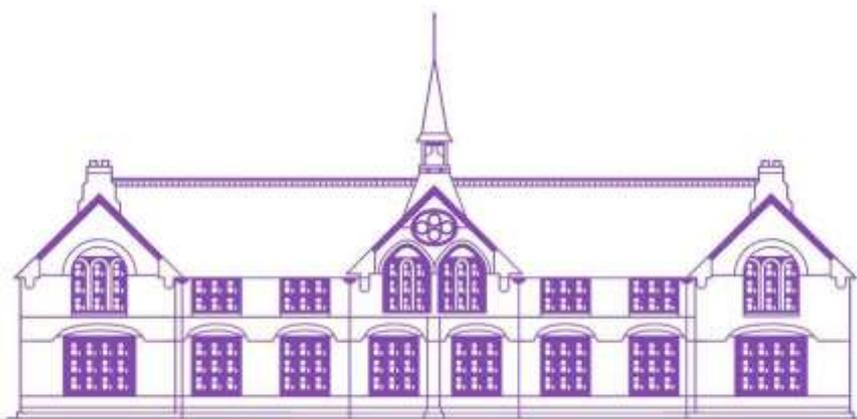


SEN policy and information report



New Town Primary School

Approved by: LAB

Date: October 2021

Last reviewed on: October 2021

Next review due by: October 2022

1. Rationale

New Town is committed to providing an appropriate and high quality education to all. We believe that all children, including those identified as having special educational needs and disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination in our school, and to help them develop an environment where all children can flourish and feel safe.

We are committed to Inclusion. We aim to create a sense of community and belonging within our school, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, communication and interaction difficulties, cognition and learning difficulties or social, emotional and mental health needs, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. Many pupils, at some point in their school career, may experience difficulties of a long or short term nature, which affect their learning. New Town aims to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The development and monitoring of each school's work on Inclusion will be undertaken by its Inclusion Manager or Special Educational Needs Coordinator (SENCo) alongside the Headteacher and the School Leadership Team.

Each school will appoint a SEND governor to oversee SEND provision.

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

This policy also complies with our funding agreement and articles of association.

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 a mainstream school

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 a mainstream school.

4. Roles and responsibilities

4.1 The SENCO

The SENCO 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. SEN information report

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

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.

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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. 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.

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 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, 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, if relevant. 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. Pupils will be supported with

their transition through the use of visits, social stories, time to talk etc.

5.6 Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions. These may include:

- Use of our sensory room 'The Glastonbury Room'.
- Support within a 'small garden' approach.
- ELSA/Pastoral support
- Targeted support for phonics, English and/or maths.
- Speech and Language support
- Sensory circuits

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, breakout space, individual work stations etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

5.8 Additional support for learning

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

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Dieticians
- School nurses/health visitors
- Portage
- ASD Advisory team
- Social Workers/Family Support Workers
- Behaviour Support/Pupil Referral Units
- Continence team
- A range of therapeutic approaches – these include art therapy, music therapy and sport therapy

5.9 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
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

New Town works hard to ensure pupils recognise the importance of equality and inclusion through the following school values:

- Love and kindness
- Tolerance and inclusivity
- Honesty and trust
- Determination and resilience

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school activities. All pupils are encouraged to go on our residential trips. 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 status or disability.

Our school's accessibility plan can be found on the school website.

5.11 Support for improving emotional and social development

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

- Support from our pastoral team, including trained ELSAs.
- Strong relationships between all staff, pupils and their families. We have a zero tolerance approach to bullying.

5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They may 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, including the provision of auxiliary aids and services

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

Further advice or support regarding pupils' needs can be sought via the class teachers or the SENCO who will be able to signpost parents to relevant services as applicable.

5.14 Contact details for raising concerns

Any concerns regarding SEND should be brought to the attention of the SENCO.

5.15 The local authority local offer

Reading Borough Council's local offer can be found here:

<https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

6. Monitoring arrangements

This policy and information report will be reviewed by the headteacher annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the local academy board (LAB).

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions