

NEWTON ROAD SCHOOL

School Handbook: Policies and Procedures

Title	Inclusion
Associated Policies	<ul style="list-style-type: none"> • Supporting Pupils with Medical Needs • Health and Safety • Admissions • Safeguarding and Child Protection • Equality Policy • Accessibility plan • Behaviour Policy

Review: September 2021

Next Review: September 2022

1.0 Legislative Compliance

This Policy incorporates the Special Educational Needs Information Report in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2014).

This Policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- The Special Educational Needs and Disability Regulations 2014
- Ofsted Section 5 Inspection Framework May 2019
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

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

2.0 Inclusion Statement

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 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.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities to ensure they have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress and lower attainment but is not an excuse, and we make every effort to narrow the gap in progress attainment between vulnerable groups of learners and their peers.
- English as an Additional Language (EAL) is not considered a Special Educational Need.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" and Special Education Needs and provide appropriate provision accordingly.
- Accurate assessment of need and carefully planned intervention through an assess, plan, do, review cycle, which addresses the root causes of any learning difficulty is implemented. This will be provided, initially, through additional support funded from the devolved schools budget.

3.0 Aims and Objectives of this Policy

The aims of our Inclusion Policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of progress and achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- To ensure a high level of staff expertise to meet pupil need, through targeted continuing professional development.
 - To work in cooperative and productive partnership with the Local Authority and other Outside Agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.
- (National Curriculum, 2014).

4.0 Roles and Responsibilities

The name and contact details of the SEN Co-ordinator are:

Mrs Lucy Coleman

lcoleman@newtonroadschool.co.uk

In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day to day operation of this policy in the following ways:

- 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 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
- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on the provision map a staged list of pupils with Special Educational Needs – those in receipt of additional SEN Support from the

schools devolved budget, those in receipt of High Needs Funding and those with Education, Health and Care Plans.

- Co-ordinating provision for children with Special Educational Needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health Care plan. Complying with requests from an Education, Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs Funding and/or an Educational, Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN Support from devolved budget), that a pupil may have a Special Education Need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map moving into Key Stage 3.
- Monitoring the school's system for ensuring that Individual Pupil Profiles, where it is agreed they will be useful for a pupil with Special Educational Needs, have a high profile in the classroom and with pupils (see section below on Individual Pupil Profiles).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs).
- Liaising and consulting sensitively with parents/carers and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending Inclusion network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (Nationally, Locally and within school).

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

The Principal

The Principal will:

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Principal and the Governing Body will delegate the day to day implementation of this policy to the, Special Educational Needs Coordinator (SENCo) and Ethnic Minority Achievement Co-ordinator.
- The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system.
 - Maintenance and analysis of whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCo)
 - Pupil progress meetings with individual Teachers.
 - Regular meetings with the SENCo
 - Discussions and consultations with pupils and parents/carers.

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
- Liaising with the SENCo/EMA Co-ordinator to agree:
- Monitoring pupils who are underachieving and need to have their additional interventions monitored on the 'vulnerable learners' provision map – but do not have Special Educational Needs.
- Which pupils (also on the provision map) require additional support because of a Special Educational Need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Pupil Profile to address a Special Educational Need
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
 - Ensuring there is adequate opportunity for pupils with Special Educational Needs to working on agreed targets which are

genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice 2013).

- Ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

Ethnic Minority Achievement Co-ordinator

The name and contact details of the Ethnic Minority Achievement Co-ordinator.

Mrs Lucy Coleman

lcoleman@newtonroadschool.co.uk

The EMA Co-ordinator will oversee the day to day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- In collaboration with the SENCo, maintenance and analysis of the whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all children with EAL.
- Liaising with parents/carers of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning.
- In collaboration with the SENCo, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents/carers have equality of access to essential information.

- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic and linguistic minority learners.

The Designated Teacher for Looked After Children

The name and contact details of the Designated Teacher for Looked after Children

Miss Kerry Mills

kmills@newtonroadschool.co.uk

The Designated Teacher will:

- Be an advocate for Looked After Children;
- Ensure a smooth and welcome induction for the child and carer, when new to the school, and note any specific requirements, including care status;
- Ensure that a Personal Education Plan (PEP) is completed, as soon as possible. This will be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Independent Review meetings.
- Keep PEPs and other records up to date, particularly in time to inform review meetings.
- Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher)
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary.
- Ensure staff receive relevant information and training and act as an advisor to staff and governors.
- Ensure confidentiality for individual children and only share personal information on a need to know basis.
- Provide written information to assist planning/review meetings and ensure attendance as far as possible.
- Ensure that the child and carer(s) receive early notification of meetings, parents evenings and other events and that communication remains regular and positive.
- Encourage Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers.
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

5.0 SEN Information Report

5.1 The kinds of SEN that are provided for

The school is an inclusive school that provides for a wide range of Special Educational Needs.

As an inclusive school we do not seek to closely define the Special Educational Needs for which we will make provision. This has included pupils with additional needs in:

- Cognition and Learning (including General and/or Specific Learning Difficulties)
- Communication and Interaction (including Autistic Spectrum Disorders and Speech, Language and Communication difficulties)
- Medical and Physical Needs
- Sensory (Including Hearing and/or Visual difficulties)
- Social, Emotional and Mental Health

In admitting pupils with Special Educational Needs, we would expect to have informative discussions with both the pupil's family, the Local Authority and any supporting professionals to ascertain the suitability of our provision and any resourcing/training needed in order to meet the pupils' identified needs.

5.2 Identifying pupils with SEN and assessing their needs

The name and contact details of the SEN Co-ordinator are:

Mrs Lucy Coleman lcoleman@newtonroadschool.co.uk

All learners will have access to quality first teaching. 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.

Identification and Assessment at Stage 1:

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do, review.)
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer
- Information from previous schools.
- Information from other services.
- Undertaking, when necessary, a more in-depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving external agencies and professionals where it is suspected that a Special Educational Need is significant.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs Funding. This provision map (through Edukey) is updated termly through meetings between the Teachers and Leader of Inclusion and Provision. The provision map allows us to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents or carers, Academy Advisory Board, LEA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Curriculum Access and Provision for vulnerable learners at Stage 1:

Where children are underachieving and/or identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways and might

use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching.
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Individual class support, individual withdrawal.
- Bilingual support/access to materials in translation.
- Further differentiation of resources.

Monitoring and Evaluation at Stage 1:

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Lead of Inclusion and Provision and Senior Leadership Team.
- On-going assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Teacher interviews with the Lead of Inclusion and Provision.
- Informal feedback from all staff.
- Pupil and parents/carers voice to include when setting new Individual Pupil Profile targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring Individual Pupil Profiles and Individual Pupil Profile targets, evaluating the impact of SEN.
- Support Plans on pupils' progress.
- Attendance records and liaison with Education Inclusion Partnership Team.
- Regular updates about pupils' progress between the Lead of Inclusion and Provision and the Principal.
- Principal's report to parents/carers and members of the Academy Advisory Board.

STAGE 2: Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e.: they have a Special Educational Need as defined by the SEN Code of Practice 2014.

Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the register of pupils being offered additional SEN Support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map.

Where the school's delegated funding (£6,000) has been fully allocated to a pupil, a High Needs Funding application may be made to the Local Authority for additional support referencing the SEN Descriptors as published as part of the Local Offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a Multidisciplinary Assessment Process with Health and Social Care in order to consider the need for an Education, Health and Care Plan.

Where a pupil is in receipt of High Needs Funding and/or an Education, Health and Care Plan, a decision will be made as to whether a short-term Individual Pupil Profile is required, replacing Individual Education Plans (IEP's), which we recognise are no longer prescribed in the SEN Code of Practice 2014.

Individual Pupil Profile

- Our Individual Pupil Profiles are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with Special Educational Needs. They are seen as working documents which can be constantly refined and amended and form part of our formal notification to parents that their child is receiving SEN support
- Our Individual Pupil Profiles will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying barrier(s) as to why a pupil is having difficulty with learning.
- Our Individual Pupil Profile will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our Individual Pupil Profiles will be based on informed assessments and will include the input of outside agencies, where appropriate.
- Our Individual Pupil Profiles have been devised using Edukey, so that they are manageable and easily monitored.
- Our Individual Pupil Profiles will be time-limited – at each termly review, there will be any agreed amendments where appropriate.
- Our Individual Pupil Profiles will have a maximum of five short/medium term SMART targets set for or by the pupil.
- Our Individual Pupil Profiles will specify how often the target(s) will be covered.
- Our Individual Pupil Profiles will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for Individual Pupil Profiles will be arranged at through:

1. Discussion between Teacher and SENCo.

2. Discussion with parents/carers and pupil, as appropriate.
3. Discussion/advice from external professionals.

- Our Individual Pupil Profiles will be reviewed at least termly by Class Teacher in consultation with the school SENCo
- Our individual Pupil Profiles will be shared with parents when they are formally reviewed and re-written three times per year,

STAGE 3: Educational, Health and Care Plan

Pupils with and Education, Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for:

- High Needs Block Funding
- An Education, Health and Care Plan

And will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with the Local NNC Policy and Guidance – particularly with regard to the timescales set out within the process.

5.3 Arrangements for consulting parents/carers of children with SEN and involving them in their child's education

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with parents/carers and all other supporting agencies.
- Giving parents/carers the opportunities to play an active and valued role in their child's education.
- Making parents/carers feel welcome.
- Encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child.
- Keeping parents/carers informed and giving support during assessment and any related decision-making process.

- Making parents/carers aware of Northamptonshire's Information Advice Support Service as part of the Local Offer.
- Providing all information in an accessible way, including where necessary, translated information for parents/carers with English as an Additional Language.

5.4 Arrangements for consulting young people with SEN and involving them in their education

We recognise that all pupils have the rights to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their process through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Monitor their success at achieving the targets on their Individual Pupil Profile which is reviewed three times per year, where this is appropriate.

5.5 Arrangements for assessing and reviewing children and young people's progress towards outcomes

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through the graduated approach and 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
- 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 cycle 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.

Pupils and parents will be fully involved in the process as detailed in sections 5.3 and 5.4.

5.6 Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at planned review meetings.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

Accompanied visits to other providers may be arranged as appropriate.

Parents/carers will be given a reliable named contact at the next phase provider with whom the leader of Inclusion and Provision will liaise.

5.7 The approach to teaching children and young people with SEN

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.

Additional support is given in class where this is needed for specific difficulties as well as pre and post teaching to support and consolidate learning.

Targeted intervention is used to meet individual outcomes to include barriers to learning.

Some of the interventions we provide are:

Cognition and Learning

- Read Write Inc (Various interventions)
- Dynamo Maths
- Maths Pre-Teach – Ready to Progress

Communication and Interaction

- Nuffield Early Language Intervention
- Social Detective

SEMH

- Starving the Anger Gremlin
- Starving the Anxiety Gremlin
- There's a volcano in my tummy
- Zones of Regulation

Sensory/Physical

- Sensory Circuits
- Personalised Motor Skill Programmes

5.8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN

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 learning, 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.

5.9 The expertise and training of staff to support children and young people with Special Educational Needs including how specialist expertise will be secured

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Co-ordinator will be a Qualified Teacher working at our school and will have statutory accreditation. If a new SENCo is appointed he/she will gain statutory accreditation within three years of appointment.

The Current SENCo is a qualified teacher with 14 years teaching experience. She has 1.5 years in role as SENCo and will have completed the SENCo accreditation by December 2021.

The SENCo, EMA Co-ordinator and Designated Teacher for Looked After Children regularly attend local Inclusion network meetings and ensure opportunities are secured for their own continued professional development.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and Senior Leaders will be responsible for reporting to Governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other Nene Education Trust schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with Equal Opportunities Legislation, Employment Law, Safer Recruiting Policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

5.10 Evaluating the effectiveness of the provision made for children and young people with SEN

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 after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using the school provision map (EduKey) to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- As an inclusive school we do everything we can to ensure that all pupils are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extracurricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject co-ordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the on-going learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Newton Road School SEND Curriculum Statement:

'At Newton Road School we endeavour to provide all learners with the knowledge and skills they need in order to succeed in later life. We understand that for vulnerable children, and those with SEND, that they may need to be supported in accessing the full curriculum through specialist equipment and/or human resources. Our curriculum design allows for the revisiting of concepts, language and skills to allow children to build on previous knowledge and understanding. This in turn means that our vulnerable learners can continue to revisit concepts and language to continuously embed their learning.

As a school we pride ourselves on a rich and broad curriculum for all learners, therefore, children will not be removed from more than 1 hour of their wider curriculum time per week for focused interventions.

Our SEND and vulnerable learners will be supported by;

- Individualised targets, assessed and reviewed at least three times per year*
- Pre-teaching and revisiting of topic related vocabulary*
- Vocabulary lists*
- A range of questioning styles*
- Out of school opportunities to broaden their understanding of the world*
- Targeted interventions to address attainment gaps*
- Horizontal, vertical and diagonal links to build on prior knowledge and curriculum links.'*

5.12 Support for improving emotional and social development

Our first point of contact for emotional and pastoral support is the child's class teacher. Additional support is available through the school's Nurture Provision, Play Therapist and through work with the Pastoral Team in a 1:1 or small group environment as appropriate.

All children at our school are encouraged to follow the school's values. These values and behaviours are constantly reinforced through rewards in class, whole school assemblies, and the modelling by all staff at Newton Road School.

Measures to prevent bullying

We have a zero-tolerance approach to bullying.

The school has an Antibullying Co-ordinator who supports the children's role as Lunchtime Legends for their peers. Their role is to help monitor the playground behaviour and report back to the Antibullying Co-ordinator who in turn reports back to SLT.

Information and workshops for children, parents and carers and staff are held regularly. All children have a 'child-friendly' Anti-Bullying support leaflet.

The name and contact details of the Anti-Bullying Co-ordinator

Miss Kerry Mills

kmills@newtonroadschool.co.uk

5.13 How our school involves Other Bodies, including Health and Social Care Bodies, Local Authority Support Services and Voluntary Sector Organisations in meeting children and young people's Special Educational Needs and supporting their families

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Team
- CAMHS
- Educational Psychologist Service
- Northamptonshire's Information Advice Support Service
- NNC Sensory Impairment Team
- Local NHS Services
- Targeted Support Team
- Education Inclusion Partnership
- Early Years SEN Support Service
- Multi-agency Safeguarding Hub
- Specialist Support Service
- Community Paediatrics
- SEND Support Service
- Early Mental Health Practitioners

In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with Special Educational Needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and co-operate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the Special Educational Needs of a pupil are very specific (e.g. Autism, Visual Impairment, etc.).

We have a clear point of contact within the school who will co-ordinate the support from outside agencies for each pupil. Most often this will be the Lead of Inclusion and Provision, but in some cases, it can be another member of staff who we have identified.

5.14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the Class Teacher and Lead of Inclusion and Provision, then, if unresolved, by the Principal. The Governor with specific responsibility for SEN/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate 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

6.0 Funding

When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs, our school will fund this as additional SEN Support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialised equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other Nene Education Trust schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with Equal Opportunities Legislation, Employment Law, Safer Recruiting Policy and best practice. All vacancies will be competitively advertised and recruited.

7.0 Admission Arrangements

No child will be refused admission to school on the basis of his or her Special Educational Need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy for the school, as agreed with the Local Authority).

8.0 The contact details of Support Services for the Parents/Carers of pupils with Special Educational Needs, including those for arrangements made in accordance with Clause 32

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082 [Information and support for families - Schools and education \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/information-and-support-for-families-schools-and-education)

Education Entitlement Team: Contact Number: 0300 126 1000 [Attendance and behaviour support for parents - Schools and education \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/attendance-and-behaviour-support-for-parents-schools-and-education)

Information Advice and Support Service for SEND in Northamptonshire: Contact Number:

01604 364772

<https://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked-After Children: Contact Number: 0300 126 1000 [Virtual school | North Northamptonshire Council \(northnorthants.gov.uk\)](https://www.northnorthants.gov.uk/virtual-school)

The North Northamptonshire's Local Offer is available at: [Local Offer \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/local-offer)

Our school information is available at: [Newton Road School - Local Offer \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/newton-road-school-local-offer)

9.0 Inclusion of pupils with English as an Additional Language (EAL)

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents/carers in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents/carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents/carers do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- A Mother Tongue Assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.

- Pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: First language resources and translation facilities; Teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCo. Provision will be recorded and monitored for effectiveness, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental Support

We recognise that some parents/carers who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents/carers in the life of the school by, wherever possible, providing interpreting facilities at Pupil Learning Conferences and other school meetings and by providing key school information in translated format.

10.0 Inclusion of pupils who are Looked After in Local Authority Care (LAC)

Our school recognises that:

Children who are looked after in Local Authority Care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report 2003) why children who are looked after in Local Authority Care often fail to make expected progress at school:

- Placement instability.
- Unsatisfactory educational experiences of many carers.
- Too much time out of school.
- Insufficient help if they fall behind.
- Unmet needs – emotional, mental and physical.

Our school will work closely with the county's The Virtual School (VS) for children which promotes the educational needs for Looked After Children and monitors admissions, PEP completion, Attendance and Exclusions.

11.0 Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical Talents – sports, games, skilled, dexterity.
- Visual/Performing Abilities – dance, movement and drama.
- Mechanical Ingenuity – construction, object assembly (and disassembly), systematic, working solutions.
- Outstanding Leadership – organiser, outstanding team leader, sound judgements.
- Social Awareness – sensitivity and empathy. □
- Creativity – artistic, musical and linguistic.

We respect the right of all children in our school, irrespective of difference in ability, to access a number of areas of learning, and to develop the knowledge, skills understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For Primary – Based on DfES guidelines, we monitor the children closely in the Foundation Stage and at Key Stage 1, but we only identify very able and talented children once they are in Key Stage 2.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'.

Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following.

- Teacher Nomination
- Assessment Results
- Specialist Teacher Identification
- Parental Nomination
- Peer Nomination
- Self-Nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and Mathematics at Key Stage 2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision may include opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.