


Special Educational Needs and Disability Policy

(STATUTORY)

Date of Policy Issue/Review	Reviewed May 2025 by the Headteacher
Policy approved/date	By FGB at their meeting on 25 th March 2024
Signature of Governing Body	Signed on behalf of FGB 
Next review	May 2026

Special Educational Needs and Disabilities Policy

Purpose

We at Newlands Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a proportion of pupils will have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Newlands Primary school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents of children with SEND, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented.

Who/what was consulted?

We consulted local authority and national guidance.

Relationship to other policies

This policy links with the policies on admissions, data protection, health and safety, behaviour and whistle blowing, and to the complaints procedure. The school accessibility plan is an integral part of this policy.

Equality impact

This policy will help to ensure that the school takes positive action to support vulnerable pupils.

Roles and responsibilities of headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND
- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The special educational needs and disabilities co-ordinator (SENDCO) has a responsibility to:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other staff
- help staff to identify pupils with SEND
- carry out detailed assessments and observations of pupils with specific learning problems
- take part in LA assessment to ascertain whether a child needs an Education and Health Care plan
- co-ordinate the provision for pupils with SEND
- support class teachers in devising strategies, drawing up One Page Profiles or Personal Learning Plans when needed, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaise closely with parents of pupils with SEND
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents, especially for children with Education and Health Care plans
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of pupils with SEND

- contribute to the in-service training of staff
- manage learning support staff/teaching assistants
- ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaise with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to make effective educational provision for pupils with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the SEN Code of Practice (2014)
- the progress and attainment of children with special educational needs and/or looked-after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they publish all statutory information on how the school meets the needs of pupils with SEND, including the SEND policy
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to refer to the school Complaints Policy.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject leaders

- analysis of pupil tracking data and test results for individual pupils and for cohorts
- performance data for pupils registered with SEND
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce personalized learning plans (SEND children), evaluate impact and celebrate success.

The governing body will monitor and evaluate this policy by receiving analyses of lesson observations and progress and attainment of children with SEND (anonymised), by promoting surveys of pupils and parents, and by receiving feedback from external agencies about the school's practice.