



Newbald Primary School

Beverley Road, North Newbald, East Yorkshire, YO43 4SQ
Headteacher: Mr Paul Flintham

Special Educational Needs Policy

SEND

Date policy last reviewed: Autumn 25

Signed by:

P Flintham, Headteacher **Date:**

S Wightman, Chair of governors **Date:**

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1. Purpose and Aims

Purpose

- To set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Aims

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure the identification of pupils' special educational needs as early as possible
- To provide a differentiated curriculum appropriate to the individual child's needs and ability
- To ensure that we work in partnership with parents/carers in order that we develop the best provision for their child
- To ensure that ALL pupils are included fully and feel a valued part of the school community
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

2. Educational Inclusion

Newbald School aims to offer excellence and choice to all children, whatever their ability or needs. This is achieved through the removal of barriers to learning and participation and high expectations of all children.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help in any area of the curriculum
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning and in physical and practical activities

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- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

3. **Legislation and Guidance**

This policy is based on the statutory [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#), 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 Disabilities Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND Information Report.

4. **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are 4 primary areas of special educational needs: Communication and Interaction, Cognition and Learning, Social, Emotional & Mental Health (SEMH), Sensory and/or Physical Difficulty.

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5. Roles and Responsibilities

The SENCO is Miss Hayley Alcock.
She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

The SEND governor is Mrs Hannah Daniel.
She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

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The headteacher is Mr Paul Flintham.
He will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

The 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 and families to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. Our Send Information Report

Our SEND report has been produced as a separate document and should be looked at in conjunction with this policy. It can be found at:

https://newbaldprimary.org.uk/school_information/send/send.html

7. Allocation of resources for SEND

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The SENCO and Headteacher inform the governing body of how any funding allocated to support special educational needs has been employed. The SENCO has a leadership role so can agree on allocation of funding in school to include SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

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8. Identification of SEND

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and schools, where appropriate. Class teachers 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 SEND. If class teachers have concerns about a child's progress or individual needs, they complete a cause for concern form (see Appendix 2) for the attention of the SENCO. To begin with, teachers will complete the first page of the form. If at the end of the agreed timescale, concerns are still present, the remaining part of the form will be completed. The SENCO will then advise on the way forward.

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.

9. Consulting and involving pupils and parents

At Newbald Primary School we firmly believe in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. We will have an early discussion with parents and, where appropriate, pupils 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 pupils' and parents' views or concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.



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We will formally notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted at each SEND review point, at least termly, or earlier if necessary.

10. Assessing and reviewing pupil 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
- 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 SEND Process

Placing children on our 'Monitoring Concerns' list

Where a pupils' attainment or progress is a cause for concern, teachers will share their concern with the child's parents and the SENCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

Placing children on the school's SEND Provision Map

Where there is concern that core quality teaching is not enough to support their needs, there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

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Termly Support Plan (TSP)

If, despite receiving differentiated learning opportunities, a child makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness, a termly support plan would be the next step.

We would consider looking to meet the child's Additional Needs (AN) which may require more individualised interventions and these would be recorded on a Termly Support Plan (TSP). See APPENDIX 1.

If, despite receiving more individualised intervention, a child:

- 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 or mathematical skills, which result in poor attainment in some curriculum areas;
- persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory 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 despite the provision of a differentiated curriculum;

there may be a need for greater involvement of external agencies. Pupils will probably need further individualised intervention programmes and these will be recorded on a Termly Support Plan. Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Termly Support Plan and on accompanying strategies. A child's SEN may be identified and this would result in them being added to the schools SEN register. The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches, appropriate equipment and teaching materials. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Termly Support Plan continues to be the responsibility of the class teacher.

Application for an Education, Health Care (EHC) Plan

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Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request an EHC Plan. This The process will involve presenting to the local authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. The assessment will be reviewed regularly.

11. **Assessing and reviewing pupil progress towards outcomes**

The SENCO is undertaking the National Professional Qualification (NPQ) for SENCOs and Local Authority SENCO induction training. Some of our teaching assistants have undertaken specialised training in areas of need or strategies/ intervention programmes to support children with SEND. All staff have access to continual professional development relating to SEND should it be required to enable them to support our children. The SENCO attends local SENCO Forums, conferences and cluster meetings in order to stay up to date with the latest guidance and best practice. Part of the SENCO's role in school-based in-service education and training (INSET) is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Support Staff requirements in supporting pupils' needs will be considered frequently. Early Career Teachers (ECT) and staff new to the school will be given training on the school's SEND policy as part of their induction.

12. **Complaints about SEND**

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be dealt with in accordance with 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

13. **Links with other Policies & documents**

Below is a list of documents (with links) available on the school website which are linked to this

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policy.

SEND Information Report

ERYC Local SEND Offer

https://newbaldprimary.org.uk/school_information/send/send.html

Safeguarding Information

https://newbaldprimary.org.uk/school_information/safeguarding/safeguarding.html

Accessibility Plan

Equality Information

Anti-bullying Policy

https://newbaldprimary.org.uk/school_information/policies/policies_guidance.html

(access the relevant policy from the list)

Health & Safety Policy

Available from the school office upon request

14. Document Control

This policy and the SEND Information Report will be reviewed by Miss Hayley Alcock every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Date Approved: **Autumn 2025**

Last reviewed and updated: **Summer 2024**

Review Frequency: **Annually**

Review Date Due: **Autumn 2026**

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Appendix 1 - Termly Support Plan template

Newbald Primary School - Support Plan: My One Page Profile		PHOTO
 Name: Year: DOB:		
What is important to me now and in the future? (hobbies, interests, likes etc):		
What people like about me and what I can do well? (strengths, positive attributes):		
Additional Information I need you to know:		
Reasonable adjustments:	How can you help me?	Specific Resources Needed:

Support Plan Term 1		Name:			
Year Group:	Class Teacher:	Support Plan Number:	Review Date:	Status: AN, SEN, EHCP	
Main Area of Need (SEND Register Classification)					
Cognition & Learning SpLD MLD SLD PMLD	Communication & Interaction SLCN ASC	SEMH	Physical/Sensory VI HI MSI PD	Other:	
External Agency Involvement	SALT	EP	BST	SaPTS	Other (Please specify)
Link to longer Term Targets in EHCP (if applicable):					
SMART Targets	Intervention, Strategies & Provision	How am I going to achieve this?	School Review	How did I do?	Pupil Review
Where I am ? : 1 2 3 4 5					Where I am ? : 1 2 3 4 5
Where I am ? : 1 2 3 4 5					Where I am ? : 1 2 3 4 5
Where I am ? : 1 2 3 4 5					Where I am ? : 1 2 3 4 5

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 Term 2: Updated Targets Should pupils be assessed to have achieved their SMART target within the term, a new SMART target will be set below.				
SMART Targets	Intervention, Strategies & Provision	How am I going to achieve this?	School Review	Pupil Review
Where I am?: 1 2 3 4 5				Where I am?: 1 2 3 4 5
Where I am?: 1 2 3 4 5				Where I am?: 1 2 3 4 5
Where I am?: 1 2 3 4 5				Where I am?: 1 2 3 4 5

Parent Comments at Review	Additional Information/Adjustments



TERMINOLOGY KEY

Areas of Need		External Agencies	
SEMH	Social, Emotional & Mental Health	SALT	Speech & Language Therapy Service
SpLD	Specific Learning Difficulty (eg. Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD))	EP	Educational Psychology
MLD	Moderate Learning Difficulty	BST	Behaviour Support Team
SLD	Severe Learning Difficulty	SaPTS	Sensory & Physical Teaching Service
PMLD	Profound & Multiple Learning Difficulty		
SLCN	Speech, Language & Communication Need		
ASC	Autistic Spectrum Condition		
VI	Visual Impairment		
HI	Hearing Impairment		
MSI	Multi-sensory Impairment		
PD	Physical Difficulty		

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Appendix 2 - Cause for Concern form

Cause for Concern			
To be completed by class teacher			
Child's full name:		Date of Birth:	
Date:		Class:	
Form completed by:		Have parents been informed of concerns?	
Main area(s) of need: highlight the area(s) of need			
communication and interaction	cognition and learning	social, emotional and mental health difficulties	sensory and/or physical needs
Concerns:			
To be completed by SENCO			
Discussed actions:			
Agreed timescale:			

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Cause for Concern

To be completed by class teacher

Ongoing Concerns:

Which strategies have been successful? Which strategies have not been successful?

To be completed by SENCO

Further strategies to try:

Further monitoring / outside agency involvement:

Conversation with parents:

Date:

Move to an individual support plan: yes / no

Comments:

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