



# Special Educational Needs and Disability Policy

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This Policy was reviewed and revised in April 2025, ready for Governors.  
This policy will next be updated in April 2026.

**Newlathes Junior School**  
**Special Educational Needs and Disability Policy 2025**

**Aims**

As expressed in our statement of School Purpose it is our intention to provide for each child the best possible educational experience. The underlying values promoted by the school are: self worth, partnership and support, tolerance and respect of others, perseverance and desire to improve. These are values that promote equality of opportunity. They inform strategies that provide for differentiation to meet individual needs and abilities within the provision of a broad and balanced curriculum for all children.

Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum assessment, planning and provision takes account of the type and degree of difficulty experienced by each pupil during their school career.

Provision for SEND will make best use of the resources available to the school.

**Objectives of this policy**

- ❑ To identify any pupils with SEND as early as possible.
- ❑ To create an inclusive, responsive and adaptable environment that meets the needs of all students.
- ❑ To ensure that all pupils have access to a broad, balanced and differentiated curriculum matched to their needs and abilities.
- ❑ To encourage pupils to develop the confidence and self-esteem required to make the most of their contribution to their own learning.
- ❑ To encourage pupils to be fully involved in their learning.
- ❑ To provide opportunities for parents to be fully involved with their child's learning.
- ❑ To ensure all pupils make good progress.
- ❑ To encourage independence within learning.

**Roles and Responsibilities**

The identification of and provision for pupils with SEND is the responsibility of all members of staff.

Ms C Rollings, the Special Needs Coordinator, is responsible for the day-to-day operation of the SEND policy. She has been a SENCO since 2012 and has a strategic role in the implementation of the policy and its aim of securing high quality teaching for children with SEND. The SENDCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. To fulfil this role Ms Rollings will be given a weekly allocation of time, 0.2 FTE. Further time will be given as needed throughout the year, the majority of this time will be dedicated to admin and liaison work.

Her duties are identified in the Revised Code of Practice for SEND as:

- ❑ Overseeing the day to day operation of the school's SEND policy
- ❑ Coordinating provision for children with SEND alongside the Head
- ❑ Liaising with and advising fellow teachers and learning support assistants
- ❑ Contributing to the in service training of staff

- ❑ Overseeing the records and tracking of all children with SEND
- ❑ Ensuring own understanding of current legislation and training are up to date
- ❑ Liaising with parents of children with SEND
- ❑ Liaising with external agencies.

The Governors will report annually to parents on the success of the school's policy for provision for children with SEND. Ms Gail Corbishley has been nominated as the Governor's representative. They will also ensure that all teachers are aware of their responsibilities towards students with SEND. In addition, Governors will ensure the necessary provision for any pupil identified as having SEND and make best use of the resources available.

The Governors have agreed with Cumberland Education Authority admissions criteria that they do not discriminate against students with SEND.

### **Educational Inclusion**

Pupils will have different:

- ❑ Educational and behavioural needs and aspirations
- ❑ Learning styles
- ❑ Rates of learning

When teaching these variables will be taken into account and adaptations made to:-

- ❑ Provide appropriate support in all curriculum areas
- ❑ Use strategies to develop understanding by using all the pupil's senses and learning styles.
- ❑ Encourage pupils to participate fully in their learning while paying due respect to their physical, emotional and behavioural needs.
- ❑ Encourage independence within learning.

### **Access to the Curriculum**

The majority of students will have their needs met through the normal school arrangements including quality first teaching. These may be adapted for pupils to enable them to:

- ❑ Understand the relevance and purpose of learning activities
- ❑ Experience levels of understanding and rates of progress that bring feelings of success and achievement relevant to individuals as opposed to national levels.

Teachers will use a range of strategies to meet a pupil's SEND. Teaching will be planned to have clear learning objectives appropriate to ensure progress for the pupils in a class.

Differentiation may also include short-term support for targeted groups and individuals within the class or year group or by the use of additional staff or programmes such as Reading Intervention, Maths Recovery, phonics groups, booster classes , nurture group, Elsa, Sulp.

### **Specialist Provision**

The school has 8 teaching assistants (inc. part time 1:1 support assistants for EHCP hours.)

Resources are dependent upon budget constraints and may not be available at all times. A portion of funding each year is allocated to meet special needs according to the Local authority formula. Provision mapping is used to track the allocation of this resource in order to inform requests for additional funding.

- ❑ Miss Helen Downie is qualified a teacher of Reading Intervention.
- ❑ Miss Helen Downie is trained in Maths Recovery (July 2014) and is assisting in support sessions to train other TAs.

- ❑ All staff are trained in the teaching of phonics.
- ❑ Nadia Ali -Sensory processing.
- ❑ Staff trained to deliver Elsa/ Nurture- Jennifer Taylor

### **Identification, Assessment and Review of SEND**

After initial concerns are raised by the staff or acting on information from a transferring school, the SENDCO will work with all staff to ensure that pupils who need additional or different support to that normally found within the class are identified as early as possible. Additional time will be spent with Y3 classes in the first weeks of transfer which will include screening tests for reading and spelling and identification of children who would benefit from receiving the intervention programs we offer. Transfer meetings will be held with the infant school before September each year to ensure early identification of SEND pupils.

The progress of all pupils is regularly monitored and reviewed (see Assessment Policy). Children will be identified as SEND if they require action that is different or additional to the differentiated curriculum taught in the classroom.

Children who are not making adequate progress may be identified as having SEND. The triggers for concern about progress are described in section 1.8 of the SEND Code of Practice 2014.

In line with the school's SEND Action Plan, termly meetings are held between the SENDCO and classroom teaching staff to discuss the needs and progress of children with SEND. During these meetings the focus will be on: how needs are being met? Are the children making expected progress? Are further interventions necessary? Is external advice necessary? (E.g. Early help referrals/ Family action support.)

If a pupil does not make sufficient progress after intervention the SENDCO will coordinate further action. This may include the involvement of external specialists. The SENDCO will keep interested parties informed and involved in the interventions undertaken.

If school action is necessary consultation should include teachers with direct contact, pupil, parents or carers, other staff involved and the SENDCO. It may be that other interested parties should also be included. An Individual Education Plan (IEP) will be used to describe learning targets, identify responsibilities and structure action.

All IEPs will be reviewed at least twice per year. Reviews should involve all interested parties. Reviews of IEPs in the Summer term should be carried out by the current class teacher and shared with the new class teacher before September. New IEPs should be drawn up as necessary following review and shared with pupils, parents and TAs, teachers, signed by all parties and saved. (Copies to SENDCO electronically)

The kinds of support offered by the school will include modified teaching/learning experiences, programmes of additional targeted work, social skills programmes, teaching supported by an additional teacher or teaching assistant, structured support for behaviour modification.

Some pupils will be identified as having a particular need that is best addressed through a Statement of SEND or an Education and Health Care Plan. For EHCP pupils an annual personal centred review will be undertaken and a report provided for the LA so that it can consider

whether the resource should be maintained, modified or cease the provision. These decisions are subject to the procedures described in the SEND Code of Practice (2014) Section 7.6.

If a child with SEND is to transfer, the school will liaise with the receiving school and forward all relevant information to enable an effective transition. Additional transition will be organised on discussion with relevant staff/ parents.

### **Allocation of Resources**

The SENDCO, in consultation with the Headteacher and Business Manager, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of SEND. The SENDCO and Headteacher should meet at least annually to agree the budget available and its deployment.

The Headteacher will inform the Governors about the allocation of both statutory and non-statutory funds identified for the support of pupils with SEND.

The effective use of resources for SEND will be monitored as part of the process of school self-evaluation.

### **Complaints Procedure**

The schools complaints procedures are set out in the School Parents' Handbook. Under the most recent SEND and Disability ACT, parents can request the services of an independent disagreement resolution, details of which can be obtained from the SENDCO. See Cumbria Education Authority SEND Handbook Section A 4.7.

### **Working in Partnership**

It is recognised that the needs of pupils can only be met if the various people involved can work in an environment that places an emphasis upon sharing information and working toward common goals. A multi-agency approach is supported in schools, in order to make this partnership effective it will be necessary to ensure the following:

#### Staff

The school undertakes to meet staff training needs in the area of SEND so that they are able to meet specific pupil needs or follow agreed procedures. All members of staff are expected to make their own training needs known to the Staff Development Officer (Miss K. Lowther). Subject to identification as a school priority suitable training will be provided. The SENDCO will make an assessment of the training required by staff to provide the teaching for an IEP, make assessments of SEND and follow agreed procedures.

Where a specific budget is allotted to provide training or when specific issues or procedures need to be considered for SEND, the SENDCO will set priorities and consult with the SDO and Headteacher about the planned provision.

Particular support will be planned to aid NQTs during their induction year.

#### Parents

Class teachers need to work closely with parents and the school provides for termly meetings or reports as well as encouraging less formal contact at all other times. If a child causes concern to parents or staff it is crucial that these concerns are shared and explored. Parents are encouraged (see School Parents' Handbook) to contact the class teacher in the first instance. If

it is considered that a child has a SEND the SENDCO will also be involved to give advice and support.

Parents will be made aware of IEPs and share in their reviews. It will often be good practice to involve parents in the work supporting an IEP. The school will take into account the wishes, feelings and knowledge of parents before making a judgement about working for the best interests of the child.

### Other Schools

Newlathes Junior School is concerned with pupils transferring from Key Stage 1 to 2 and Key Stage 2 to 3. The transition for pupils with SEND can be especially disruptive to established routines and personal relationships. Links are established and maintained between Newlathes Infant and Junior Schools with formal meetings arranged during the summer term before transition. Pupils transfer to various schools at age 11, both the SENDCO and class teacher are required to provide information and advice so as to make transition effective.

If a child transfers to another school records will be sent on within fifteen days of leaving the register. The SENDCO will ensure that any specific SEND information is transferred and if necessary contact the SENDCO at the receiving school to make transition more effective.

### Other Agencies

The school works closely with Children's Services and the Specialist Advisory Teachers. Our EHCP Coordinator is Theresa Jobson Law , our special Advisory Teacher/LA link- Jo Israel.

### **Success Criteria**

The success of this policy is judged against the aims stated. Governors will review the policy annually in consultation with the SENDCO (through the nominated governor). As part of the school improvement process the SENDCO will provide, during the Summer Term each year, a plan setting out priorities and challenging but achievable goals to work towards.

### **Newlathes Junior School**

#### **Offer of provision for Special Educational Needs**

At Newlathes Junior School children with special educational needs are identified in a number of ways including:-

- Notification from previous schools particularly the infant school
- Performing below age expected levels
- Concerns raised by parents
- Concerns raised by teachers
- Concerns raised by external agencies or paediatric specialists

If parents have concerns we encourage them to contact their child's class teacher or the Special Educational Needs Co-ordinator (SENDCO).

The SENDCO supervises all support and progress of any child requiring additional support whilst the class teacher plans individual educational support for children in their class, using an individual education plan (IEP) to agree this support with parents and children. Teaching assistants work with children with SEND individually or in a group in some or all subjects, depending on individual needs. The SENDCO reports to the governors each term and discusses any issues which arise with the head teacher and class teachers.

Work in class is differentiated so that all children can access it at the appropriate level. This may mean, for example, that a child is given slightly different tasks or is supported by teaching

staff in a particular task so that they make progress and understand what is required from them.

A child's education involves co-operation and partnership amongst everyone involved. As well as opportunities to review a child's education plan and appointments with class teachers at parents' evenings, parents can contact the class teacher or SENDCO if they have any concerns or wish to discuss their child's progress. Teaching staff make continual assessments of every child's progress, setting them individual targets and measuring these against national and age related expectations. However the school also cares about the well being and self esteem of each child and as an inclusive school, we celebrate diversity while setting work which is appropriately challenging.

The school has a policy regarding the administration and management of medicines on the school site. Parents should contact the school office if medication is recommended by Health Professionals to be taken during the day. The office staff usually supervise the administration of medicines and the staff have regular training and updates on conditions and medication which may affect individual children.

Newlathes Junior School has a positive approach to dealing with behavioural difficulties, with a clear reward and sanction system which is followed by all staff and pupils. The school's Behaviour Policy provides detail on this. Additional behaviour management plans or risk assessments may be used where needed to support individual children who are experiencing particular difficulties. The school runs a peer peacemaker system at playtimes and lunchtimes, to support social skills development. Prefects and school councillors also take account of pupils' views and help to ensure that pupils are able to contribute to school decision making.

Newlathes Junior School is at the heart of a strong system which utilises professional support both within and outside the school. Teaching assistants are trained in Reading Intervention and Maths Recovery. Teaching staff have experience of educating children with a wide variety of special educational needs. We work closely with Family Action, educational psychologists, speech and language therapists, school nurses and physiotherapists as well as many other professional specialists. We also have very close links with Newlathes Infant School and local secondary schools and a rigorous transition process is followed with all records transferred as part of that process as well as transition visits for new pupils and parents. These visits are often supported by teaching assistants if the child has special educational needs. Staff are encouraged to further their training based on the needs of the pupils within school, for example, all staff are given the chance to train in paediatric first aid.

In and around the school there are visual timetables, disabled toilets and peer helpers, in addition we have access to support for children who are looked after or for whom English is an additional language. However, the school is not fully adapted for wheelchair access.

The school budget received from the Local Authority includes funds for supporting children with SEND. The Headteacher, Business Manager, SENDCO and class teachers then decide on how to allocate that budget, in consultation with school governors and based on the identified needs of pupils, although the school may receive an additional amount of funding for pupils with higher level needs.

All decision making is a consultation process, involving staff, parents and the pupils themselves and all parties are given opportunities to discuss issues in annual reviews, parents’ evenings, education plan reviews and by contacting the class teacher or SENDCO at any time.

We carefully monitor each child’s progress through assessment, tracking, marking feedback and by talking to the child and parents and are happy to discuss a child’s needs at any suitable time.

Christine Rollings (SENDCO)

Link to Cumbria Children’s Services SEND information:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

Link to Cumbria’s SEND local offer and family support:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

**This policy will next be updated in April 2026**

This Policy was approved at a Full Governing Body Meeting on: .....

Signed: .....Chair of Governors