



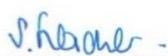
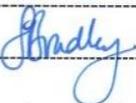
# **Newton's Walk**

# **Special Educational**

# **Needs Policy**

January 2016

This policy has been ratified by the Management Committee

  
----- (Chair of Management Committee)  
  
----- (Head teacher)

**Responsibility for the co-ordination of SEND at Newton's Walk:**

**Amanda Fower (SENDCo) - contact details: 01332 717997**

amanda.fower@newtonswalk.derby.sch.uk

**Schools Special Needs and Disabilities Governor:** Debs Robinson

contact via: [heather.gill@newtonswalk.derby.sch.uk](mailto:heather.gill@newtonswalk.derby.sch.uk)

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0-25 June 2014.
- Schools SEN Information Report Regulations (2014).
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding policy.
- Teachers Standards 2012.

**Draft Policy ready for consultation with Staff, Parents, and Management Committee via letter or email.**

The Code of Practice 2014 states that:

**'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.'**

- Pupils who are underachieving and failing to meet targets have interventions in and out of class.
- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

## **Provision**

Newton's Walk is a pupil referral unit for primary aged pupils who have been permanently excluded from school. In addition to their primary need, our pupils may also have moderate learning difficulties, ASD, ADHD, Speech and Language difficulties and a range of other needs.

## **Admissions Arrangements**

All admissions to Newton's Walk are based upon the provision's Admissions Policy. There is no differentiation made between pupils with or without Special Educational Needs. Children experiencing difficulties will be supported within the classroom by their Class Teacher and TAs and may be occasionally supported outside the classroom for Specialist Support of One to One tuition.

## **Facilities**

The provision is situated in the West End of Derby, behind Kedleston Road Training Centre. Arrangements for the transport to and from the provision are made by the LA transport department at the request of the provision.

The provision has:

- five classrooms
- sensory Room
- soft play room
- hall
- outside Area.

There is an accessible parking space on site. The entire site is flat and fully- accessible, there are also fully accessible toilet facilities.

We are happy to make arrangements to enable students with physical disabilities to participate as fully as possible in the education and activities within the provision.

## **Aims**

To promote learning and enable pupils to:

- Access a broad and balanced curriculum.
- Improve self-esteem and levels of motivation.
- Raise levels of achievement.
- Experience success and achieve recognition for this.
- Work to their strengths and receive support in their areas of difficulty.
- Reintegrate successfully into mainstream school.

## Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To ensure Newton's Walk SEND policy is implemented consistently by all staff.
- To provide an opportunity to celebrate the achievements of children with SEND.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Work in partnership with parents/carers for the benefit of the pupil.
- Guide and support all staff and parents in SEND issues.
- To provide appropriate resources, both human and material, to ensure their maximum and proper use.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To involve children actively in decisions about their SEND provision.
- To involve parents actively in their child's SEND provision.
- To liaise productively with relevant outside agencies.
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND Policy.

## Management of SEND within School

The Head teacher has responsibility for the day to day management of all aspects of the schools work, including SEND provision. The Head teacher should keep the Management Committee informed and work closely with the SENDCo. Management Committee has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). Both teaching and non-teaching staff are made aware of procedures for identifying, assessing and making provision for pupils with SEND. All teachers have a responsibility to bring to the attention of the SENDCo any child whose needs they believe needs are not being met.

All staff have a responsibility for supporting children with social, emotional and mental health difficulties in their care. They are expected to raise any concerns with the SENDCo or Head teacher. The SENDCo may act in an advisory capacity where appropriate and share responsibility where learning, emotional social and mental health difficulties are interlinked. Support staff contribute to the unit in a variety of ways. They establish and promote positive and productive relationships with pupils, acting as a role model and setting high expectations. They promote inclusion of all students within the classroom and learning environment.

## Identification and Assessment

The four broad categories of need as detailed in the SEND Code of Practice, 2014 are:

- Communication and Interaction
- Cognition
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Whilst these four areas broadly identify the primary need of a pupil we consider the needs of the whole child, which may also impact in a pupil's progress.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium/Pupil Premium Plus

The principle sources of information for identifying children's special educational needs are:

- Class teachers make regular assessments of progress of all children. From these, school is able to identify those who are making less than expected progress for their age.
- Information from parents provided at the exclusion meetings held in school and at home.
- Records of SEND and information from child's previous school/s.
- Newton's Walk entry assessments performed within two weeks of commencing placement.
- Members of staff will discuss with the SENDCo how to meet the special needs of a particular child if they feel further help is required in addition to normal differentiated curriculum and quality first teaching.
- Children will have a MEP which highlights their needs, strengths, how school can support them, interventions, access arrangements and their targets.
- Where a child is suspected to have specific learning difficulty they will be referred to the Educational Psychologist (EP) as soon as possible with agreement from parents. The EP report will inform the SENDCo and other teaching staff regarding the best way to support the student with their specific needs.
- Children with SEND and their parents are involved in the different and, if appropriate, graduated stages of provision to meet their SEND.

## Curriculum Access and Provision

Teachers have the highest possible expectations for your child and all children in their class.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work effectively. The provision provides for additional needs in a variety of ways, directly related to individual need.

The range of provision may include:

- In class support with a teacher and two teaching assistants, working together to give targeted support according to individual needs.
- Individual class support/individual withdrawal.
- Further differentiation.
- Interventions and targeted work are used extensively to support children with all levels of attainment and also with or without SEND.
- Provision of alternative learning materials/special equipment.
- Provision of adult time in devising interventions and monitoring their effectiveness
- Focus on social and life skills built into the wider curriculum.
- Small group work and a high adult ratio in all lessons to enable children with special needs to reach their full potential.
- Sensory breaks and activities when needed.
- Speech and language activities following programmes set by the Speech and Language therapist.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Service (STEPs), Speech and Language therapist and other off site professionals.

There are many more that may be put in place depending on the individual pupil needs. Adaptions to curriculum or learning environment may be made to remove barriers to learning. Strategies are used according to needs and may include:

- Use of enlarged resources for example: 'Communication in Print' and other specialist resources.
- Use of ICT.
- Visual timetables, visual aids and prompts to support understanding of language and routines.
- Use of sensory room and calming areas.

## **Monitoring Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curriculum access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

## Targets and Action Plans

All pupils with SEND will have an individual MEP setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in individual MEPs containing information on:

- Short Term
- Teaching Strategies
- Provision made
- Date of review
- Success
- The outcomes recorded at review

The MEP will only record that which is different to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

MEPs will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

## Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupil's needs.

This takes the form of a four part cycle:

**Assess:** an analysis of need will be carried out by all concerned, including outside agencies.

**Plan:** an appropriate plan will be agreed by all concerned.

**Do:** agreed support will be delivered.

**Review:** the effectiveness of the intervention/support will be reviewed regularly.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- continues to experience difficulty in developing English/maths skills
- has sensory or physical needs requiring additional specialist equipment or visits/advice
- has emotional problem that substantially impede their learning
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

## **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention with SEND support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

## **Education, Care and Health Plans (ECHP)**

An ECHP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an ECHP. An ECHP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to longer-term objectives set in the ECHP
- of shorter term
- established through parental/pupil consultation
- set out in an Action Plan
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified.

## **Reviews of an ECHP**

ECHPs are reviewed annually. The SENDCo will organise reviews and invite:

- the pupil's parents/carers
- the pupil if appropriate
- the relevant teachers
- a representative of the SEND Inclusion and Assessment Team
- any other person the SENDCo or parent/carer considers appropriate.

## **Partnership with Parents/Carers**

- The Complex Case Team and school work in partnership with parents and carers.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND.
- Working effectively with all other agencies supporting children and their parents.
- Making parents and carers feel welcome.
- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Providing all information in an accessible way.
- 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 and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Involving parents in decision making as to how a pupils individual budget may be allocated to provide support for their child.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEB Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about education and learning.
- Identify their own needs (self-assessment and self-evaluation).
- Share in individual target setting.

In addition pupils who are identified as having SEND are invited to participation in:

- Action plan reviews and setting of individual targets.
- Regular meetings with named adults.

## **Links with Education Support Services**

We aim to maintain useful contact with support services in Children and Young People's Services. For our pupils with SEND any one or more of the following agencies may be involved; Educational Psychologist, School Nurse, and STEPs.

## **INSET**

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development.

## **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENDCo. The Chair of Management Committee may be involved if necessary. In the case of an unresolved complaint the LA may be involved please see the school's Complaints Procedure available on the school's website.

## **Review**

The school considers the SEND Policy document to be important and, in conjunction with the Management Committee, undertakes a thorough review of both policy and practice each year.