



Newfield School SEN and Inclusion Policy

The Policy takes into account the Special Educational Needs and Disabilities Revised Code of Practice (updated May 2015), Disability Rights Act, Schools Access Initiative, the Equality Act 2010, Supporting Students with Medical Conditions February 2014 and Children and Families Act 2014

Introduction

The Governors, Head Teacher, teaching and non-teaching staff, at Newfield School recognise their responsibilities under the Revised SEND Code of Practice for contributing to the provision for all students with special educational needs.

Newfield School admissions policy reflects the 'inclusive' ethos of the school. We recognise that the care of students with additional needs is a collegiate responsibility. In addition to this we also recognise our responsibilities to make provision for students with disabilities under the Disability Rights Act (2003), the Equality Act (2010) and the 'Supporting Students with Medical Conditions ' guidance 2014 where appropriate, both in the school curriculum and additional activities, such as school trips etc.

Definition of a pupil with Special Educational Needs

A student is deemed to have special needs if they have a learning difficulty that is significantly greater difficulty in learning than the majority of children the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age, within mainstream school or mainstream Post 16 institutions. Students must not be regarded as having a learning difficulty solely because the language spoken at home is different to the language in which they will be taught. Newfield School have a variety of support for students who have social and emotional and mental health needs. We are developing facilities for students with physical needs. There is disabled toilet area and school accommodation is on ground level. All staff take a full and active role in the care of physical needs students.

SEN Inclusion Policy

This SEN policy details how Newfield will do its best, within funding constraints, to ensure that the necessary provision is made for any student who has a significantly greater difficulty in learning than the majority of children the same age.

Teaching and non-teaching staff of the school have a responsibility to make themselves familiar with the pupil's needs outlined in their EHCP (or draft plan if they are on roll under

an assessment place.) Class teachers should track progress towards outcomes written into the EHC plan and consult with SLT if there are any concerns in the first instance.

The Role of Parents, Carers and Pupils.

Newfield School will have regard to the Code of Practice, Equality Act and the 'Supporting Students with Medical Conditions' 2014 when carrying out its duties toward all pupils with special educational needs and will ensure that all parents are notified when a decision is made by the school to offer additional provision for their child.

Partnership with parents and carers is very important to Newfield School. The school recognises that parents and carers hold key information and have the knowledge and experience to contribute to a shared view of the child's needs and the best way of supporting them.

All parents and carers will be treated as partners and will be supported to play a valued and active role in their children's education. Pupils will always be encouraged to participate in the decision making processes and where possible, their views will be taken into account. This is particularly important around times of transition.

The Role of the School

Provision for pupils with special educational needs is a matter for the whole school. All pupils have differing needs and we aim to meet those needs through a broad and balanced curriculum that endeavours to have regard to differing abilities and personal attributes through a mixture of in class support, specialist tuition, differentiation of materials and supportive pastoral arrangements. In addition to the Governing Body, Mr Whelan – the Head Teacher, the Senior Leadership Team and all other members of teaching staff have important responsibilities within their own classrooms. All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole school responsibility, requiring a whole school response. Central to the work of every class teacher is the cycle of planning, teaching and assessment which has to take into account a wide range of abilities and aptitudes. The majority of students will progress with these arrangements; however the students with significant and additional needs may require an enhanced level of provision and planning to meet their needs.

ICT Support and E-Safety for students with additional needs.

ICT Support The school has various strategies to support students with additional needs to achieve their potential. This includes the use of software for assessments of exam concessions, the deployment of computers and lap tops to help with extended writing tasks and the installation of various multi -sensory programmes aimed at a personalised response to literacy acquisition linked to their targets which are available to all staff on their pupil profile which is stored both in hard copy and on the confidential Teacher drive.

E Safety All students take part in awareness raising assemblies, and ICT classes where E-safety safeguards are a priority. In addition to this, the E-Safety Officer – Mr Marshall, all teaching staff and the Learning Mentor team run 'drop in clinics' for vulnerable students who need extra help to understand how to keep themselves safe. Parents also have the opportunity to learn about online safety through information posts on the school website and by following the link to the Government backed website www.thinkyouknow.co.uk .

Admissions

The Head Teacher liaises with the LA and previous setting before a student arrives at Newfield. In addition to information in the Education Health Care Plan, the following information is essential to support a smooth transition:

- Assessments from the previous school so an appropriate curriculum response can be provided
- On going observations and assessment feedback to inform future planning
 - Additional information on what the student has already achieved and what their interests are
- Any additional Pastoral support that may be needed in the short or long term
- Any special arrangements that will have to be made for a student who has physical needs
- Information from parents about their child's learning style so a 'joined up' learning approach at home and in school can be set up quickly.
- Any Access Arrangements for exams that a student may be entitled to.

Assessment is a continuing process that may identify students who may struggle for the first time with the demands of the curriculum. Newfield measures progress by referring to

- Evidence of teacher assessment and observation
- Performance against stage descriptors, (which replaced National Curriculum levels) at the end of each year and key stage
- Scores from standardised testing for reading, spelling and Maths
- Other standardised screening or assessment tools that identify specific learning needs.
- Specialist teacher and outside agency reports

Role of the Head Teacher and SEN Governor

All staff in collaboration with the Head Teacher (Mr C Whelan) and the Governing Body, play a key role in determining the strategic development of SEN policy and the shape of the provision to meet the needs profile at Newfield.

The key responsibilities include

- Overseeing the day to day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Working collaboratively with the Learning Mentor Team
- Overseeing all the records on students with special educational needs
- Liaising with parents
 - Contributing to the in-service training of teaching and non-teaching staff
 - Coordinating provision for pupils with additional special educational needs
- Liaising with external agencies such as Educational Psychologist, Speech Therapy Social Services, etc.
- Leading the school response on securing where appropriate, additional specific support.

Monitoring Pupil Progress

Each pupil has a personalised one page profile which includes an overview of needs . Most recent achievement scores are recorded on SIMS which is used to track progress. It is updated at least termly by the class/subject teacher.

The learning outcomes on an EHC plan are monitored and reviewed annually. When monitoring pupil progress, if a pupil is assessed and is not responding to quality first teaching, due to their additional needs, teachers may conclude that the strategies currently being used with a student are no longer effective. In these circumstances the teacher will consult the SENCo to see what else might be done.

At this point the teacher will complete an intervention sheet. Evaluation of the strategies being used may lead to the conclusion that the student requires a different approach. This may include

- Physical or visual aids
- Careful seating plan or
- Differentiated work or
- Extra time to complete work
- Access Arrangements assessment

The Next Step The student will then be monitored by the classroom teacher so current rates of progress can be evidenced. The key test for the need of further intervention is whether or not adequate progress is being made, this is defined as

- The attainment gap between the student and their peers has closed
- The attainment gap has not widened
- It is similar to peers who have started on a similar baseline but may be less than the majority of their peers
- Matches or betters previous rates of progress
- Can access the National Curriculum most of the time
- Student demonstrates independent self-help strategies
- Student demonstrates an improvement in their behaviour
- Is likely to achieve the target set in their subject

SLT will support the assessment of this student, assisting colleagues with advice on teaching strategies or materials. The student's subject or pastoral leaders remain responsible for working with the student and their parents at this level.

If the student has had previous contact with external agencies SLT may contact the agency, with parental permission, for additional support as appropriate. Interventions should be recorded by the teacher

Individual Education Plans

The need for an IEP may still arise as a strategy to provide short term planning towards the achievement of targets on the pupil's statement or EHC plan.

It does not replace an intervention sheet but is characterised by the involvement of external agencies such as Educational Psychologist, advisory teachers etc. Any request for additional support will always be done in collaboration with parents normally at a review of the student's progress. At this level the external support agencies will normally see the student so they can advise staff on new targets or teaching strategies. In some cases they may provide a specialist programme such as Speech Therapy, Physiotherapy, or a specific academic programme depending on need. At this point an IEP may be issued to inform teaching and non-teaching staff of any new advice or considerations.

An IEP response is only normally needed if despite intervention from the class teacher the student

- Continues to make little or no progress over a long period
- Continues to work at a National Curriculum level substantially below that expected of a student of a similar age

- Continues to have severe difficulties with literacy and numeracy acquisition
- Has emotional difficulties which substantially and regularly interfere with their own learning or the learning of others despite the offer of a behaviour management and pastoral support programmes
- Has sensory or physical needs and requires additional specialist equipment or regular advice and visits. They may also require direct intervention by support staff or a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When support agencies advice is sought, Newfield School provides all the appropriate records to ensure agencies can clearly see what has already been done. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. A new IEP will normally be issued to all teaching and non-teaching staff at this point to inform them of any new teaching strategies to be adopted or additional programmes to be delivered etc. Parents will be included in this process as much as possible. Delivery of the new profile will remain the classroom teacher's responsibility with support from the SLT and the Learning Mentor team. Parents are encouraged to contact the Senior Leadership Team if they have any concerns about their child's progress.

Annual SEN Reviews

All pupils will have Education Health Care plans (EHCP) which have replaced SEN statements. The EHC plan outlines needs for health and care as well as education. These are reviewed annually.

Year 6, 9 and 11 reviews focus specifically on transition so the student can be well supported at times of significant change. For Y 9 and Y11 pupils, the Career Connect Service has a statutory obligation to be involved in this process and should interview the student and attend the statement reviews as appropriate.

The Head teacher will normally conduct transfer reviews for end of Key Stage. A review of an SEN statement can be conducted by the form tutor as training has been provided.

The school then provides the following evidence

- Pupil profile
- Educational assessments
- Attendance
 - Pupil view
 - Parent/carer view
 - Health/social care assessments

Following notification of transfer reviews the LA, working cooperatively with the school, external agencies, and parents have 14 weeks in which to decide if an Education, Health and Care Plan is necessary.

In addition, where there are cases where the evidence provided suggests to the LA that the student's needs have not responded to the purposeful measures taken by the school, they may decide that the student additional needs provision cannot reasonably be provided by the school without additional resources. The school may apply for Exceptional Funding to meet their additional needs. If in following the action plan the pupil fails to progress then a further review may be called. The LA may decide instead to work with the school towards a managed transfer where the Education, Health and Care Plan (EHC Plan) names another provision .

An EHC Plan has to include

- Student's name and address
- Details of their needs
- The provision made to meet their needs
- The type of school they will attend to meet those needs
- Relevant non education needs.

The EHC Plan provides a formal written framework for the review of all the targets set after consultation with parents. The student will be provided with an updated plan working towards agreed outcomes.

If the LA does not renew the statement or convert it to an EHC plan, and you disagree with this decision you can appeal to the LA or write to the SEN and Disability Tribunal Service for further advice. You can also request that Sefton Parent Partnership attend any meetings with you if this is appropriate.

Schools complaints procedure

In the unlikely event that parents feel that they need to make a complaint about any aspect of the schools policy on Special Educational Needs please follow the procedure laid down in the whole school complaints policy.

Useful Contacts Tel: 0151 934 2991

Senior Leadership Team

Mrs C Whelan – Head Teacher

Mr Heath – Acting Deputy Headteacher (Upper School)

Mr Boardman – Deputy Headteacher (Lower School)

Mr Marshall – Acting Deputy Headteacher (Primary – Litherland)

Mrs Evans – Acting Deputy Headteacher (Primary – Litherland)

Mrs L Daly – Finance Manager

Mr M Bullock - Acting Assistant Headteacher (Newfield Thornton)

Mrs Neeson – Assistant Headteacher (Primary – Litherland)

SEN Governor

Mr R Hills -

Please address correspondence through the Clerk to the Governors – Mrs L Daly

References:

Communication and Interaction Appendix DFES (2014)

Revised Special Educational Needs and Disability Code of Practice:0 to 25 years HMSO (May 2015)

Disability Discrimination Act DFES (2004)

Removing Barriers to Achievement Disability Rights Act Schools Access Initiative Equality Act 2010

Supporting Students with Medical Conditions February 2014

Children and Families Act 2014

Equality Act 2010