



Newtown C of E Primary School

Special Educational Needs and Disabilities

(SEND) Policy

Ratification Date:		Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynn Wright (CHAIR OF GOVERNORS)
Reviewed date:	October 2023	Signed: Mrs Wendy Mitchell (ACTING HEADTEACHER) Mrs G Wright Chair of Governors)
Reviewed date:	October 2024	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs G Wright Chair of Governors)
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School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values

- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. Definition of Special Educational Needs and Disabilities (SEND)

The *Special Educational Needs and Disabilities Code of Practice (2015)* states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions.

There are four broad areas of need:

1.1 Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

1.2 Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD); where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD); where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

1.3 Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Our Behaviour Policy outlines our processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

1.4 Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Some children with more complex sensory needs may benefit from positive and appropriate forms of tactile touch as part of their support. This kind of touch can play a vital role in providing comfort, fostering emotional connection, and helping children feel safe, regulated, and understood within the school environment. It is important that such interactions are thoughtful, respectful, and tailored to each child's individual needs. Further guidance and protocols regarding the use of touch in these contexts can be found in the school's Restrictive Physical Intervention (RPI) policy.

2. Purpose

At Newtown C of E Primary School, all our children are equally valued and entitled to access a broad, balanced and relevant curriculum of formal and informal activities, including the National Curriculum, which is varied to meet individual needs. All children are entitled to achieve success in their work and to feel positive about themselves. We believe that each child has individual and unique needs; however, some children require more support than others to make good progress.

3. Aims and Objectives

- Be an inclusive school by meeting the needs of all our children by providing flexible and creative responses to individuals.
- To ensure there will be appropriate staffing and resources to meet the needs identified.
- 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 varied and that demonstrates coherence and progression in learning.
- Give support in areas of difficulties and build upon areas of strengths.

- Enable every child to experience success, promote individual confidence and a positive attitude.
- Address barriers to education in relation to children's social, emotional and mental health needs as well as unproductive behaviour.
- Use the Graduated Response of Assess, Plan, Do, Review to identify any barriers to learning that prevent children or young people from accessing the learning and making progress in line with national expectations.
- Use a 'team around the child' approach in order to ensure that all children receive the right support at the right time.
- Use the criteria document: SEND Support – Guidance for Early Years providers, mainstream schools and colleges. (Hampshire CC September 2014) to support early diagnosis and ensure continued, regular monitoring in the form of SEND trackers to identify internal assessment procedures when referral to the external agencies is appropriate.
- To recognise that some children have additional needs that must be met in the classroom and the school environment although they are not automatically included on the school's SEND register.
- Record all identified children in the SEND Register, held by the Inclusion Lead who is a qualified SENCo.
- Provide clear guidelines and information for staff, parents and governors concerning all aspects of special needs provision at Newtown Primary School in the school's SEND Information Report.
- Provide support and training for all staff, including Learning Support Assistants and support staff. Staff development will be regularly reviewed and INSET provided as necessary, making use of support services and external agencies where appropriate.
- Have an equal, open and honest partnership with parents/carers and involve in planning and supporting at all stages of their children's development.
- Ensure the Inclusion Lead liaises with class teachers, support staff and parents, as well as other schools, support services and external agencies when 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.

4. Roles and Responsibilities

Provision for pupils with special educational needs is the responsibility of the whole school community. The responsibilities are set out below:

4.1 The Governing Body

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 who takes particular interest in this aspect of the school.

As part of their statutory duties, the Governing Body must publish information about the school's policy on SEND and the school's SEND information Report. This information is available via the school website or via the school office upon request.

4.2 The Governing Body must ensure:-

- A qualified teacher is designated as SENCO for the school and that, if appointed after September 2008, has successfully undertaken the National Award for SENCOs within 3 years of the appointment.
- A member of the governing body has specific oversight of the school's arrangements for SEND and disability.
- The necessary provision is made for any pupil with SEND;
- SEND provision is an integral part of the School Improvement Plan;
- They have regard to the requirements of the Special educational needs and disability code of practice (2015);
- The progress and attainment of children with SEND are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND;
- They monitor the SEND policy and practice;
- They report to parents on the implementation of the school's SEND policy;
- They are fully informed about SEND issues, keeping informed about what the Local Authority (LA) is doing in relation to SEND;
- They set up appropriate staffing and funding arrangements, and oversee the school's work for children with SEND;
- That where the school has been informed by the LA or by other means that a child has special educational needs, those needs are made known to all who are likely to be part of the child's learning for the duration of their time in the school.

4.3 The SEND Governor will:-

- Establish links with the Inclusion Lead, meeting termly to support, monitor and review SEND practice and policy;
- Keep up to date and informed about SEN issues and what the LA is doing in relation to SEND;
- Provide updates to the Full Governing Body (FGB) at each meeting of the FGB;
- Produce an annual report on SEND provision and practice to the FGB.

4.4 The Headteacher has a duty to:-

- Manage all aspects of the school's work, including provision for SEND children;
- 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/carers immediately if the school recommends SEND provision for their child;
- Report to parents/carers 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.

4.5 The Special Educational Needs Co-ordinator (SENCo) has a responsibility to:-

- Oversee the day-to-day operation of this policy;
- Co-ordinate the provision for children with SEND;
- Advise teachers on the Graduated Approach (response) to identify and provide SEND support at appropriate levels for individual pupils' programmes;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with parents of pupils with SEND;
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Be a key point of contact with external agencies, especially the local authorities and its support services;
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transfer is planned;
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps records of all pupils with SEND up to date;
- Ensure that an agreed, consistent approach is adopted;
- Carry out detailed assessments and observations of children with specific learning problems;
- Assist in the monitoring and evaluation of progress of pupils with SEND;
- Contribute to the in-service training of staff;
- Manage Learning Support Assistants (LSAs);
- 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 children.

The Inclusion Leader/SENCo is **Mr J Bagley**, our other SENCo is **Mrs L Stapenhill**

4.6 Class Teachers are responsible for:-

- Accounting for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- Providing high quality teaching, varied for individual pupils, as the first step in responding to pupils who have or may have SEND;
- Updating SEND trackers regularly and reviewing at the end of each milestone to ensure that individual children are making appropriate progress from their starting point;
- Ensuring that they access all available information and support to make effective educational provision for SEND children;
- Ensuring they use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum and teaching style for the child;
- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND;
- Ensuring that intervention programmes are given sufficient time in weekly timetables;

- Discussing the child's skills with their parents and highlight areas for targeted teaching. These meetings should take place at least 3 times per year.

4.7 Learning Support Assistants (LSAs) and Emotional Learning Support Assistants (ELSAs) should:-

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- Support children who have individual needs under the direction of the class teacher and Inclusion Lead;
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies;
- Keep records of children's progress when delivering intervention programmes;
- Recording the child's starting point, monitoring the child's progress throughout the programme to record the impact and outcome and measure their progress at the end of the programme;
- Provide medical support/supervision if identified as a need;
- Provide additional support and supervision as identified needs require.

5. Admission Arrangements

Admission arrangements for children with SEND, as stated in the school Admissions Policy are in line with Hampshire County Council Guidelines. If the school is named in a EHCP, the governing body must admit the child to the school.

6. Facilities for SEND

- Support for pupils with SEND needs will take place within the classroom or in other available workspaces within the school.
- All access to the playground is level. There is one ramp with handrails that leads from the playground to the school field.
- There are 3 toilets available that are disability friendly with handrails throughout the school and one accessible toilet.
- There is one disabled parking space in the school car park reserved for blue badge holders.
- Resources including visual and audio aids are used as appropriate.

7. Allocation of Resources

Where possible, children with SEND are provided for within their own classroom. A proportion of our budget is allocated for resources, which include identified materials to support children with SEND. The provision of additional support is provided from the delegated SEND budget.

8. Identification and Assessment

SEND Support – Guidance for Early Years providers, mainstream schools and colleges is the criteria document designed by Hampshire County Council to give indicative guidance for those pupils judged to have SEND as outlined in the code of practice.

All those working with pupils in the school are alert to emerging difficulties and respond early. It is particularly important for school staff / professionals to listen and understand when parents express concerns about their child's development. Any concerns raised by the pupils themselves should also be addressed.

Identification procedures follow the graduated approach as set out in the SEND Code of Practice.
Assess – Plan – Do - Review

Regular assessments of progress for all pupils should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

Regular assessment and monitoring can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Academic progress is recorded through a triangulation of teacher assessment using the Hampshire Assessment Model, a child's SEND tracker which is a summary of the teacher assessment and the child's next step targets.

We also use a range of benchmarking and assessment data to help us identify additional needs.

These may include:

- Baseline assessments which include the Salford Sentence Reading Test, the Sandwell Early Numeracy Test, Hampshire Spelling Diagnostic Assessment;
- NHS School Therapy Pack (Speech and Language);
- Achievement data (progress against national curriculum levels and objectives);
- End of key stage results (SATS);
- NFER test results;
- Baseline assessments for emotional wellbeing, social and behavioural issues include The Boxhall Profile and the Strengths and Difficulties Questionnaire (SQD);
- Advice from another agency such as Educational Psychology.

Level of SEND	Procedure	Document	Monitoring
Initial concerns raised about the child's achievement, abilities or behaviour. May be able to be addressed through changes in class.	Discussion with class teacher, parents and LSA. Observation of child in class, or look at work sample and achievement levels to establish baseline.	Class teacher to keep records using the Graduated approach.	Children will be reviewed in line with all children, every half term.

Child may need a more individualised programme, or some additional support to make progress in targeted area.	SEND tracker to be set up by class teacher in conjunction with SENCO and areas of strength and difficulties recorded. Relevant intervention identified and programmed into child's academic timetable.	SEND tracker set up to identify specific next steps. Copies kept by class teacher, parents and in pupil file.	Pre and post data will provide a measure of success of intervention. New targets set using same or different intervention if further accelerated progress required.
Child not making expected progress towards their targets even with high quality intervention and differentiated planning and teaching.	Inclusion Lead will consult with parents and outside agencies such as educational psychologists, Primary Behaviour Services.	Intervention programme, SEND tracker in place. Reports/ recommendations from outside agencies contributes to PEP / classroom practice.	Continue to review SEND tracker targets and amend in line with Graduated Approach.

If a child needs more than 12.5 hours of additional support per week.	Review of record keeping including provision and support identifies a higher level of need.	A formal request for Statutory Assessment (EHCP) will be sent to Hampshire County Council where they will make a decision whether to proceed with the statutory assessment request. This may lead to an Educational Health Care Plan (EHCP).	Once agreed, the EHCP will be formally reviewed annually, in a meeting with all agencies involved including parents. <i>Modifications and changes will be made, if needed, after a discussion.</i>
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9. Support in School

We utilise a wide range of resources to support learning. These may include (but are not limited to):

- Word banks/support mats;
- Prompts such as number lines/ hundred squares;
- Use of alternative recording methods such as whiteboards, voice recorders or laptops;
- Practical equipment and resources;
- Use of timers or smaller focused tasks;
- Scribes (especially for test situations);
- Dyslexia support materials i.e. coloured visual aids;
- Use of small group or 1:1 activities and groupings;
- Access to ELSA (emotional literacy) sessions for some children experiencing SEMH difficulties.

10. Engaging with Activities and Integration of Children with SEND

- All children are included in all areas of the school curriculum.
- Where possible, all children are included in school trips. Additional support is provided where necessary.
- Risk assessments are carried out prior to all offsite visits to ensure SEND children can be accommodated.
- In the event that a child with SEND is unable to take part in a particular activity, alternative arrangements will be made to ensure curriculum content is not missed.

- All efforts are made to adapt programmes or provide alternative provision to ensure equality of opportunity.

11. Monitoring and Evaluating the Success of the Education Provided to Children with SEND

The success of the school's SEND policy and provision is evaluated through: -

- Monitoring of classroom practice by the Class Teachers, Inclusion Lead and Headteacher, including termly pupil progress meetings;
- Analysis of pupil tracking data and test results for individual pupils and for cohorts;
- Monitoring of procedures, practice and children's progress by the Inclusion Lead, Headteacher and SEND governor through termly meetings with the Inclusion Lead;
- The school's annual review of provision for children with SEND;
- Annual SEND report and SEND governor report to the Full Governing Body;
- SEND governor updates at FGB meetings;
- Identified objectives and targets set out in the School Improvement Plan; used for planning and monitoring provision in the school;
- Visits and audits by Hampshire County Council, HMI monitoring visits and Ofsted inspections;
- Feedback from pupils, parents and staff both informally and formally and through specific consultations;
- Annual review of the SEND policy and practice undertaken by the Inclusion Lead and SEND governor and evaluated and approved by the FGB

12. Complaints

We strive to do the best for all children but if there are any concerns or complaints about the provision or the policy they should in the first instance be raised with the Inclusion Lead, followed by the Headteacher. If the issue cannot be resolved, a formal complaint should be registered.

All complaints will be managed in accordance with the school's Complaints Policy.

13. Training and In-Service Training in Relation to SEND

- The Inclusion Lead will complete the National SENCo Accreditation within 3 years of taking up the post;
- SEND issues are discussed at pupil progress meetings, LSA meetings and staff meetings;
- The Inclusion Lead will attend SENCo circle meetings, relevant training and briefings and disseminate information to all staff as appropriate;
- LSAs are trained in intervention programmes and other necessary training as required;
- The Headteacher will attend important SEND conferences and keep up to date with changes and reforms as appropriate;
- The SEND governor will attend training and conferences as appropriate and keep up to date with SEND matters via other resources such as reading materials and e-learning;
- Any whole school staff training relating to SEND will be planned in to staff meetings and INSETs and built in to the School Improvement Plan as necessary;

14. Partnership and Links Within and Beyond the School

14.1 The Child's Voice

- Children who are capable of forming views have the right to information, to express an opinion and to have that opinion taken into account in any matters affecting them.
- Pupils participate where possible, in decision making processes, including attainment targets, Individual Behaviour Management Plan (IBMP) targets and Annual Reviews.

14.2 Partnership with Parents/Carers

- Before starting at Newtown, the families of children entering Early Years are visited at home.
- We also actively encourage parents/carers to come and visit us at school and attend our sessions for children joining the school.
- Parents/carers of children with SEND joining at any other time of their school life are encouraged to visit the school.
- Parents/carers evenings provide regular opportunities to discuss concerns and children's progress and how the school can work with parents/carers to enable the child to make progress. Appointments for more in-depth conversations are available upon request with one or more members of staff. Progress reviews take place termly.
- Information is shared with parents/carers as necessary and parents/carers are invited to attend meetings relevant to the child and their SEND.
- Parents/carers are also invited to see any external agencies when their child's needs have been assessed.

14.3 Liaison with Other Schools

- Before entering the Reception classes, visits are made by the Early Years Teachers to early education playgroups to ensure the continued provision of support for the child's needs. Further meetings to discuss a child's SEND will take place between Inclusion Lead, SENCos and other staff as necessary.
- When a child joins the school at any other time in their school life, information will be received from their previous school and meetings take place between the Inclusion Lead and SENCos and other staff as necessary.
- Before transfer to Secondary School, the SENCos of the catchment schools meet with the Inclusion Lead and relevant class teachers to discuss the needs of Year 6 children with Special and / or Additional Needs. SEND trackers, and all other relevant documentation is passed to the child's new school so that continuity of support is maintained. Supported transition visits take place leading up to the transfer.

14.4 Links with other agencies and support services

- The school makes use of the expertise of external agencies and support services. These include the Educational Psychologist, Primary Behaviour Support, Physiotherapist, Occupational Therapist, Speech and Language Therapists, school nurse, Child and Adolescent Mental Health Service and Heathfield Special School Outreach.

14.4 Links with Health and Social Care

- The school consults with health service professionals when necessary. Social Care and Education Welfare Service are accessed by the Home School Link Worker (HSLW) in discussion with the Headteacher.
- The HSLW will also refer families to the Early Hub Service where they are in need of support from a variety of sources. As a result, a multiagency meeting will be held to consider appropriate action to support the child at home and school.

15. Other Relevant Policies Linked to SEND

The following policies may also contain information regarding SEND and are available for viewing on our school website or upon request.

- Accessibility Policy and Plan;
- Single Equality Statement (SES) incorporating Accessibility, SEND, Race and Gender plans;
- Behaviour Policy;
- Admissions Policy;
- Complaints Policy and Procedures;
- Newtown SEND Local Offer and SEND information report (*published September 2016*).
- As an inclusive school, we support all learners. For further information about EAL provision, please refer to our EAL Policy.

16. Review of the SEND Policy

This policy is reviewed annually by the Inclusion Lead and SEND Governor and approved by the FGB. The policy may be reviewed sooner if any legal changes or reforms to SEND regulations, provision or practice take place.