

<b>Policy Statement</b>	
	<b>Subject</b>
	<b>Special Educational Needs and/or Disabilities</b>
	<b>Coordinator</b>
	<b>SENCO/Assistant Headteacher</b>
	<b>Date</b>
	<b>14 July 2016</b>
	<b>Review date</b>
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## Definitions

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- a) have significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.” (*SEN Code of Practice, 2014*)

The Code of Practice identifies four main areas of need:

1. Communication and interaction (ASD, SLCN)
2. Cognition and learning (SLD, MLD, PMLD, SpLD)  
SpLD: dyslexia, dyscalculia, dyspraxia, dysgraphia
3. Social, mental and emotional health (eg ADD, ADHD)
4. Sensory and/or physical (VI, HI, MSI, PD)

A disabled person has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities’ (*DDA 1995*).

‘Special educational needs and/or disabilities’ (SEND) is a term that covers both categories. Sometimes the term ‘DSEN’ is used instead.

Pupils with SEN may or may not also have a disability, and vice versa. However, we continue to use the title ‘SENCO’ rather than ‘SENDSCO’ or ‘DSENCO’ because it is more common and also easier to say.

Pupils who are learning English as an additional language may or may not also have a learning difficulty. Having to learn and work in a new language is an individual need, but does not constitute a ‘learning difficulty.’

There is no specially resourced SEND provision at Newby, but we work hard to develop the potential of all pupils in line with the school mission statement.

## Policy Statement

As a whole school, we believe in working together and in working hard to ensure that every child will achieve his or her full potential. We recognise that each child brings an individual set of abilities to school and needs an environment in which these can be fostered and grow.

## **Principles**

- All staff strive to create an atmosphere in which every pupil feels included and valued, regardless of ability/disability, class, race or gender.
- Every effort is made to accommodate children who have special needs
- Children's educational progress is carefully monitored and action taken to tackle any identified difficulties, so that children can follow the full curriculum and achieve success at their own level of ability.
- Parents/carers are encouraged to play a full role to help their child in partnership with school staff. They are told of any concerns and are welcome to be involved at all stages of the SEND process.
- Catering for all individual needs, whether defined as SEND or not, is based on a model of observing and assessing, planning to meet needs, and reviewing the effectiveness of intervention.
- We follow a graduated model which strives to match increasing levels of provision and support to increasing levels of need. Further detail about this is given below. Staff and parents have access to a range of support systems including SENCO and outside agencies.
- The value of any intervention is measured by its effectiveness.
- The ultimate responsibility for school SEND policy and practice rests with the Governors. Functional responsibility for leadership and management of the school's SEND systems is devolved to the Headteacher and SENCO.

## **Special Educational Needs Co-ordinator**

The school's SENCO is Mr Philip Jones. He is responsible for the day-to-day management of SEND provision in school. He acts as the link between external agencies and school; ensures that the graded process works coherently, fairly and effectively; and promotes staff training and development.

## **SEN and children working below age-related expectations**

Not all children who are working below national expectations have Special Educational Needs. They may, for example, be new to English; have missed periods of schooling; have been taught ineffectively; be hampered by an undiagnosed disability; or face a variety of barriers in or out of school (social isolation, poor sleep, housing or nutrition, low parental expectation and engagement, and so on).

The attainment and progress of every child in school is tracked meticulously.

We adopt a problem-solving approach where attainment is low and/or progress stalls. Our key aim, consistent with the school's vision, is that every child should fulfil their potential. Thorough assessment and investigation allows us to determine strengths and weaknesses, and to recognise that potential.

## **Waves and Ranges: the graduated approach to teaching, intervention and support**

Understanding waves and ranges – the differences between them and how they link together – is key to understanding the systems through which we seek to match teaching, interventions and classroom support to pupils, as part of a graduated response to their actual and emerging levels of need.

The whole process is one of differentiation and personalisation. It recognises individual and additional needs at every level. To that extent, the entire framework concerns Special Educational Needs and Disabilities (SEND). However, the tag ‘SEN’ itself is always somewhat arbitrary and rarely helpful. The spectrum of abilities is wide; so is the spectrum of attainment. Few things are immutable, and human intelligence and learning are dynamic phenomena. Insofar as it is necessary to define a cohort of children with SEND, we reserve this for children who present with relatively severe difficulties (see SEN Register section below).

Newby’s systems place SEND children firmly in the context of a planned, coherent, graduated framework of provision which applies to all our pupils. The waves and ranges that match an individual child’s needs will, almost certainly, change over time. It is the function of the system to ensure that this matching is part of a managed process.

### *Waves of Intervention*



This model originated in the National Strategies. It describes the kinds of interventions put in place by teachers promote good progress and, where necessary, to help pupils catch up with peers and narrow the gap in attainment.

### **Wave 1**

All children should receive Quality First Teaching. This includes such features as:

- A nurturing environment.
- Practical and experiential learning.
- Visual and other concrete aids.
- Opportunities for revision and overlearning.
- Adaptations of pace and style.
- Multi-sensory and structured teaching and learning.
- Planning based on detailed assessment, including ‘small step’ targets.
- Use of everyday assistive devices (from ICT to pencil grippers and left-handed scissors).

- Use of strategies to promote communication, understanding, engagement and motivation.
- Provision of alternative ways of recording (eg iPad, Clicker, scribe)
- Use of a variety of pupil grouping, including peer support
- Scaffolding learning, eg through graphic organisation, writing frames.
- Making opportunities for transferring learning to other contexts.
- Planning for/pre-teaching key vocabulary.
- Managing high quality behaviour for learning.
- Pre-planning with, and receiving feedback from, any in-class support workers.

### **Wave 2**

Intervention in Wave 2 is aimed at pupils who are working just below age-related expectations.

It comprises group-based interventions designed to accelerate progress in a subject so that children catch up with their peers or get back on track to meet their targets.

For maximum effectiveness, it is structured and time-limited.

### **Wave 3**

Wave 3 intervention is more personalised and can be delivered to a small group or one-to-one.

As in Wave 2, the most effective interventions are well-structured and time-limited.

Interventions used should be evidence based; that is, they should have been shown by research to help pupils to make accelerated progress. They should also be cost effective.

As a school, we refer to evidence based research from different reputable sources, such as the Sutton Trust (Pupil Premium Toolkit) and the Institute for Effective Education.

Children with severe/complex needs are likely to require Wave 3 interventions daily.

The graduated approach means that the greater the need, the greater the proportion of individual provision.

### *Ranges of Need*

This model originated from attempts to co-ordinate SEN provision across schools and make it more equitable.

In Bradford, up to 2015 an Attainment Profile Grid allowed teachers to map the attainment of a pupil against their age, using end-of-year National Curriculum expectations as a guide. However, the abolition of Levels rendered this obsolete. Now, we have to map a child's needs and our provision against a series of Range Descriptors. Most children are graded as average or 'within normal differentiation'; this is Range 0. Some children who are well below average fall into Range 0; the lowest attainers, normally those with the most severe/complex needs, fall into Ranges 1-4 in ascending order of neediness. Some pupils at Range 4, and all beyond, are normally accommodated in Special Schools.

At each Range, and for each category of SEND, there is accompanying guidance from Bradford which sets out reasonable expectations in regard to the nature and scale of support.

This is the basis of the *School Offer* detailed on the school website, which in turn constitutes part of the *Local Offer* as required by the Children and Families Act (2014).

As a school, we have striven to moderate our judgements and achieve consistency by fitting the new Age Related Expectations to the published Range Guidance. It is based on the premise that Range 1 must be ‘up to AND INCLUDING 2 years behind’, since Range 2 is ‘MORE THAN 2 years behind,’ according to the Local Offer.

**At year end (July)**

	<b>Range 0/1 (borderline SEN)</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>
<b>Y1</b>	RS	RW, RB, NS	NW, NB	Early/pre nursery
<b>Y2</b>	1S	1W, 1B, end Reception	Mid/early Reception level, end Nursery	Mid Nursery level or below
<b>Y3</b>	2S	2W, 2B, 1S	1W, 1B, end Reception	Mid Reception level or below
<b>Y4</b>	3S	3W, 3B, 2S	2W, 2B, 1S	1W or below
<b>Y5</b>	4S	4W, 4B, 3S	3W, 3B, 2S	2W or below
<b>Y6</b>	5S	5W, 5B, 4S	4W, 4B, 3S	3W or below

There is a separate guidance grid for EYFS: the ‘EY SEN Support Grid’, which is published on the Bradford schools website.

Broadly, by the end of Reception children are expected to be working well within the 40-60 month developmental band; emerging into 40-60 or at 30-50 months is an indicator of Range 1 needs, 22-36 (Developing/Secure) suggests Range 2, and 22-36 (Emerging) or below would be Range 3. A child at Range 4 at the end of EYFS would typically be operating at mid-8 to 20 months or earlier.

Again, in broad terms, at the end of Nursery 22-36 months equates to Range 1, 16-26 to Range 2, and 18-20 (S/D) to Range 3. Below this is Range 4.

EYFS children are assessed in the Prime Areas of Learning rather than in Reading, Writing and Maths as happens from the middle of Year 1 onwards.

There is a more detailed description of the ranges and expectations of in-school provision in Bradford’s SENCO information online at BSO.

Typically, the amount of adult support received by a child increases at the higher ranges. However, this should be seen largely as a consequence of the degree of differentiation required in provision to meet very specific needs, and not as an end in itself. The aim for all pupils is to learn to work as independently as possible on tasks that are matched well to their abilities. There is not an assumption that pupils with SEND always need adult help in the sense that someone has to be by their side; the help they need most consists in differentiated planning that recognises and builds upon what they can already do.

**Tracking progress and setting targets**

The progress of pupils is tracked by a range of staff: classteachers, Phase Leaders, Subject Leaders, SENCO, Senior Leadership Team, by the Assessment Manager, who is the Assistant Headteacher and overviewed by the Headteacher.

Targets for all pupils are agreed between the child's teacher(s) and the Assessment Manager. Targets are based on achievement that constitutes good progress and with the aim of narrowing gaps in attainment.

However, for children with long-term, complex conditions or who have cognitive difficulties which mean that they learn at a significantly slower rate than peers, CASPA graphing is used as an additional guide to tracking and evaluating rates of improvement. CASPA stands for the **C**omparison and **A**nalysis of **S**pecial **P**upil **A**ttainment and provides robust data for pupils with significant learning difficulties against which the progress of individuals and groups can be measured. Abolition of Levels has caused difficulties in this area, but we have modified CASPA to enable us to assess according to Age Related Expectations.

SEN Managers are responsible for monitoring the provision for, and progress of, SEND pupils at Range 2 and above, as part of the Teaching, Learning and Assessment (TLA) review process.

### **Moderation**

Moderation is a key requirement of effective assessment.

P Levels can be especially challenging as (outside KS1) staff tend to have less experience of using them, and children with SEND may be very inconsistent in their performance from day to day.

B-Squared and Small Steps materials are used widely in school and the enhanced detail these contain assists in assessment and planning next steps.

Staff moderate their assessments within year groups as part of the planned cycle of staff meetings.

### **Staff Training and Support**

New teaching staff receive induction training in the school's SEND policies and procedures. SEND training, including training in specific strategies and interventions as well as methods of differentiation, occurs as part of the planning in-school training programme and also on a case basis where a need is identified for an individual or group within a class.

Learning Support Team staff receive induction and participate in an annual appraisal process linked to a variety of training opportunities informed by school self-assessment and identified priorities.

### **Effectiveness of interventions**

The primary intervention strategy employed is the enhanced staffing and its deployment.

Effectiveness is therefore monitored initially by year group teachers, and then, in order, by Phase Leaders, SENCO, and Senior Leadership Team.

Judgements are informed by tracking data and learning outcomes.

Through the year, Phase Leaders deploy staff within their phase to promote maximal outcomes.

Effectiveness of ISPs is judged through periodic reporting of the success or otherwise in meeting the objectives outlined in those plans. The SENCO reviews these and reports to the TLA group.

Specific interventions may generate their own progress data by which their effectiveness may be gauged.

Pupil Premium spending and outcomes are monitored by the Headteacher, Named Governor and Business Manager.

### **Behaviour**

Nearly all the children on our SEND register are there because of Learning Difficulties. The successful whole-school behaviour policy combined with the school's caring, supportive ethos means that few children require individual plans for social, mental and emotional health. Occasionally, a child may need an additional intervention such a parental involvement initiative or an Individual Behaviour Contract or Behaviour Plan.

### **Quality of Teaching and Learning**

We aim to address all children's educational needs by observation, discussion, planning, monitoring, record keeping and liaison. Because this is an individualised approach, it is appropriate to every level and type of need.

Catering for special needs, in the vast majority of cases, does not involve "special" teaching. Matching tasks to ability, and grouping children flexibly to accommodate their social and learning abilities is the skill of differentiated teaching, and is the appropriate framework for all children's learning.

Provision for SEND, including the use of additional staff, is monitored by the Headteacher and Deputy as part of their programme of classroom observations; by Phase and Subject Leaders as part of their own leadership and management roles; and by the SENCO within support staff appraisal arrangements, monitoring of Individual Support Plans, CASPA tracking, case work, and liaison with parents and other agencies.

### **Curriculum and Participation**

All registered pupils follow the national curriculum requirements. Pupils with SEND share a common entitlement to a broad and balanced curriculum with their peers.

Entitlement, however, is not enough; the right to share in the curriculum does not ensure access to it, nor progress within it. Achieving "maximum access and subsequent progress for pupils with SENs will challenge the co-operation, understanding and planning skills of teachers, support agencies, parents, governors, and many others" (*A Curriculum for All*, pp 1,2).

The Newby community strives to ensure full participation, and access by all pupils to the full range of opportunities and activities on offer to their peers.

### **Individual Support Plans**

Most pupils with special needs do not require an Individual Support Plan; all children need work that is appropriately supported and differentiated, and this does not require a distinctive planning format. Most needs are consequently met through Wave 1 and Wave 2 interventions.

For the majority of pupils, records of individual or group support and interventions, including 1:1 input, are kept on Target Tracker.

However, when children's needs can be classified at Range 2 or above, they are beginning to require provision that is distinctively different for increasingly large

parts of the week. It is necessary to plan to address their particular needs, set and review highly personalised targets, and to record what has been done for future reference and/or to share with other professionals, agencies or parents if difficulties persist. Sometimes an Individual Support Plan will be of short duration as a child will make accelerated progress.

The class teacher has principal responsibility for maintaining and carrying out the plan while the child is in their class. He/she is also responsible for ensuring that parents are aware that their child has an Individual Support Plan, what is being done, and how effective it is.

The Individual Support Plan can only be suspended if the gap is narrowed to the point where the child moves to Range 1 (or Range 0). In this case, the decision that the Plan is not currently necessary should be recorded explicitly on the Plan itself, together with a note that this has been discussed with parents.

If progress subsequently stalls, the Individual Support Plan should be resumed. Again, parents need to be informed.

It is also possible to draw up an Individual Support Plan for a child who is at Range 1. This is at the teacher's professional discretion. Sometimes, timely, extra and focused help can boost a child's attainment and stop them from falling into the Range 2 category.

At Range 1 it is expected that:

- The SENCO may be involved in additional assessments.
- Normal curriculum planning will include differentiated individual or group targets.
- There will be some enhanced differentiation and group support.
- Arrangements will be recorded on Target Tracker.
- Assessment will be used to inform planning.
- There will be flexible grouping arrangements, including some opportunities for small group work.
- *Some* 1:1 provision, on a time-limited basis, will be made to address a specific, identified need, and/or appropriate Wave 2 group interventions will be put in place.
- Curriculum and teaching methods should allow for increased differentiation by presentation, pace or outcome; adjustment of amount and complexity of instruction and teacher talk; modification to allow for preferred learning style; opportunities for reinforcement, revision, transfer and generalisation.
- Cognitively, strategies should be used which encourage thinking skills, reflection, and making connections between ideas and prior learning.

At Range 2 it is expected that:

- Extensive use will be made of detailed assessment tools (such as B-Squared) in planning individual work.
- The Individual Support Plan, filed in H drive, will include sharply focused individual targets.
- The plan will be linked to practical, everyday arrangements and the scheduled deployment of staff through an associated ISP timetable.
- Other professionals/external agencies will be involved.

- There will be occasional planned withdrawal from class activities to focus on individual learning priorities.
- There will be a significant amount of targeted small group support available.
- There will be regular, ongoing 1:1 support focused on achieving targets identified in the Individual Plan.
- SENCO and support services will be involved in providing advice.
- Additional adult support (under the direction of the teacher) is available on a regular basis to provide targeted help in a group or individually. This may include some withdrawal from class activities.

Range 3 is as Range 2, except that support should be available on a daily basis. Most tasks will need to be modified; small group working should happen frequently within the day. Children working at this level will require an emphasis on consolidation and lateral progress before new skills and concepts are introduced.

Range 4 represents very high/complex needs, and support will be stipulated by a statement, EHCP, Care Plan etc. More details are given in the School and Local Offers.

### **Termly Reviews**

Children with an active Individual Support Plan are reviewed termly by their class teacher, and the review and outcomes/actions recorded on their Individual Plan. Parents should be involved in reviews and their contributions also recorded. Reviews can be timed to coincide with planned Parent Consultation sessions, though teachers will usually wish to set aside more time for the meeting.

The SENCO attends if required, and also contributes by monitoring the record of every review and adding comments or suggestions.

For children with an Education, Health and Care Plan, one of the termly reviews may be designated the Annual Review and structured accordingly, with SENCO in attendance.

### **Availability of support**

As outlined above, some actions set out in an Individual Support Plan require additional support to be timetabled.

School commits considerable resources to ensure that each year group has more than two class teachers; deploying any staff who are additional to this basic requirement needs to take account of the necessity to deliver Wave 2 and Wave 3 interventions, and of the child's entitlement under the Local (and School) Offer.

Teachers in the year group are best placed to timetable the use of staff they manage on a daily basis. Juggling different demands is never easy, and sharing support staff between the many needs they have to serve requires high levels of organisation on the part of the classteacher. It becomes especially testing when needs expand but the wherewithal to address them remains static and finite. This applies on the whole school level and on the classroom level.

There are a number of suggested strategies that can help:

- Maximise use of odd corners of the day (early and late in sessions, during assemblies etc).

- Promote independent working so that groups do not rely on having an adult supporting them; this may entail restructuring or simplifying tasks.
- Give support staff regular, tight timetables with clear goals so they have the opportunity to develop speed and efficiency.
- Stagger lunchtime or break, eg support stays 15 minutes at end of morning doing individual work and returns after afternoon register rather than before.
- Group together children who would benefit from similar intervention, as far as this is appropriate.
- Maximise support contact time with children, and minimise time spent on jobs that should be done outside the pupil day.

It is of key importance that the class teacher maintains an awareness of children's needs and entitlements as an integral part of the assessment and planning cycle. This will sometimes lead to the need to discuss staff allocation and deployment with colleagues. Initially, this is likely to be within the year group, but if solutions cannot be found or agreed then there is a role for Phase Leader, SENCO, and ultimately Headteacher in working together with year group staff to secure effective provision.

Assistants are allocated to every year group. There is often flexibility about which staff members are to be used in specific support/care roles, and which staff will be 'general' support and work across the ability spectrum. This is because we feel a team approach is best for all concerned and that wherever possible a child with severe/complex needs should not become the principal 'responsibility' of a single assistant. Although one member of staff will often become the 'expert' in the care of a particular child, a team approach helps ensure continuity of care in the case of that person being absent.

In year groups where there is a child (or children) needing significant levels of 1:1 support, this is taken into account in the staffing model and additional staffing is allocated for this purpose. It is essential that these vulnerable pupils have the support to which they are entitled. This means that on any given day, the teachers' first duty is to timetable support to cover their needs, even if this entails increasing group sizes elsewhere. Staff should be aware that in some cases, a pupil may need to be supported at playtime or lunchtime, so support staff may need staggered breaks built into planning. If there is a difficulty – for example, due to the absence of several staff at the same time, or a need that unexpectedly escalates – this should be brought to the attention of a school leader as soon as possible.

There will also be a small number of SEND pupils in every year group at Ranges 2 and 3. These pupils have their own entitlement to regular small group and/or individual intervention, in line with the graduated response that we are obliged to provide, both statutorily and through the Local Offer. One of the reasons that Learning Assistants are employed is to create capacity for this to happen, either directly - by delivering a daily individual programme - or indirectly, by supporting the teacher and enabling him/her to give some individual input. This has implications for timetabling in that if a Learning Assistant is **always** scheduled to support a teaching group, flexibility is inevitably compromised. It follows that we recommend that teachers plan at least part of each day with a larger teacher-led group, supported by a Learning Assistant who is thereby freed-up to take a sub-group or deliver specific

interventions, rather than timetabling two smaller, separate groups, one led by the teacher and the other by a Learning Assistant, which allows no such freedom. On a day-to-day basis, there is a balance to be struck between the different roles in which Learning Assistants are used, and to be most effective, this balance needs to be actively reviewed and adjusted.

### **Medical checks**

Staff work closely with medical services, in particular the School Nurse, who is based at Horton Park Medical Centre. She is able to link with GPs, consultants and specialists, and to advise on medical issues and arrange certain routine tests such as audiology.

There is a file kept in the office which contains standard referral forms and acts as a channel for communication with the nurse. Non-standard concerns may be directed through the SENCO.

Vision tests are done by commercial opticians/ophthalmists. We have a form (again available in the office) which parents are asked to take with them when they have their child's eyesight checked. There is a tear-off slip to be returned to the teacher (and then filed) as a evidence that this has been done.

Requests for Speech and Language Therapy and Irlen Syndrome screening should be directed through the SENCO.

Staff receive regular epipen and asthma training delivered by the nursing service.

### **Parents**

Success is achieved most easily when all those who have a stake in it work together. We will share concerns and achievements with children and families and would like them to do the same with us.

Parents with worries about their child's progress should go to the class teacher in the first instance. Later they may wish to see the SENCO. Where a child has an Individual Support Plan, parents are expected to engage with the review and planning process and their views are actively sought.

If it is felt necessary to refer a child to an external agency (see below), this will only be done after discussion with the parent/carer and with their consent.

Interpreters are always provided where necessary.

The most important person involved in the special needs process is the actual child whose needs are being addressed. As s/he becomes older and is able to reflect upon her/his own needs, the child's views become increasingly important and staff will talk directly about needs and strategies, and seek the child's opinion and active participation in the review process.

### **Links with outside agencies**

Whilst teachers have acquired a great deal of experience in meeting children's special needs, they are rather like General Practitioners who sometimes need to seek advice from hospital consultants who have special expertise.

At Newby, the experts we turn to most often include:

- Speech and Language Therapists, normally based at Horton Park Centre;

- Learning Support Service;
- Educational Psychologist;
- Educational Social Worker.

In addition, we work closely with Health services, including the school nurse, Health Visitors, local G.Ps, hospital consultants, and Schools Medical Officer.

There are strong links with local centres for families and children, and others with whom we work to support families through the Common Assessment Framework (CAF). Less formally, also hold Team Around the Child (TAC) meetings.

### **Support for Pupils with Medical Needs**

A small number of pupils have chronic or long-term medical conditions. They are at particular risk of underachieving.

Newby is committed to managing illness effectively through up-to-date Care Plans. Attendance of pupils with Care Plans is closely monitored, and the SENCO and Deputy Headteacher work with parents and others to promote attendance and well-being.

Teaching, the curriculum, the environment, and/or the use of materials and equipment sometimes require modification for pupils with medical needs.

Staff are made aware of needs and risks as part of the medical/health system in school.

Pupils with chronic and long-term needs are included in the SEND group and have their progress tracked by the SENCO as well as through normal tracking by Phase Leaders.

### **Liaison and Transfer**

When children with SEND transfer in-phase, the SENCO liaises with other settings and any agencies that are involved. This sometimes involves additional meetings, induction arrangements, and visits by either party to the settings involved.

At transition to secondary, the SENCO liaises with the SEND department of the receiving school, in addition to normal transfer arrangements and meetings. Children with high level needs and their parents are helped to make informed choices about secondary provision, with Newby supporting and facilitating visits and utilising the expertise of the Bradford Parent Partnership transition team as an integral part of this process. Additional induction visits are often made, working in conjunction with the new school. Transition of children with physical needs is supported by specialist services.

### **Allocation of Resources**

There is a significant and continuing commitment on the part of the Governing Body to fund SEND support in school. This results in extra staff in every year group, both qualified teachers and learning support assistants. Once the needs of children who require 1:1 care have been covered, the aim is to ensure that there are staff who can be used within and across phases to deliver interventions, engage in targeted individual work, and support groups. To this end, the SENCO is a member of the Senior Team and also a co-opted member of the Governor's Finance Sub-Committee.

Once the budget has been set, employment and deployment of additional staff through school is carefully planned to make sure that extra help is used effectively. This process involves the Leadership Team.

Decisions about the day-to-day deployment of additional staff are made at Year and Phase level. In this way, it is possible to be most responsive to the need to deliver individual programmes, support larger groups, and work effectively within complex timetables. However, Learning Assistants deployed specifically to meet the needs of an individual child should always safeguard the interests of that child first. It would not be reasonable or even desirable for them to work on a one-to-one basis every minute of the day; the child's needs are often best met in a group learning situation, particularly when language and social skills need to be improved, and the need to develop independence should always be a key objective. However, a child will never have been allocated 1:1 support lightly and should remain the primary focus of the Assistant's attention, particularly if there are high personal care needs or a disability that has implications for safety and wellbeing.

Teachers should remain aware that whatever the level of support provided by support or learning assistants, they are there to assist and not to act as a surrogate for the teacher, who retains full responsibility for planning sequences of work and assessing progress. The child with the most complex needs has to have the regular attention of the most highly trained and qualified adult available. Among other things, this means that teachers need to liaise closely with support staff before and after an activity and ensure they are in a position to supervise its delivery. Careful thought should be given to how this can be done if an activity is scheduled to take place on another part of the school site. Where an Assistant works extensively with a group or individual, the teacher must plan to join/teach that group or individual regularly in order to make sure that assessment is accurate and planning still appropriate.

### **Admissions**

Newby Primary School is committed to an inclusive approach. No child is denied admission because of a disability or previous problems at other schools. The ethos of the school and whole-school approaches are conducive to effective integration of pupils with widely differing abilities. However, the school is not resourced to take a disproportionate number of pupils with high needs, and supports the local and national expectation that all schools should establish inclusive practices and develop their accessibility to make it possible for SEND pupils to attend a school local to them.

Where placement is sought for a child who has severe or complex needs, the key consideration is how success can be assured. In the spirit of the Code of Practice and as part of working together, school, parents/carers and any other agency involved will discuss issues such as safety, facilities, staffing and specialist requirements to ensure that placement matches the needs of the child. While we are proud of our school, it is not necessarily the best place for every child and open, informed debate is the key to an appropriate outcome.

Newby is equally committed to working in partnership with other agencies. In particular, we strive to engage closely with Health Services, for example in the

identification of and provision for children with severe and complex needs. We participate fully in processes to develop Education Health Care Plans.

The school does not have any special units and has not been resourced to provide any SEND specialist service. All parts of the school can be accessed avoiding steps.

The open-plan environment can positively promote integration but may not be suited to some children with attention-deficit difficulties.

### **SEND Register and SIMS (Schools Information Management System)**

*The ranges of provision described above are what determine the support a child receives; tailoring support to an individual child is a dynamic, ever-changing, responsive process. However, for purposes of strategic planning and management information, defining and monitoring an 'SEND group' is important. This section refers to how this issue is approached at Newby.*

SIMS records which pupils are Range 0, 1, 2, 3 or 4 at any given time. It is a snapshot which includes not only pupils with significant, long-term and complex needs, but also some who have temporarily fallen behind.

### **Years 2-6**

On SIMS, we include all pupils at Range 1 or above, updated through the year; also, Range 0/1 borderlines but these are only based on end of year assessments. The rationale for this is that this group is too volatile to be continuously updated, and it could be misleading to code a child who is temporarily 'slightly behind' peers as 'SEND'.

### **Year 1**

We include pupils who at the end of Reception were not yet secure at 40-60 months developmental level in at least one strand of a Prime Area.

### **Early Years**

We only include pupils who require a high level of individual support and with whom external services are already involved. Note that this is a small number; the many pupils who are operating below expected levels are NOT included as SEND as we know that our teaching enables the majority of them narrow the gap with peers nationally, and underperformance at 4/5 years of age is often more an indicator of pre-school experiences and English as second language than it is of SEND.

Children who have no difficulty other than a need for Speech Therapy are similarly omitted. The same applies to children whose primary need is that they are learning English as an additional language.

When comparing SEND numbers and data across several years, or with other schools, it needs to be remembered that there have been several changes to the way the SEND Register has been compiled, here and elsewhere, and schools do not define their SEND populations in the same way. For example, if children with marginal and short-term difficulties are categorised as SEND, or a large number of Early Years pupils are included, progress measures appear much stronger than if the group comprises a higher proportion of those with complex and long-term problems.

### **Complaints and continuing problems**

Worries or complaints will always be taken seriously and dealt with thoughtfully and sensitively.

The people to whom problems should be taken are, in order:

1. The Class Teacher;
2. The SENCO, Mr Jones;
3. The Headteacher, Miss Stephenson;
4. The Governor with responsibility for SEN, Mrs Walters;
5. Bradford Services to Children – SEN Officer: Margaret Macmillan  
Tower, Princes Way BD1 1NN

There are also many organisations and agencies, which support parents of children with special needs. Some of these specialise in specific areas of difficulty, such as dyslexia, Down Syndrome or Autism.

The Bradford Parents Partnership covers all aspects of SEND. Any parent/carer who wishes to find an appropriate support organisation is welcome to ask and we will be happy to track one down and establish a point of contact.

### **Named staff/personnel with specific responsibility for SEN/D**

<b>Academic Year</b>	<b>Senior School Leader</b>	<b>Designated Governor</b>
<b>2010/11</b>	<b>Philip Jones</b>	<b>Elaine Palframan</b>
<b>2011/12</b>	<b>Philip Jones</b>	<b>Elaine Palframan</b>
<b>2012/13</b>	<b>Philip Jones</b>	<b>Elaine Palframan</b>
<b>2013/14</b>	<b>Philip Jones</b>	<b>Elaine Palframan</b>
<b>2014/15</b>	<b>Philip Jones</b>	<b>Jackie Walters</b>
<b>2015/16</b>	<b>Philip Jones assisted by Amanda Erskine</b>	<b>Jackie Walters</b>
<b>2016/17</b>	<b>Philip Jones assisted by Amanda Erskine</b>	<b>Jackie Walters</b>

### **B. Review dates for this policy**

<b>Review Date</b>	<b>Main changes made</b>	<b>By whom</b>
<b>16<sup>th</sup> Feb. 2011</b>	<b>Major revision of presentation to clarify content.</b>	<b>PJ</b>

<p><b>18<sup>th</sup> January 2013</b></p>	<p><b>Updated to take account changes of personnel, LA details, change to Phase leader structure</b></p>	<p><b>PJ</b></p>
<p><b>13<sup>th</sup> February 2014</b></p>	<p><b>Major revision to reflect new Code of Practice (2014), including: Abolition of School Action/Plus; Replacement of IEPs with an integrated, cumulative, collaborative Individual Plan on SIMS; Revised criteria for identifying SEN; Clarification of Waves and Ranges, and expectations of good practice at Range 1 and above.</b></p>	<p><b>PJ</b></p>
<p><b>9<sup>th</sup> July 2014</b></p>	<p><b>More detailed explanation of teacher role in timetabling support. Clearer linkage of Ranges of Need with SIMS categories (stating immediate and current needs and outcomes). Clearer linkage of the SEN Register with CASPA tracking (reviewing long-term needs and outcomes over time). More specificity about who should have an Individual Plan.</b></p>	<p><b>PJ</b></p>
<p><b>27<sup>th</sup> June 2016</b></p>	<p><b>Changes to reflect Life After Levels, especially in relation in to Ranges and Assessment. Revised Ranges of Need table. Individual Plans on SIMS replaced by Individual Support Plans and greater use of Target Tracker. Changes to use of SIMS and identification of SEN cohort. Added wording in Admissions. Complaints contacts updated.</b></p>	