



# NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP  
www.nineacrespri.iow.sch.uk 01983 522984  
Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

We are *Articulate* We are *Passionate* We are *Persuasive* We are *Positively Influencing The World Around Us*

*'Striving for Excellence'*

## Special Educational Needs and Disabilities July 2024

### Nine Acres Primary School

Approved By:		
Approval Date:		18/07/2024
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## Policy Statement

We believe that every child is unique and should be given the opportunity to shine in all they do. We believe that every child has the right to receive an education which enables them to fulfil their potential in a supportive and caring environment. As a school, our values focus on developing the children to be Passionate, Articulate, Persuasive and Positively influencing the world. It is with these values in mind that this policy has been written.

## Aims

Our Special Educational Needs and Disabilities (SEND) Policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND. We aim to:

- Enable each child to reach their full potential academically, emotionally and socially.
- Include every child fully in the school community and enable them to develop the skills necessary for a successful and fulfilling adult life.
- Use Quality First Teaching to offer an inclusive curriculum and underpin the learning experience of children to ensure the best possible progress for all our children whatever their needs or abilities.
- Make reasonable adjustments, the school environment will be able to meet the individual needs of the child.
- Deploy resources effectively to support SEND provision and regularly review impact.
- Ensure pupils with SEND are the shared responsibility of all staff.
- Work in close partnership with parents and carers.

## Introduction

We are committed to working in partnership with all who are involved with our children to ensure that we achieve the best possible outcomes for the individual child within a nurturing and inclusive environment.

This policy covers all children who require additional or alternative support which is different to that which is usual practice for children of the same age. This may be in terms of assessment, planning, teaching, resourcing or curriculum provision.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Maintained School's Governance Guide (2024), which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code (2022), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy should be read in conjunction with the school's SEND Information Report, which sets out how this policy is implemented in school. The School's SEND Information Report is available on the school website.

[www.nineacrespri.co.uk](http://www.nineacrespri.co.uk)

The Information Report will be updated annually and as soon as possible after any changes to the information it contains.

## Definition of Special Educational Needs and Disability (SEND)

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

## **The SEND objectives of the school are:**

Through providing Quality First Teaching and appropriate waves of intervention we will: -

- Ensure all children have access to a broad and balanced curriculum by providing a differentiated plan appropriate to their individual needs and abilities.
- Support the development of children with EHCPs independence through inclusion and opportunities to work in a variety of learning groups, not on a constant 1-1 basis.
- Ensure identification of any child requiring special educational needs and disabilities (SEND) provision as early as possible.
- Ensure as far as possible that children express their views and are fully involved in decisions which affect their education.
- Promote a successful and communicative partnership with parents in supporting the individual with their specific special needs at all stages of the process.
- Promote effective working partnerships with outside agencies where appropriate to meet identified special educational needs

## **Responsibilities**

### **Role of the Governors**

The Governing Body will monitor and evaluate the quality of provision made for children who have SEND. They will do this through various methods including reports from the Special Educational Needs and Disability Co-ordinator (SENCO), analysis of data, analysis of SEN expenditure, school visits and where appropriate discussions with parents and children.

The SEND Governor is George Rowing. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **Role of the Head teacher**

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Role of the SENCO**

The SENCO is responsible for monitoring and evaluating SEND work throughout the school and advising or seeking advice where appropriate. The duties will include:

- Monitoring the day to day operation of the school's SEND policy.
- Liaising with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Leading the co-ordination of provision for SEND throughout the school in conjunction with SLT.
- Providing support and advice for teachers and learning support assistants.
- Monitoring the progress of all children with SEND.
- Contributing to the in service training of staff.

- Liaising with external agencies.
- Maintaining the SEND Register.

### **Role of the class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Ensuring that they identify individual needs quickly through carrying out regular assessment procedures.
- Working closely with Learning Support Assistants to plan and assess the impact of support and interventions, and ensure they are linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring that information about individual children is transferred from class to class and, where appropriate, from school to school.
- Ensuring they follow this SEND policy and the SEN Information Report
- Ensuring there is full involvement of parents and children and liaising with outside agencies where appropriate.

### **Role of the Learning Support Assistant (LSA)**

All LSAs are responsible for following this policy. They are responsible for liaising with the class teacher and sharing information about pupil progress. Where intervention is needed, it is the responsibility of the LSA to keep records of pupil attendance and performance. LSAs will conduct assessments on the pupils with SEND as directed by the SENCO.

### **Role of Parents**

We believe parents are vital to ensuring the progress of children with SEND and we recognise that parents know their children best. Parents of children with SEND will be kept well informed of their child's targets and progress. Class teachers or the SENCO will meet termly with parents of children with SEND. Parents who require additional support or information can make an appointment at any point to discuss their child's progress or difficulty. To ensure that a positive relationship is maintained between school and parents, parents need to comply with the Parents Code of Conduct, which is available on the school website.

### **Role of the Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

**Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers, LSAs and children working together.**

### **Procedures**

The following procedures for identification and SEN provision should be followed:

- All children will have access to a broad and balanced curriculum delivered through 'quality first teaching'. This will include, planned differentiated activities, appropriate and achievable learning outcomes, regular assessments to identify areas where children may be struggling and a variety of teaching and learning styles. Daily phonics sessions across EYFS and KS1 will develop children's phonological awareness and give children of all abilities access to reading and spelling at their own pace and level.

- When a child is not making adequate progress and this has been identified using the normal assessment and tracking systems, it is discussed by the class teacher, LSA, Head teacher and SENCO during pupil progress meetings. The class teacher will identify areas for additional support, identifying the areas of concern and strategies to support e.g. booster groups, precision teaching or targeted support to enable children to catch up and bridge gaps in their learning. These interventions focus on activities that the class teacher feels appropriate in meeting children's educational needs. Parents will be kept informed.
- If the child does not make adequate progress with additional interventions, the class teacher will consult the SENCO. The SENCO may do some basic assessments of the child's ability to aid identification of areas of need. If areas of need are identified, this is discussed with parents and the child will enter the school's SEN register.
- If a child fails to improve over time or if a significant difficulty becomes evident, the SENCO may refer to an outside agency for further assessment, advice or support using the relevant referral forms. Following these assessments, the school will follow the advice given. Parents will be fully involved in this process.
- Where appropriate, multi-agency professional meetings will be called to monitor, evaluate and plan for progress and provision.
- It may be that progress continues to be limited even with many interventions in place. The SENCO along with the Head Teacher and Class teacher will then make a decision as to whether to apply for a statutory assessment. Parents will continue to be involved in the process.

## **Social, Emotional and Mental Health Support**

Emotional Literacy Support (ELSA) is available for children experiencing social, emotional and mental health difficulties (SEMH). Supporting parents, referring to Mental Health Support Team, liaising with staff and intensive work in the following areas mean that children can begin to access learning, self-esteem is raised and children have a better school attachment.

- Play, basic counselling, anger management, behaviour management, raising self-esteem, speech and language development (this is additional and can support Speech and Language therapy provided by the NHS) physical co-ordination, nurturing activities provide specific support for individual children as needs are identified.

## **Resources**

The support of children experiencing difficulties is met from within the delegated schools budget and funding is specifically designated for SEND provision. Advice is sought from external agencies when children are assessed as needing specific support. Where specific resources are advised by specialist agencies the school, to the best of its ability will provide the resource as soon as possible. There are a range of resources in school to cater for the different needs of children.

## **Curriculum**

Nine Acres Community Primary School offers children a broad and balanced curriculum through relevant topics of interest. Children with SEND have full access to the curriculum with adaption and variation as appropriate. Children with SEND are always included in daily school activities, school visits and after school activity clubs. Children are prepared in advance where necessary, for trips and changes to the schedule of the day to help minimise distress and enhance the child's school experience.

## **Appeals and Complaints**

*See also school policies for complaints procedures.*

Use of the complaints procedure currently in place will ensure parents of all children are treated respectfully.

Working with parents in partnership to ensure their child is happy at Nine Acres Community Primary School and that School support is discussed regularly is good practice. If parents feel that discussions with the school have broken down they can be directed to SENDIASS, an independent body that can represent and support parents with children with SEND (particularly children with an EHCP – Educational Health Care Plan).

## **Continuous Professional Development**

The school staff have in-house training with the SENCO and outside agencies to support their work with children with SEND. The SENCO and senior leadership team also identify areas where whole school training is needed and arrange this as appropriate.

The SENCO attends relevant training and meetings and ensures that necessary information is fed back to relevant staff.

Outside agencies come to the school to provide specialist training to staff e.g. Speech & language/ social interaction training.

## **Transition**

The Head Teacher, SENCO and Class Teacher will maintain close relationships with local groups and preschools and feeder secondary schools. Our Early Years Teachers liaise with pre-schools to ensure children with SEND are well known and provided for before they come into school. Staff will attend the summer term IDP meetings for children identified by the Early Years Intervention Team, who are transferring into the school.

In school year transitions e.g. Y3 to Y4 are supported through transition booklets for the next year group, additional opportunities to meet the new teachers and LSAs, after school meet the teacher sessions for parents and children and an open day in the summer holidays for selected children to re-familiarise themselves with the school environment.

The Y6 teachers, head teacher, support staff and SENCO also work very closely with staff and SENCOs at the secondary schools during the Y6 transfer.

## **Health and welfare of children**

*See also school policy for Safeguarding.*

The safety and wellbeing of all children is paramount. As a school we follow our safeguarding policy and procedures to ensure that every child, regardless of their age, gender, religion or ethnicity, can be protected from harm. The team work with parents and outside agencies to achieve the best for children, irrespective of their circumstances to ensure they are treated fairly and equally whilst in our care.

The school nurse attends the school at regular intervals of development e.g., general health checks in the Reception or intake year, hearing, dental and vision checks. The school nurses can be asked to give children specific health checks with parental permission, if deemed necessary.

The Head teacher who is also the Designated Child Protection Lead Officer (DPLO), together with the Assistant Head/ SENCO and Child and Family Support Worker monitor health, attendance and well-being of all children, including child protection issues.

This Policy will be reviewed on an annual basis and monitored by the Governing Body to ensure that it is line with any new curriculum or legislation requirements.