



## SEND AND INCLUSION POLICY

[Please refer to Newham Bridge Primary School SEND Information Report](#)

### Statement of intent

Newham Bridge Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support

### At Newham Bridge Primary we aim:

1) To ensure that each child with a Special Educational Needs and/or Disability can access and gain a positive experience from all aspects of school life, and where necessary, reasonable adjustments will be made to allow them do to so;

2) To ensure our school's philosophy, policies and procedures are underpinned in all of our actions and are actively promoted by all members of our school community, so that:

- a) high expectations are considered 'non-negotiable' for all children
- b) we have in place a consistently applied framework (see SEND Support) for identifying those children whose individual needs will require intervention;
- c) those children who are identified as SEND follow a regular cycle of assessment: ASSESS, PLAN, DO, REVIEW.
- d) Accessible systems are in place to record, monitor and track progress.

e) We produce a consistent, high level of relevant education for all our children through quality first teaching.

3) To ensure all children, whatever their ability, gender, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.

4) To ensure all learning support and interventions are tailored to an individual's specific needs with a clear focus on pupil outcomes. Targets and outcomes will be routinely shared with the child and parent/carers.

5) To work in partnership with everyone who cares for the individual student to ensure the very best outcomes.

6) To put the child at the centre of everything we do, raise aspirations and expectations and give them a voice.

7) That we make appropriate use of SEND resources (at both SEN Support and EHCP stages) to procure the expertise of external agencies through a consistent and cyclical review of outcomes.

8) To provide ongoing, relevant staff CPD and training.

9) To provide the SENCo with non-contact time to monitor children's progress, especially in relation to teaching, learning, reviews and target setting.

10) To provide a clear structure for the management of specialist support.

11) To produce targets that are appropriate to the individual, and which are consistently formulated, manageable, and are implemented as an integral part of our short-term planning and delivery.

The SEND team are responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Setting and reviewing targets with parents at least once each term and planning for these for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND.

Headteacher – Mrs B. Hewitt-Best

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND local/Trust Governor: Theo Furness & Janette Wormald

Responsible for:

- Making sure that the SEND policies and procedures are followed and necessary support is made for any child who attends the school with SEND.

Designated SEN team

Mrs B. Hewitt-Best – Headteacher

Mrs L Prest – SENCO

Phase Leads (completing SENDCo qualification)

Mr. P. Grierson - Parent Support Officer (PSA)

SEND Governor

**WHAT IS A SPECIAL EDUCATIONAL NEED?**

A child may have Special Educational Needs either throughout, or at any time during their learning journey. Not all pupils with a disability will have a special educational need, and not all pupils with a special educational need meet the definition of a disability, however this Policy covers all of these pupils.

A child has a **SPECIAL EDUCATIONAL NEED** if “he or she has learning difficulties and needs special help. This help is known as special educational provision. A learning difficulty is where a child finds it much harder to learn than most children of the same age, or a disability which makes it difficult to use the educational facilities in the area” (Code of Practice 2014).

**WHAT IS A DISABILITY?**

A child has a **DISABILITY** if they: “have a physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes or epilepsy” (Equality Act 2010).

**WHAT IS NOT CONSIDERED SEN - BUT MAY IMPACT ON PROGRESS AND ATTAINMENT?**

A child must not be regarded as having a special educational need or learning difficulty solely because:

- they have a Disability (although 'reasonable adjustments' should be made in all settings under the current Disability Equality legislation)
- the language of the home differs from the language in which they are taught. However, it may be that in the short-term, children with little knowledge of English will need extra support to enable them to develop functional use of language
- they have poor attendance or punctuality
- there are concerns regarding health or welfare
- they are in receipt of the Pupil Premium Grant
- they are a Looked After Child
- they are the child of a Serviceman/woman
- their behaviour is deemed unacceptable (unless there is clear evidence the behaviour is directly attributed to an underlying social/emotional concern which acts as a barrier towards the child successfully accessing their education, or, they have a diagnosed mental health need or are in the process of assessment)

Children who are identified as having one or more of the above difficulties are generally considered to be **Vulnerable Learners**. Newham Bridge Primary School ensures appropriate mechanisms and safeguards are in place to closely monitor these children. All staff are aware of their collective responsibility in meeting the needs of vulnerable learners and reporting concerns.

## **CURRICULUM**

At Newham Bridge Primary School we provide a broad and balanced curriculum for all pupils. Some children may require additional personalisation and differentiation of the curriculum, which takes into account and supports their specific learning needs, whilst allowing them to share the same experiences as their peers. This is coordinated by the SENCo. In class support is deployed to support children with SEND in the classroom. Where necessary, pupil class sizes are reduced to allow for a more personalised approach to learning.

## **IDENTIFICATION & SEND REGISTRATION- following the Middlesbrough SEND Ranges document**

The Department for Education recommends a cycle of Identify, Assess, Plan, Do and Review in relation to meeting the needs of all children with Special Educational Needs and Disabilities. Please refer to our **SEND Support** guidance for detailed descriptors.

A special educational need can be identified at any stage of a child's learning journey, however, research tells us that early identification is vital. As appropriate school staff will inform parent/carers at the earliest opportunity to alert them to concerns and enlist their consent to the child being placed on the SEND Register. This stage is called SEN Support. The views and opinions of parent/carers are an essential part of SEND registration. We work collaboratively with a range of professionals and we actively encourage parents to speak to us about their child's needs.



### **How do staff at Newham Bridge Primary School know if children need additional help?**

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four categories:

**Communication and Interaction** - Autism, Aspergers Syndrome, Speech, Language, Communication & Interaction difficulties.

**Cognition and Learning** – Specific learning difficulties (Dyslexia), Moderate Learning difficulties, Severe Learning difficulties and Profound and Multiple Learning difficulties.

**Social, emotional and mental health** – significant social and/or emotional needs. (NOTE: Mental Health replaced Behaviour in the 2014 Code of Practice).

**Sensory and/or Physical needs** – Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical difficulty

The purpose of identification is to establish what action our school needs to take, inform parents and assign appropriate resources and interventions as early as possible.

### **ASSESS**

At Newham Bridge Primary School we identify children with SEN through continual monitoring of a child's progress in relation to national expectation. We also complete on entry to Nursery baseline assessments for all EYFS children. Our robust system provides us with accurate information about cognitive development and social skills. Appropriate staff along with the SENCo analyse this data, and this allows us to identify children who may require additional support with learning. A child will not be placed upon the SEN register until a period of monitoring has taken place, during which time, parents are informed and our school begins a process of appropriate rigorous personal assessment via lesson observations, work scrutiny, staff feedback, parental feedback and pupil discussions. Where appropriate this can then lead on to specific cognitive, language, emotional and/ or physical and sensory assessments.

Ongoing school assessment helps to inform the level of support required to address any issues a child may have throughout their time at Newham Bridge Primary School. Progress is monitored and data from class teachers is collated every half term and tracked using a data tracking tool.

### **PLAN**

#### **How will school staff support my child and how will parents be involved in planning for those needs?**

At Newham Bridge Primary School staff are aware of a student's individual needs via an Individual Education Plan (IEP). IEP's are working documents for children with SEN written by the Teacher in

partnership with any outside specialists involved with the child. All school staff are responsible for ensuring the plan is followed and appropriate provision is in place so that each child with SEN can participate effectively in every aspect of school life.

## **DO**

### **How will the curriculum be matched to my child's needs?**

The class teacher is responsible and accountable for the progress of children in their class, including those who access support from teaching assistants or specialist staff. Although quality first teaching in the classroom supports each child, some children will require more intensive levels of support.

When a child has been identified with special needs their work will be differentiated by the class teacher to enable them to access a broad, balanced and relevant curriculum more easily. This may also require specific resources e.g. writing slopes, coloured overlays.

Targets will be set according to your child's area of need. These will be monitored by our SLT, classroom teacher and by the SENCo at least three times a year. Discussion will take place between with parents at parents' consultations through a structured conversation. The SENCo will also be available to answer specific concerns.

If your child is not making the expected progress and specific gaps are then identified it may be appropriate for them to work within a smaller intervention group. These groups may be run inside the classroom or outside by a teacher, teaching assistant or a specialist from outside the school.

Higher levels of support may be required through a more detailed Education, Health and Care Plan (refer to the following table & SEND Support Guidance).

## **REVIEW**

### **How will I know how my child is doing and how will you help me support my child?**

Student progress is reviewed each half term and parent/carers are invited into school twice a year for parent / teacher consultations, where they will also receive and discuss their child's school report. The SENCo also monitors SEN assessment data and highlights any pupils that are not achieving expected outcomes. A formal/informal SEND review can be called at any time, but scheduled EHCP annual reviews take place as appropriate.

We also identify SEN through

- information given by parents
- data provided by school assessments
- recommendations from other professionals; e.g. Health and Social Care

<b>Monitored Child</b>	<b>SEN Support</b>	<b>EHCP</b>
<p>If a child continues to make little or no progress over time (2 terms) despite QFT, differentiation or in class interventions, then speak to the SENCo and use the SEND Support Guidance to begin the process of support</p>	<p>With reference to Middlesbrough SEND Ranges document. At this stage we need to carry out assessments and gather evidence showing a lack of progress over time (3+ terms). This shouldn't be the first time we have considered the child using the SEND Support Guidance</p>	<p>With reference to Middlesbrough SEND Ranges document. If an EHC Plan is needed the school must have evidence overtime of interventions, support in place and lack of progress and attainment. By now, we should have a growing bank of evidence to support the application</p>
<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The child has difficulty in acquiring skills notably in language, literacy and numeracy skills (or early development skills) <u><b>despite appropriate teaching and good attendance record</b></u></li> <li>• Some evidence of lack of confidence in one or more areas</li> <li>• The child requires some level of extra support to access the curriculum</li> <li>• Shows some lack of understanding in language and comprehension which may affect more than one area of learning</li> <li>• Pupil has may show frustration</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• Sustained low levels of attainment in one or more areas</li> <li>• Inadequate progress despite classroom and internal interventions</li> <li>• Evidence of lack of confidence in one or more areas</li> <li>• The child requires high levels of extra support from a TA to access the curriculum</li> <li>• The child lacks understanding in language and comprehension which may affect all areas of learning</li> <li>• Pupil may be withdrawn, isolated, uncooperative or attention seeking</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The child is well below age related expectations in more than one area</li> <li>• Little or no progress has been made</li> <li>• Evidence of additional spending on interventions and support is available from the SENCo (HNF)</li> <li>• Provision map/intervention tracker shows clearly the level of support given over and above everyday norms of intervention and support including the involvement of other professionals</li> </ul>
<p><b>Actions as and when appropriate:</b></p> <ul style="list-style-type: none"> <li>• SENCo to give advice and guidance</li> <li>• Learning and language team assessment</li> <li>• Educational Psychologist observation</li> <li>• Speech and language assessment</li> <li>• Internal intervention as appropriate</li> <li>• Emotional Wellbeing Therapy/advice</li> </ul>	<p><b>Actions as and when appropriate:</b></p> <ul style="list-style-type: none"> <li>• IEP written</li> <li>• Language and Learning team assessment and intervention work</li> <li>• Educational Psychologist Assessment</li> <li>• CAMHS assessment</li> <li>• Emotional Wellbeing Therapy/advice</li> <li>• Speech and language assessment &amp; intervention</li> <li>• Behaviour Intervention</li> <li>• Common Assessment Framework (CAF) assessment</li> <li>• PK Standards to assess &amp; monitor cognitive progress</li> <li>• High Needs Funding application to LA (HNF)</li> <li>• Support Plan</li> </ul>	<p><b>Actions as and when appropriate:</b></p> <ul style="list-style-type: none"> <li>• SENCo will collate and gather the evidence from reports, assessments and progress over time.</li> <li>• A Referral Planning Meeting will be organised and a decision about whether an EHCP application is appropriate will be made</li> <li>• The process of acquiring an EHCP will be led by the SENCo along with other professionals, parents and class teachers</li> <li>• Recommendations from appropriate external agencies</li> </ul>

## **Levels of Identification of SEN need- referring to Middlesbrough SEND Ranges document throughout-**

### **SEN review meetings**

At Newham Bridge Primary School the SENCO meets with each class teacher to discuss the progress of children identified as having additional needs every term. Individuals and groups will be targeted for interventions to address their specific needs and the impact of these interventions will be recorded. Children with SEND will also be discussed at pupil progress meetings with the SLT. Assessments are carried out throughout the year that inform these discussions.

Each term the class teacher will gain the views of the child with SEND and their parents about the level of support the child is receiving. The views of the child will be obtained through discussion or questionnaire where applicable. The views of the parents will be discussed at a review meeting with their child's class teacher. Additional meetings with the SENCo or Head teacher can be arranged where necessary..

Targets are reviewed regularly and progress monitored. Where it is deemed that a child is making progress in line with peers they will continue to receive support where needed, but discussions will take place between the SENCo, class teacher and parents as to whether that child needs to stay on the SEN register.

### **Children with Education Health Care Plans**

Where a child is referred by the SENCo for an EHCP, the child will have given significant cause for concern. Parents will have been consulted as part of an ongoing dialogue. The Educational Psychologist will already be involved, and the EHCP pathway, as agreed by the Local Authority, will be followed (Refer to SEND Support Guidance)

### **Monitoring**

At Newham Bridge Primary School the SENCo evaluates the school's SEN provision as part of the School Improvement Plan. At least every term the Designated SEN Governor meets with the SENCo to keep informed of developments ahead of Governor's meetings.

The SENCo is given half day release each week. Part of this time will be to monitor the provision of additional support to children upon the SEN register.

## Intervention Strategies

Work is differentiated to a level appropriate to each pupil. Teaching Assistants are available in each class to carry out specific targeted interventions if required by a child.

Quality First Teaching	<p>Bespoke teaching          Daily in class support from Teaching Assistant          Small group Maths and English support inc. phonics and spelling- timely intervention          Guided reading groups.          Talk Boost, Launchpad For Literacy          Advice and programmes from specialist literacy teacher          Accelerated Reader</p>
Wave 2 support (As appropriate)	<p>Learning and Language Team assessment &amp; recommendations          Focus readers          RWInc 1-1 Intervention Programme          RWInc Fresh Start          Speech and Language Therapy recommendations          Launchpad For Literacy          Play Therapy          Handwriting          External Agency recommendations (OT, sensory)          Sensory Room          Times Table Rockstars</p>
Wave 3 (As appropriate)	<p>Working with families &amp; external agencies to co produce plans &amp; support to achieve best outcomes for the pupil          Educational Psychologist          Inclusion Support Service          Enhanced 1-1 support from Teaching Assistant to reinforce specialist external agency recommendations &amp; modelling          Hearing/Visual Support          Overfields Speech and Language          Early Years Specialist Support Team          Emotional Wellbeing Therapy          Outreach</p>

## **External Support Agencies**

Where children require additional support the SENCo, with consent from parents, may also seek advice from other professionals. These include

- Educational Psychologist
- Inclusion Support Service
- Learning Support
- Occupational Therapist/ Physiotherapist
- Play Therapist
- Emotional Wellbeing Counselling
- Speech and Language Service
- Counselling Support Service
- School Nurse
- Hearing/Visual Services
- Outreach support from other schools
- Ethnic Minority Support Service
- Early Years Specialist Support Team (in partnership with parent/carers)
- Alternative Education

These professionals will give parents and teachers advice about a child's targets and provide specialist assessments. They may work with individuals or groups. Parents will be kept informed of all support received.

## **Supporting children with medical conditions**

Newham Bridge recognise that children with medical conditions should be properly supported to ensure that they have full access to education and outside trips. Some children with medical conditions may be disabled, and if this is the case, Newham Bridge Primary School will comply with its duties under the Equality Act 2010.

## **Supporting children with disabilities**

Many children with a disability will learn alongside their peers with little need for extra resources beyond that of a hearing aid to aid their hearing, visual aids to help their sight or a wheelchair. If a child with disability has a SEN then they will supported just as a child without a disability.

Disabled facilities in school are ramp access, disabled toilets and shower, hand rails near stairs.

## **English as an Additional Language**

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

## **Training**

The SENCo will attend SENCO network meetings and training as organised by The Legacy Learning Trust and the Middlebrough SEND Team. This training will be disseminated to staff in team or staff meetings as appropriate. The SENCo will also keep staff up to date with any changes in this field.

Other staff will attend training where available and appropriate to support them with teaching strategies and ways to support children with different SEN.

## **Partnerships with parents and children**

School will endeavour to:

- provide parents with clear and accurate information about their child's SEN and the purpose and impact of any additional support and interventions. We hold termly SEND Support Plan review meetings and share/record pupil and parents/guardian views.
- ensure that parents have the opportunity to speak to the SENCo or other professionals so that they can be a partner in working towards their child's targets.
- outline provision in the Local Offer (see Newham Bridge Website and Appendix 2)
- ensure that consent is obtained from parents before contacting any outside services or applying for an EHCP.
- consult the child and gain their views about the support they are receiving.

## **Arrangements for considering complaints about SEND provision within school**

Initially, complaints should be discussed with the child's class teacher.

Depending upon the outcome of the meeting, the SENCO or Head teacher should be informed

If no agreement can be found, the parents can then approach the schools' SEN Governor, and they will be given the name of the LEA identified person who will support the school Governor in the event of a complaint.

It is hoped, however, that all complaints can be settled in school

## **Policy**

Reviewed- February 2026

To be reviewed- February 2027