



NEWBOLD SCHOOL

Special Educational Needs & Disabilities Policy

*Reviewed September 2024, by J Crissey & Mrs Jennings.
Ratified by Newbold School Board of Governors, November, 2024
Next review: Autumn Term 2025*

DEFINITION

Children have special educational needs (SEND) when they have a learning difficulty which calls for special educational provision to be made for them, or if their needs differ in any way from those of the 'average' child.

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or have a disability that prevents or hinders them from making use of the educational facilities provided for children of the same age at Newbold School. Potential high achieving children are also classed as having special needs, as they may need additional lessons. Also, children with gaps in their learning (perhaps those new to the school) also require additional support and will be placed temporarily on our SEND register until their gaps have been filled.

PRINCIPLES

At Newbold, we will endeavour to make reasonable adjustments to meet the needs of children with SEND, within the constraints of the school's resources. Newbold School is a small, independent school that charges low fees. Any additional support needed by children of statutory school age with mild SEND (such as short-term one-to-one support) cannot be covered by the pupil's basic fees; it will, therefore, come at an additional cost. In F1 only - Bracknell Forest Borough Council (BFBC) may provide funding for support, including an SEND assessment. If in nursery, we cannot meet their needs, we will seek advice from our Local Authority and discuss this with parents. Children entering KS1 and KS2, must sit an entrance assessment so the school can gauge if they have any additional needs and what resources would be required to support them.

For those pupils in our school with mild SEND (or those with significant gaps in their learning that are not SEND based), we believe that:

- All of our pupils have the right to a broad, balanced, differentiated and relevant curriculum that demonstrates progress.
- Those pupils with mild SEND should have an enhanced level of resourcing to meet their needs e.g. a booster group to help them secure new learning skills (provided free of charge) or one-to-one targeted help at an additional cost to their basic fees.
- Parents of children with SEND have a vital role to play in supporting their child's education.
- All our pupils have the capacity to learn and make progress.

- The views of the child should be sought and taken into account.

OBJECTIVES

- 1 All pupils with SEND, who have been offered a place in our school, have access to resources to help them meet their needs.
- 2 All pupils have an equal opportunity to contribute to the life of the school.
- 3 All pupils have access to a broad and balanced curriculum.
- 4 All pupils are encouraged to develop an awareness of, and respect for, individual differences.

ROLE OF THE GOVERNORS

Newbold School's governors will hold the school to account on its provision of SEND by monitoring and promoting high standards of education for all Newbold School's children, including those with SEND.

Newbold School Board of Governors will ensure that:

- The needs of children with SEND are identified and assessed before entrance to the school in F2, Key Stage 1 and Key Stage 2. If the assessment shows we are able to help the child, the school will endeavour to meet their needs through appropriate provision, where possible, at the parents' expense. If we cannot provide adequate support for the child's needs, or the parents are unwilling to fund the support needed, we will advise the parents accordingly. The SEND pupils that we do admit must be able to work independently or within a small group or with some targeted one-to-one sessions.
- If an SEND child needs external provision to meet their needs, we will endeavour to purchase external expertise, again at an additional cost to the basic fees for pupils of statutory school age. If we are unable to meet the child's needs, we will inform the parents immediately, so they can find a more suitable school/nursery.
- Children can benefit from co-ordinated provision by developing close partnerships with parents, teachers, Health and Social Services.
- Arrangements for SEND provision are kept under review as required under section 315 of the Education Act 1996 and SEND Code of Practice 2014.
- Teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND in partnership with the parents.
- Parents are notified if SEND provision is required for their child and will be given an estimated cost.
- If parents refuse SEND support for their child, when the professional team of staff at Newbold School have assessed that it is needed, we will be unable to accept further responsibility for the child's education and, in such instances, we maintain our right to withdraw the offer of a place in the school.
- The quality of SEND provision is an integral part of school life and the quality of provision is regularly monitored, e.g. through termly pupil progress meetings

ROLE OF THE HEADTEACHER

The Headteacher has the responsibility for day-to-day management of all aspects of the school's work, including provision for children with SEND and decisions on whether or not the school can provide the particular SEND required.

The Headteacher and Newbold School Board of Governors will determine the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SEND support worker, through consultation with headteacher and class teacher, will take day-to-day responsibility for the operation of the SEND policy. Teachers and the SEND support worker will coordinate provision made for individual children in partnership with SEN, working closely with staff, parents and other agencies.

The SEND support worker, with the support of the headteacher/SENCO and teachers, seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs by monitoring the quality of teaching and standard of pupil achievements, and by setting targets for improvement.

The key responsibilities of the headteacher are:

- Liaising with teachers on how they coordinate provision for children with SEND
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND and their teachers, when required.
- Contributing to the in-service training of staff

ROLE OF THE CLASS TEACHER

All staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provisions for pupils with SEND.

All teachers should work alongside the headteacher and parents to implement and work with an SEND support plan; target setting, assessment and planning for children with SEND. SEND support plans detail a graduated approach to identifying and meeting SEND, involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed.

All staff should plan and teach the curriculum using strategies that ensure all children with SEND have access to the full range of the curriculum. Good self esteem should be promoted through the school's growth mindset ethos.

ROLE OF EARLY YEARS (EY) SENCO

All EY staff are involved in monitoring the development of EY children. The EY SENCO is Mrs Jennings. She works closely with the parents of children receiving extra support. A variety of targeted support is provided in-house for children with communication and language delay (following ecat strategies, using colourful semantics and PECs, as required.) If a child's needs are more significant, then (with the parent's permission), BFBC Inclusion Team will be contacted and a referral process will be followed. Their panel will then decide if funding can be designated to provide one-to-one support for that child. A Support Plan may be written and shared termly with parents. If the child has significant delays, then a progress tracking tool may be used to document the child's progress using smaller steps, which is then used to identify SMART targets for the child. Termly update meetings will be held with the parent(s).

Children who have not been formally identified as having SEN but about whom the EY team have concerns will be closely monitored and parents will be kept informed about their challenges and progress. If the child's needs prove to be beyond what the setting can safely manage, then the EY manager will seek advice from the Local Authority. The child's hours may have to be reduced to allow a more manageable settling-in period. If the child remains unsettled and is at risk through unpredictable behaviour, over a fixed period of time (at the EY Manager and Headteacher's discretion), then a discussion will be had with the child's parents to either find a way forward or to inform them that their child's needs are beyond what we can manage. We may have to suggest that a different type of setting would be more appropriate. This type of decision will be made only if the child poses a danger to himself, to other children or to the staff (e.g. habitually self harming, or harming others).

If a parent wishes to invite a private specialist into Early Years (at their cost), contact will be made with the specialist beforehand by the teacher/Head Teacher to discuss expectations and limitations (staffing, facilities, resources). This will ensure that the specialist understands that support offered by us must be within the constraints of our setting. If extra funding is approved and received by BFBC, then further discussions can take place between all parties on how to continue to provide the best support.

ADMISSION ARRANGEMENTS

New children from F2 - Year 6 must complete entrance assessments in maths and English during their taster-day visit. Their learning behaviour will also be discretely observed as part of their day's assessments. We are able to accept some pupils with minor SEND, if parents are willing to pay for the additional costs their child's SEND may incur. Details of the school's ability to meet the needs of pupils with SEND will be explained to the parents prior to the child starting at Newbold School. We will only offer a place to a child if we believe we are able to meet their needs.

ADDITIONAL CHARGES FOR SEND SUPPORT

Unfortunately, since Newbold School charges such low fees, we cannot offer SEND support inclusive to the basic fees, as these would not cover the cost of any additional staffing or resources required. Therefore, any SEND support will be charged at an additional cost, depending on what is required. One-to-one sessions will be charged at a rate of at least £16 per hour. If we need to hire a support worker specifically for one or two children, the cost could be more. If an SEND support worker is able to support 2 children effectively, an agreement between parents to split the cost may be arranged. This arrangement can only be made if both children's needs are met with one support worker.

Any fees incurred through liaison with external agencies will also have to be paid by the child's parents or guardians (e.g. educational psychologists' fees, behaviour analysts, speech and language therapists, assessment tests etc...). Bracknell Forest Council provides no funds for these services for children of statutory school age in independent schools.

ALLOCATION OF RESOURCES

The SEND support worker is responsible for the operational management of the required resourcing for special needs provision within the school, with guidance and direction from the class teacher and the headteacher. SEND School Support Plans (SSPs), will be created by the class teacher and parent(s), in partnership with the SEND support worker.

The headteacher will inform Newbold School Board of the numbers of SEND pupils within the school and their educational progress. Children who do not have SEND but require gap filling sessions (e.g. transfer pupils who are behind in their learning) are not classed as SEND and will

not be placed on the SEND register. Rather, they will be given temporary SSPs, targeting the areas of learning they have missed. Once children have caught up, they will no longer require a SSP. Parents will be consulted and kept informed of any support their child receives. There should be no more than 5% SEND children throughout the school (for children of statutory school age), although exceptions may be made to this percentage if funding for resources are available for the child and the class is able to manage the number of SEND children it has.

IDENTIFICATION, ASSESSMENT AND PROVISION

Initially, any SEND issues that become evident in F1 and F2 classes will be monitored by class teachers and the Early Years SENCO, Mrs Jennings. Such issues will be discussed with the parents as soon as they are recognised. It is possible to receive financial help from Bracknell Forest Borough Council for the assessment of children in F1 only, if the council believes an assessment is needed and agrees to provide the funding. However, there are no guarantees that funding will be provided, even in F1. We will endeavour, to the best of our ability, to liaise with Bracknell Forest Borough Council to secure funds for F1 children whom we believe are in need but it is important to state that we have no part in the decision process; we can only make recommendations. All financial help provided by BFBC for children with SEND is withdrawn once their statutory education begins in F2. The headteacher will be guided by any advice provided by BFBC, Mrs L McDonald, the school's Education Director. If we are unable to provide the level of specialist care required and recommended, we will inform parents and discuss any options together. We cannot guarantee a continued place at Newbold School for children whose needs we are unable to meet in all classes.

Factors that will help teachers and parents identify children who potentially have SEND are as follows: low attainment in specific subjects, performance below level descriptors in the national curriculum or test results, patterns of behaviour and any discernible learning difficulties.

- Initially the class teacher will highlight areas for early action to support the child within the class, assessing what the child knows, understands and can do - as well as identifying any learning difficulties. A regular booster group may be all that is needed to help embed new skills.
- Through continuous assessment, underpinned by evidence, relating to the progress of the child, a teacher may prepare an SEND action plan, which includes parental consultation.

If any of the following statements apply to a child, these could indicate a need to intervene through an SEND School Support Plan.

- The child makes little or no progress even when the teaching approaches target the identified area of weakness;
- The child continues working substantially below 'expected' for children of a similar age;
- The child has difficulty developing literacy and/or numeracy skills thus affecting attainment in some curriculum areas;
- SAL issues are apparent that are not in keeping with the child's age and developmental expectations.
- The child has communication and/or interaction difficulties and makes little or no progress despite provision of a differentiated curriculum.
- The child has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- The child has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist services

- The child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Interventions will then be put into place that are in addition to or different from those provided as part of the school's differentiated curriculum and parents will be informed.

The class teacher, together with the SEND support worker and headteacher, should consider the teacher's reasons for concern, alongside any information about the child already available in the school.

To help inform the decision on the nature of help required, the class teacher, together with the SEND support worker and headteacher, should seek additional information from the parents.

- The headteacher and teacher should take the lead in further assessment - planning future support for the child, subsequently monitoring and reviewing the action taken. The class teacher remains responsible for work done with the child on a day-to-day basis and for planning and delivering an individual programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. If the child is not thriving within the support system that we can offer, then parents should be informed that more is needed and they may be advised to seek that from another school if it is in the child's best interests.
- A School Support Plan (SSP) will then be drawn up.

The SSP should include:

- the short-term SMART targets set for the child;
- the teaching strategies required;
- any provision that will be put in place
- parental input
- staff and parent(s) signatures along with the date.

The SSP should:

- be reviewed termly;
- Contain a record of the outcomes resulting from the action taken.

The SSP should only include what is additional to or different from provision made for all pupils.

Strategies may be cross-curricular or subject specific.

A SSP should be written in consultation with the parents and discussed with the pupil.

Where a pupil identified as having SEND is at serious risk of disaffection or exclusion, the SSP should reflect strategies to meet their needs where possible. A pastoral element should be included in the SSP.

In putting the SSP into action, any additional teaching that requires additional staff will be at an additional cost to the basic school fees. Parents will be informed in advance when the need for the SSP is imminent.

Review A School Support Plan should be reviewed, ideally, per term.

A request for help from external services may be made. These outside agencies will:

- Advise staff on new plans and targets;
- Provide more specialist assessments;
- Give advice on the use of new or specialist strategies or materials;
- Provide support for particular activities.

The delivery of the School Support Plan continues to be the responsibility of the class teacher aided by the SEND support worker.

If the headteacher and external specialist consider the information gathered as insufficient, then the consent of the child's parents must be sought to investigate further. Records should be kept of what further advice is being sought and what support is to be provided for the child, pending receipt of the advice.

Education, Health and Care Plan (EHCP) assessments and plans

EHCPs will extend from birth to 25, where necessary, replacing the Learning Difficulties Assessment for young people

For very few pupils, the help given through a School Support Plan may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for Newbold School, in consultation with parents and any external agencies involved, to consider applying for an Education Health Care Plan (EHCP) through the Local Authority. Newbold School will need to provide written evidence of, or information about:

- The school's action through a School Support Plans for the pupil
- Records of regular reviews and their outcome
- The pupil's health
- Attainments in literacy and numeracy
- Education and other assessments, for example: advisory specialist or educational psychologist
- View of parents and pupil
- Involvement of other professionals
- Involvement of Social Services or Education Welfare Service.

While decisions are being made the pupil will continue to be supported through a School Support Plan. All pupils with EHCPs will have short-term targets set and a School Support Plan that records strategies that are in addition to, or different from, the differentiated curriculum plan.

Again, all of these external liaisons must be done at an additional cost to the child's basic school fees, unless they are of non-statutory school age.

ACCESS TO THE CURRICULUM

Teachers' planning is flexible in order to recognise the needs of all children as individuals and to ensure progression and is based on the National Curriculum. Teachers at Newbold School use auditory, kinaesthetic and visual approaches and strategies to teach the curriculum to maximise the achievement of all pupils, which are based on growth mindset.

Effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements minimise behavioural special educational needs arising, unless there is

an underpinning reason. Observation, assessment, planning and review make provision for increased curriculum differentiation.

We, at Newbold School, recognise the importance of providing effective learning opportunities for all pupils and believe in an inclusive curriculum where pupils' diverse needs are met by being set suitable challenges and being helped to overcome potential barriers to learning.

School Support Plans take the form of a graduated small-steps approach. By breaking down existing levels of attainment into small steps and targets we ensure that children experience success and have a feeling of achievement. All children on the special needs register have a School Support Plan or an EHCP plan.

INTEGRATION ARRANGEMENTS

We support children where possible within the classroom. This will be through whole class teaching and small groups. There are times when one-to-one work will also take place outside the classroom in order to maximise learning.

EVALUATING SUCCESS

The Headteacher monitors the progress made by pupils, as evidenced through our school assessment system (Herts for Learning and termly Pira, Puma and Gaps tests and through our external moderator for writing, Ms Angela Jenkins)

The Headteacher provides staff and governors with regular summaries of the impact of the policy on the practices of the school, through the Academic Standards/Teaching and Learning (ASTL Subcommittee), which in turn presents these findings to the Board of Governors at full board meetings.

The Headteacher supports teachers involved in drawing up School Support Plans for children, where needed. Regular pupil progress meetings also help to monitor progress and next steps for continued progress.

The SEND support worker and class teacher hold regular meetings to review the work in this area.

The EY SENCO monitors progress made by all EY children and shares with the Headteacher.

ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

Most complaints can be effectively dealt with in discussion with the headteacher or the teaching staff. If parents feel dissatisfied with the response they receive, they are advised to consult with the Chair of the School Board of Governors.

SEND IN-SERVICE TRAINING FOR STAFF

The school will keep abreast of new developments in special needs education and policies. Newbold School will review its own policy annually.

PARTNERSHIP WITH PARENTS

At all stages of the special needs process, Newbold School keeps parents informed and involved, where possible. We take account of the wishes, feelings and knowledge of the parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention needed, seek their permission and discuss the process of decision-making, providing clear information relating to the education of children with special educational needs.

LINKS WITH OTHER SCHOOLS

If a child moves to another school after F1, then the EY SENCO will hold a TAC meeting (Team Around the Child meeting) involving relevant Newbold staff, parents, the next school's relevant teaching and SEN staff and any other professionals that have been involved in the child's learning development (if applicable)..

LINKS WITH HEALTH SERVICES, SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS

The school recognises the need to work collaboratively with outside agencies along with the parents and the child. The objective is to provide integrated, high quality support, based on the needs of the child.

When we are concerned about the educational progress of a child, the school will contact the appropriate organisation to discuss medical conditions or concerns that may be contributing to the child's difficulties in school. All information is confidential to the professional involved. Copies of all paperwork and documentation are kept in the child's file.

In Foundation One class our Early Years Special Educational Needs Co-ordinator (EY SENCO) is Mel Jennings.

Mrs Helen Murphy is the Early Years assistant SENCO and is responsible for providing in-house targeted support and documentation.

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We work in partnership with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, including working together on the graduated approach, (Assess, Plan, Do, Review) as part of an SEN Action Plan, following the SEND Code of Practice 2014, for identifying, assessing and responding to children's special educational needs.
- We provide parents with information on sources of independent advice and support within Bracknell Forest Borough Council and liaise with multi-agency professionals.
- Bracknell Forest Borough Council is responsible for funding any extra support for children in our Foundation One class, if they deem it necessary.

Signed: *Mrs J Crissey*

Position: Headteacher