



# Special Educational Needs & Disability Policy 2025 v1

*This policy is under parent and stakeholder consultation from 1<sup>st</sup> September 2025 – 19<sup>th</sup> September 2025.*

Signed: \_\_\_\_\_ Chair of Governors    Date: \_\_\_\_\_

**Statutory Policy**

## **Context**

This policy outlines how we at Newcroft Primary Academy will meet our duty and obligation to provide a high quality education to all of our pupils, including pupils with special educational needs and disabilities (SEND). In writing and reviewing this policy, parental contributions are actively invited from the parents of our children who have special educational needs.

## **Vision**

At Newcroft we are committed to inclusivity. Our aim is that our school is a positive and supportive environment for all children, especially those with SEND. We believe that all children have a right to a full, enriching and enjoyable curriculum and understand that for some children, learning may be more difficult than for others. We understand the importance of making adjustments, personalising provision and building a picture of the 'whole child' including their needs and wishes.

At Newcroft we strive to be:

- Aspirational – we aim high and have the highest expectations for what we can achieve
- Resilient – we learn to deal with setbacks and understand this is key to learning success
- Creative – we embrace creativity and teach a creative, broad curriculum
- Inclusive – we welcome everyone into our Newcroft family
- Proud – we are proud of the work we do and our school

This vision is the same for all of our learners, including those with SEND.

We aim to raise the aspirations and expectations for all pupils with SEND, to enable children to recognise their strengths and individual successes and feel proud of their achievements.

We recognise that every teacher is a teacher of every child. Ensuring high quality teaching, in the first instance, is our priority and will meet the needs of the vast majority of children and young people. Newcroft has a clear focus on outcomes for children with SEND, whether academic, social, physical or emotional. Robust assessment systems, support and scaffolding, consistent reviews of progress in response to adjustments and interventions are the basis of our review cycle.

### **Through our SEND policy (in line with the SEND code of practice 2014) we aim to:**

- Identify children who may have a special educational need as early as possible
- Make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- Ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs.
- Reduce barriers to progress through careful monitoring
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need
- Ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training and through collaborative working with other staff members, the SENCO, other schools and outside agencies.

### **We will achieve this by:**

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Listening to concerns raised by parents or pupils themselves about their learning
- Using high quality screening tools to identify need at the earliest possible point
- Ensuring all class teachers are well trained and equipped to support different additional needs

- Ensuring other school staff are trained and equipped to support different additional needs
- Designating a teacher to be responsible for coordinating SEND provision (the SENCO)
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Using our best endeavours to make sure that pupils with SEND get the support they need
- Working to remove barriers to engagement in school activities
- Using a range of assessment and support strategies
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created in consultation with governors, staff, pupils, parents of Newcroft Primary Academy and SENCOs of Symphony Multi-Academy Trust.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Safeguarding, Accessibility, Anti Bullying, and the Equality Scheme. It is an essential part of all curriculum policies.

At Newcroft Primary Academy, the Special Educational Needs Co-ordinator, known as SENCO, is Miss Louise Hunt. She has achieved the National SENCo Award. She is supported by our assistant SENCO, Miss Lucy Lloyd, who is currently undertaking the NPQ (national professional qualification) for SENCOs.

Contact details: 01509 503214 or email [office@newcroft.leics.sch.uk](mailto:office@newcroft.leics.sch.uk) Miss Hunt can also be contacted through WEDUC by parents.

This policy can be accessed through the school website ([www.newcroft-primary-school.leics.sch.uk](http://www.newcroft-primary-school.leics.sch.uk)) or as paper copy, if requested, from the school office.

### **Definition of Special Educational Needs**

Taken from Section 20 of The Children and Families Act 2014.

*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:*

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have 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 or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.*

When reviewing and managing special educational provision, there are four broad areas of special educational need. These areas help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### 1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. Children and young people with ASD (autism spectrum disorder), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### 2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding and differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.
- specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### 3. Social, Emotional and Mental Health

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

### 4. Sensory and/or Physical Needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN. These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

It is not assumed that children where their home language, or form of language, is different from the language used at school are learners with SEND. The same is the case for children who display poor behaviour, are in local authority care or are poor attendees. There may be a range of considerations that impact on progress and attainment and these will be thoroughly explored to work out if there are underlying special educational needs.

## **Identifying Special Educational Needs**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. We recognise the importance of early identification of learners with SEND in order to get support right and enable children to achieve their full potential.

Concerns may come from a variety of sources including: -

- From a parent/carer
- From a pupil themselves
- Teachers concerns; whether from our school, previous school or pre-school setting
- A lack of progress shown through the school's whole school assessments
- Phonics tracking/phonics assessments
- Book band progress
- Standardised tests and assessment scores
- Pupil observations
- Other service providers

## **Involving parents/carers and pupils in decision making**

The school aims to work in partnership with parents and carers. We do so by:

- Encouraging parents/carers of pupils with SEND to share their knowledge of their child
- Giving parents the confidence that their views and contributions are valued
- Notifying parents when the school provides their child with SEND support
- Making parents and carers feel welcome at our school
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Working effectively with all other agencies supporting children and their parents
- Focusing on children's strengths as well as those areas that they need support in
- Giving parents and carers opportunities to discuss ways in which they and the school can help their child
- Sharing targets with parents and encouraging their contribution to these
- Informing parents of outcomes of assessments and progress towards targets
- Keeping parents informed about support in place through individual support plans
- Signposting and providing information to parents in an accessible way

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- share their views about their education and learning, what they have learnt and what support they might need next
- identify their own strengths and reflect on where they have made progress
- be actively involved in target setting and reviewing
- share what they find difficult and how they are best supported

## **Supporting Children with SEND – A Graduated Approach to Support**

### **Quality First Teaching is an entitlement for every child, especially for children with SEND**

For children where there is a concern, teachers will closely monitor attainment and progress. High quality teaching that includes flexible grouping, scaffolding, explicit instruction, the use of technology and good use of classroom support, is the first step in responding to pupils who may

have SEN. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

The triggers for further intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving high quality teaching:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where this is not the case, and further support that is 'additional to or different from' the support generally given to children of the same age is needed, a 'graduated approach' to support is started. Here a person centred approach will gather views about likes, dislikes and favoured support strategies from the pupil. Teachers and parents will also contribute and a one page profile will be drawn up to capture this information. An individual support plan is then started to agree outcomes for the child and targets in order to achieve those outcomes. We assess, plan, do and review and these cycles termly. This stage is known as *School Support*.

*Refer to Appendix A for the individual support plan template.*

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. Should a child fail to make progress, despite quality teaching and targeted support, following the advice of specialist agencies, it may be necessary to apply for additional funding to allow the school to make further provisions. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a *SEND Support Plan* may be devised in consultation with parents and all those involved in the child's education and welfare. An application may then be made for Intervention Funding to the Local Authority, having regard to the criteria for funding provided through the SENA (Special Educational Needs Assessment) service. The school will be responsible for managing any funds received.

In some cases, children will have a wide range of complex issues, including health and social care, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and other external services involved in supporting the child. This will be reviewed annually and is a legally binding document. Need will be reviewed, and considerations of age and the next stage of development taken into account, when planning provision and reviewing the Education, Health and Care plan.

### **Supporting Children and Families**

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user-friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise

in relation to their child. We will make parents aware of services available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the [LA website](#) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

### **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

### **Transition**

At Newcroft Primary Academy we carefully manage transition for children with SEND and teachers are given time to plan transition carefully for those learners who need additional support. An enhanced transition programme may include a transition photo book, extra time with their new teacher or extra visits to their new classroom. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

All children transferring to secondary provision have a planned transition programme. Less confident children, which may include those with SEND, are provided with an enhanced transition programme by our trained staff. Some children may also receive further support from outside agencies (e.g. Autism Outreach) where this is appropriate. SENCOs liaise and records are passed on.

Children entering school in Reception, visit the school prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers, or the Early Years Special Educational Needs Service when they are supporting, involve the SENCO and class teacher in meetings for children who may have additional needs.

If the school is alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan support. We also recognise that a staggered start is needed for some children with SEND to have the best possible experience starting school. We will work with parents and other services to plan to build up time in school, when it is agreed it is in the child's best interests.

### **Managing Medical Conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Pupils with medical needs will be provided with a Health Care Plan, compiled by the school, or the relevant health service lead, in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off as competent. Staff complete training on more specific medical conditions as need arises.

Refer to policies for Health & Safety, Inclusion & Accessibility, Accidents, First Aid & Administration of Medicines, in School

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The Local Authority is the admitting authority for Newcroft Primary Academy. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps

that can be taken to prevent any incompatibility. The Local Authority makes the final decisions on admissions

### **Facilities for Pupils with SEN**

Our school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes disabled toilet facilities. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

### **Responsibilities**

The SENCO has a responsibility to;

- Oversee the day to day operation of the school's Special Educational Needs and Disability Policy
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities
- Advise on a graduated approach to providing SEND support.
- Alongside the Headteacher, deployment of Learning Support Assistants, Teaching Assistants, ELSA and HLTAs to meet the requirements of provision maps
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping abreast of national/local developments through network meetings and relevant training
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Identify any patterns in the identification of SEND within the school and in comparison with national data

### **Teachers have a responsibility to:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.



- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the SLT up-to-date with any changes in behaviour, academic developments and causes of concern.
- Manage support staff and other resources within their lessons
- Liaise with parents of children in their classes about progress and attainment

**The Governing Body** endeavours to ensure the best possible provision for Special Educational Needs at Newcroft Primary Academy. All governors understand their duty of care.

The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
  1. The existence of accurate and up to date record keeping, including achievements
  2. The number of review meetings held at least termly for SEN pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEN
  5. Awareness of the nature of needs and the demands these make

### **Training and Resources**

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENCO regularly attends LA briefings and Symphony Multi-Academy Trust meetings to keep up to date with local and national developments and to share best practice.

### **Monitoring and Evaluation**

Pupils' progress is monitored using standardised tests as well as teacher assessment and specific small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are carefully selected based on the evidence of their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

### **Complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from SENDIASS.

*Refer to School Complaints Policy.*

**Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

**Equality Statement**

At Newcroft Primary Academy, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.



# Newcroft Primary Academy Individual Support Plan

Name					
Area of need:	DOB	YEAR	Start of Plan - From:	To (review date):	
<b><u>Current Assessment Levels (beginning of term in black – end of term in RED)</u></b>					
Reading Start	<b>Reading End</b>	Writing Start	<b>Writing End</b>	Maths Start	<b>Maths End</b>
Target		Provision	Delivered by/when	Ongoing review:	Final review:
1.					
2.					
3.					
			Parent/carer comment:		Pupil comment: