

## **Special Educational Needs and Disability Policy**

### **1. Introduction**

**This Policy for Special Educational Needs and Disability (SEND) represents a commitment to a common set of values for promoting and achieving equality of opportunity within Newfield School under the overall Equality Duty.**

**1.1 Newfield School promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Newfield School will promote a culture of awareness, tolerance and inclusion.**

### **2. Objectives**

**The objective of Newfield School is to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision, to ensure that all pupils are not discriminated against on the grounds of educational needs and to ensure accessibility of provision for all pupils.**

**2.1 We at Newfield School believe that each pupil has individual and unique needs and plan accordingly for all pupils to maximise and achieve their full potential.**

**2.2 Newfield School aims to provide for the learning, physical, social and care needs of all pupils in a supportive environment.**

**2.3 Newfield School believes all students should have meaningful access to a balanced and broadly based and relevant curriculum.**

**2.4 Any complaints made to the governing body from parents of pupils concerning the provision made at the school are dealt with under the procedures of the School's Complaints Policy**

**2.5 The Special Educational Needs and Disability Policy forms part of a suite of related policies and should be read in conjunction with the policies for Curriculum, Teaching & Learning, Assessment, Recording and Reporting (ARR), Communication and Interaction, Positive Behaviour Support, Counselling, Anti-bullying, Community Cohesion, Accessibility Plan and the Equality Duty.**

**2.6 Our school aims are:**

**Together we will;**

- **ensure that each child and young person has a right and an opportunity to have a 'voice' to access learning and communicate their individuality**
- **help each child and young person to achieve, and be the best that they can, through recognising and celebrating their uniqueness and attainments**
- **maximise each child and young person's personal independence and prepare them for adult life**
- **encourage each child and young person to develop as a thoughtful, caring individuals who respect and value themselves and others.**

**We will do this through;**

- **ensuring a caring, safe and secure environment that maximises and promotes their safeguarding and well-being**
- **providing a stimulating and fun learning environment that promotes opportunities to enable each child and young person to continue with their personal learning journey**
- **promoting, nurturing and celebrating each child and young person's abilities and achievements using their unique interests and strengths**
- **valuing and celebrating the diversity of the whole school community through respect for each person's rights, beliefs and values**
- **providing an enriching curriculum, and learning journey, that is personalised and accessible**
- **providing opportunities for inclusion both within and outside the school environment**
- **creating a welcoming, informative and supportive environment for parents/carers, families and professionals in a mutually collaborative partnership**

### **3. Specific links between the RRSA and SEND**

**Newfield School is aiming towards achieving UNICEF UK's Rights Respecting Schools Award. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships, relationships between all adults and pupils, between adults and between pupils.**

**This SEND policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:**

**Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.**

**Article 3: All organisations concerned with children should work towards what is best for each child.**

**Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.**

**Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.**

**Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.**

**Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.**

### **4. Educational Provision**

**Newfield School provides education for children aged between 2 and 19 years all of whom have an Education, Health and Care Plan (EHCP).**

**4.1 This provision caters for children who have complex learning difficulties, which includes The School for Autism at Newfield for children on the Autistic Spectrum.**

**4.2 Children who attend the school have SEND which include one or more of the following:**

- **Complex Needs**
- **Severe or profound and multiple learning difficulties**
- **Moderate learning difficulties**
- **Social and Emotional needs**
- **Sensory impairment (HI/VI)**
- **Physical disability**
- **Autism**

**4.3 The School Local Offer is published on the school website [www.newfield.org.uk](http://www.newfield.org.uk) and on the Blackburn with Darwen Local offer site at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)**

**4.4 The school is made up from two purpose built facilities which enable and promote independence where possible. The main school has full wheelchair access, many adapted bathroom facilities, electronic push button doors and guide rails on corridors to support ambulant people with mobility difficulties. The School for Autism is a bespoke building which has many features designed to support people on the Autistic spectrum including acoustic controls, natural lighting and ventilation, a low distraction environment and opportunities for sensory regulation.**

**4.5 The school has an Accessibility Plan and an Equality Policy**

**4.6 The school also houses therapists – Speech and Language Therapists, Physiotherapists and Occupational Therapists who work with the children in house.**

**4.7 In order to best meet every child’s educational and care needs, class numbers are kept to a maximum of 10 with a high staffing ratio which includes 1 Teacher and 3 Education Health and Care Assistants as standard per class in the main school. In the school for Autism classes are kept to a maximum of 7 pupils.**

**4.8 Regular in-service training takes place to ensure that staff follow best practice, gain the skills that they need and fully understand methods of ensuring that they meet the children’s special educational needs.**

**4.9 The governing body follows a rigorous recruitment process in line with safer recruitment practices and always seeks to engage high quality, adaptable teachers and teaching assistants who are able to keep pace with the individual requirements of the children.**

**5. Education, Health and Care Plans & monitoring via the Annual Educational Review process.**

**5.1 Every child who attends our school holds an Education, Health and Care Plan (EHCP), which identifies the child's needs. In line with the requirements set out as part of the Children and Families Act 2014 and outlined in the SEND Code of Practice 2014, since September 2014, every child in school has undergone a transfer from their 'Statement' to an 'Education, Health and Care Plan' (EHCP), via the annual review meeting and the 'all about me' meeting. All Newfield pupils have had an EHCP in place since April 2018, as per Government deadlines.**

**5.2 It is the duty of school to ensure that the provisions specified in the EHCP are met.**

**5.3 An annual review of each EHCP is a statutory requirement and monitors the appropriateness of both the EHCP, the outcomes within it for the child and the child's placement at Newfield School. The school reports back to the local authority regarding the EHCP following each review.**

**5.4 The 'Annual Educational Review' is an opportunity for all of the people involved in working with a child to come together with the parents, and the child, to discuss progress, plans for the following year and to raise any concerns.**

**5.5 The EHCPs of children aged 5 and under are reviewed every 6 months.**

**5.6 Where appropriate we try to hold 'Joint Educational and Social Care Reviews' to ensure a wraparound service for children and their families. The EHCP review meeting is best facilitated when all parties involved with a child and their family from Education, Health and Social Care are in attendance.**

**5.7 Newfield School has aimed for a long time to have a holistic approach to each child and to that end we invite contributions from all people who are important in each child's life. We have strong relationships with our colleagues in Health, Children's & Adult's**

social care, Recreation & Play and many other services and work with parents to ensure the best possible outcomes for all children.

5.8 We consider parents to play a vital role in the education of their child and encourage participation of parents in all aspects of school life, through daily contact via the home-school book/telephone, parent consultation, annual review and parents group.

5.9 The targets set at the review meeting feed directly into each child's 'Personalised Learning Plan', which the staff working with children use to inform their planning of lessons to ensure that the key skills that children need to acquire are addressed in all areas of learning.

5.10 Detailed records are kept about pupils' progress. This is largely the responsibility of the class teacher or subject teacher, possibly with support and advice from assigned advisers e.g.: Complex Needs Team VI/VI teachers, educational psychologists or support services.

5.11 Pupil progress is also measured throughout a child's time at Newfield using a range of assessment tools from the Newfield Suite of Assessment tools – the most appropriate for each child is decided by class teachers and the deputy head teacher.

5.12 The governing body evaluates the success of the education provided to pupils by regular lesson observation visits as well as monitoring of data through governing body meetings and specific duties of named Governors. This includes the Governor for SEND.

## 6. Outreach and Inclusion

6.1 All pupils have opportunities to take part in outreach links with local schools. These usually take the form of small groups of children going, along with staff from Newfield, to local primary or secondary schools for one session each week.

6.2 Pupils in Foundation stage may access local children's centres as well as having mainstream peers come into school to share activities with them.

6.3 As part of the school's work to manage transition of students from school at age 19, students in 16-19 phase access provision at a number of local centres and colleges, including Blackburn college, local adult community venues, local leisure venues etc.

**6.4 We have an extensive inclusive partnership with Witton Park High School – each child in years 10 and 11 accesses learning there once each week.**

**6.5 Newfield has links with the many of the schools in Blackburn and Darwen and invites many mainstream peers into school to visit classes, take part in disability awareness training and share in the ethos and education that is on offer.**

**6.6 Newfield may offer dual placement to pupils who attend mainstream schools but require additional specialist support, as agreed with the Complex Needs Team and the school where the child is on role. This would usually occur as an introduction to Newfield, with a view to the child joining us fulltime at some point.**

**6.7 The school has achieved the Inclusion Quality Mark ‘flagship’ status for its inclusive and outreach practice.**

## **7. Communication and Review of Newfield School SEND Policy**

**7.1 We will take active steps to communicate this SEND Policy to all students, parents, staff, governors, partners, stakeholders, contractors and visitors to the School.**

**7.2 The Policy has been approved and adopted by the governing body of Newfield School.**

**7.3 The Governors will review the policy after one year of operation and triennially thereafter, or as required to ensure it remains compliant with SEND legislation.**

## **8. Equality Duty**

**Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;**

- Eliminate unlawful discrimination**
- Advance equality of opportunity**
- Foster good relations**

**These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.**

## **9. Safeguarding**

**Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority**

**Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Geoff Fitzpatrick, Head Teacher and Designated Senior Lead for Safeguarding and Child Protection.**