



# SEND POLICY

**SCHOOL: TARLETON COMMUNITY PRIMARY SCHOOL**

## SECTION 1: Key Personnel

Responsible Person: Mr C Upton (Headteacher)

SEN coordinator: Mrs A Walmsley Dip SEN Coordination

Contact at: [sen@tarletoncommunity.lancs.sch.uk](mailto:sen@tarletoncommunity.lancs.sch.uk)

Mrs Walmsley is a member of the schools leadership team

SEN Governor: Mrs G Jones

Contact at: [bursar@tarletoncommunity.lancs.sch.uk](mailto:bursar@tarletoncommunity.lancs.sch.uk)

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

At Tarleton Community we believe that:

- Good practice for children with special educational needs is good practice for all children.
- Every teacher is a teacher of every child or young person including those with SEN

The policy was created by the school's SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND were consulted. The policy was produced in the spirit of current reform taking into account the views of all major stakeholders.

Tarleton Community Primary (TCP) is a thriving school for boys and girls aged four to eleven, with around 300 children in total. The school serves the whole community, is funded by the Local education Authority, and has no religious denomination or other affiliation.

TCP has traditionally been a one and a half form entry school with an admission number of 60. This allows for two full classes in each year group throughout school should the need arise. In line with government

guidelines Foundation Stage and Key Stage One classes have one teacher per 30 children. Children are admitted to school in the September following their fourth birthday.

## **SECTION 2: AIM (THE LONGER VIEW)**

At Tarleton Community Primary we are committed to quality education encouraging each pupil to develop his or her full potential in a caring, friendly and secure environment.

We aim to provide an education designed for the development of the whole child, (including social, physical, intellectual, cultural and moral development). We hope to raise the aspirations and expectations of all our pupils with SEN and therefore provide a focus on outcomes for children and not just on hours of provision/one to one support.

## **OBJECTIVES**

The objectives of our policy are:

To identify pupils with SEN as early as possible and to make appropriate intervention:

- To identify pupils of all ability who are underachieving and to act upon this;
- To identify and provide for pupils who have special educational needs and additional needs
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the National Curriculum. By providing participation for pupils with SEN the promotion of good practice for all pupils will be encouraged;
- To develop partnership with parents in the education of their child;
- To encourage success for all pupils, whatever their level of ability;
- To continue to develop a whole school approach providing support and advice for all staff involved in meeting the needs of pupils.
- To work within the guidance provided in the SEND Code of Practice, 2014. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

## **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The purpose of identification of needs is to work out what action the school needs to take, not to fit a pupil into a category. When identifying needs the school takes into account the Code of Practice which outlines 4 broad categories of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Tarleton Community Primary we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We are also cognisant of areas which are NOT **SEN** but may impact on progress and attainment:

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

Any concerns relating to any of the above should be described as an underlying response to a need which we will recognise and identify clearly.

## SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

At Tarleton Community we believe in quality first teaching and as such it is the responsibility of every class teacher to provide for all pupils. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their area of weakness.

We have a range of intervention programmes which children are included in if they are considered to not be making adequate progress. These interventions will be recorded on the class teachers Provision map and children's progress closely monitored.

### **Assess**

Despite the class teacher's support and differentiated planning, some children have difficulty in learning. If this happens we will carry out a clear analysis of the pupils needs. This will draw on teacher assessment and knowledge of the pupil, previous progress and attainment, views of parents and the child. The opinions of other professionals who may be working with the child may also be taken into consideration. The child will then be identified as having SEN and placed on the SEN register. At this point we will place the child onto our system identified as Intervention Plus and devise a pupil passport for the child. The class teacher and parents will review this at parents evenings twice in the year and Mrs Walmsley, the Special Educational Needs Co-coordinator (SENCo) and the class teacher will review this at the end of each year. Parents will be invited to comment and a copy of the new passport will be sent home.

If, despite this help, we are still concerned that a child is not making progress we will increase the help that is given to them and place them onto SEN Support. We will do this if we feel that a child is falling significantly behind the rest of the class and we feel that they would benefit from additional expertise to plan appropriate curriculum activities. If this is the case we will ask for advice from professionals not directly employed by the

school. We also regularly use a teaching assistant who is able to provide additional specialised school support. We will continue to use Pupil Passports and parents will be able to review these twice a year with the class teacher at Parent's evenings and once a year with the SENCo.

In a small number of cases where a child meets the LEA criteria for action we will refer the child to the LEA so they can consider making a detailed diagnostic assessment. This will be fully discussed with the parents beforehand. For pupils who have a statement of special educational needs/Education and Health Care Plan (EHCP), the school will hold statutory reviews and meet all statutory requirements.

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER**

The school has a graduated response to SEN with school deciding on 3 stages of need. The first Intervention Plus is for children who are involved in specific interventions. The second SEN Support is for children on the SEN register who are receiving additional support within school. The third includes children on statements and EHCP's. Details of the schools SEN provision can be found in the school's contribution to the Authorities Local Offer (see appendix). All children on the SEND Register and at Intervention Plus will have a Pupil Passport, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Passport. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

The class teachers are responsible for maintaining and updating Pupil Passports. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first £10,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the LEA.

It is important to note that the level and combinations of provision may change over time.

### **Specialist Support**

School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

### **SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and copied to pass on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

School has contributed to the Lancashire Local Offer and this contribution details support available to parents. The Local Offer can be accessed via this link: <http://www.lancashire.gov.uk/SEND>

The school has a statutory requirement to produce a yearly SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act. This can be accessed via the schools website: [www.tarletoncommunityprimary.co.uk](http://www.tarletoncommunityprimary.co.uk)

Admission arrangements can be accessed via the school website: [www.tarletoncommunityprimary.co.uk](http://www.tarletoncommunityprimary.co.uk)

These arrangements relate to all children regardless of SEN.

The school has close links with the Lancashire parent partnership and makes details available to parents who would benefit from their support. We also work closely with Lancashire Inclusion and Disability Support Service and the Educational Psychology service who can offer support and guidance to parents.

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access

standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

TCP manages transition sensitively. For children moving to new classes school holds a transition day at the end of each academic year where teachers meet together to discuss the needs of individual children. The new class teacher is also involved in creating the new pupil passport with the SENCo and current classteacher. This ensures a smooth transition. All children also get the opportunity to visit their new classroom and class teacher on a few occasions before the new school year. If needed our children with SEN can have additional visits.

For transitions to other schools where the child has a statement or EHCP a review will be held which the new school will be invited to in order to discuss the child's needs. The child will also visit the new school with support from a TA to ease transition.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a policy for supporting children with medical conditions which can be found under the policies tab on the school website.

The arrangements in place at school to support pupils with medical conditions is described in the school's Medicine policy. There is a link to this policy on the SEN page of the website.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

The school believes in regularly and carefully monitoring and evaluating the quality of provision we offer all pupils.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and SENCo
- analysis of pupil tracking data including the school's SEND Tracker using PIVATs
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **SECTION 10: TRAINING AND RESOURCES**

SEN is funded from the schools budget.

We are committed to keeping staff up to date on changes and current issues in special needs. The SENCo attends local clusters and staff development takes place within school through the SENCo.

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCo.

All teachers and support staff receive induction on taking up their post.

The SENCo and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCo will develop her skills through attendance at specialist training and through discussions with outside specialists. Other teaching staff will be kept up to date informally by the Head/SENCo and formally at staff meetings and training.

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by in-house training and attendance on specialist courses.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. They have a yearly appraisal cycle and training needs are discussed. The schools CPD manager looks closely at requests and schools needs in arranging training.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

Governors will ensure:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The headteacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The special educational needs co-ordinator (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Passports (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, etc
- contributing to the in-service training of staff

- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- Line manager for SEN teaching assistants

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND

SEN Teaching Assistants are responsible for:

- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- liaising with parents of children with SEND

TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Passports and monitoring progress.

The Designated Teacher with specific Safeguarding responsibility is Mr Upton.

The member of staff responsible for managing PPG/LAC funding is Mr Upton.

The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Mr Upton.

## **SECTION 12: STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in filing cabinets in the school office; these cabinets are locked overnight. SEND records will be copied and passed on to a child's next setting when he or she leaves TCP. The school has a Confidentiality policy which applies to all written pupil records.

## **SECTION 13: REVIEWING THE POLICY**

The SEN policy is reviewed annually by staff and governors.

## **SECTION 14: ACCESSIBILITY**

### **Statutory Responsibilities**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

We have a school Disability Equality Scheme that includes an accessibility plan (available through school) which was compiled by a working party including staff, parents and governors. Our school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery, or in the exercising of its public function (2005 Act). There are no special admission arrangements for disabled pupils; we welcome all pupils regardless.

We have facilities suitable for children with certain physical disabilities. For example there is wheelchair access for the vast majority of the school and appropriate toilet facilities. Our drop off zone and associated works to the pathways around school have further improved accessibility. Over the past few years our redecoration works have included making sure that there is a greater definition between walls, floors and doors to aid those with a visual impairment.

We raise awareness and promote tolerance of differences in people through assemblies and PSHE. We encourage and monitor the involvement of all children in extra-curricular activities and school trips. We ensure that the curriculum we teach is accessible to all pupils.

All pupils within the school will follow the full school curriculum, including the National and EYFS Curriculum. The provision and delivery of the curriculum will be matched to the pupils' level of ability. Planning for pupils with SEN will be integral to all planning and classroom approaches will include:

- making learning situations as realistic and meaningful as possible
- breaking work into small steps so that pupils can experience success
- using practical work where possible
- using co-operative work for pupils to develop learning and social skills
- emphasising conversation and discussion in learning
- considering concentration of pupils
- planning the written demands made on pupils

All pupils regardless of disability are encouraged to participate in after-school/extra-curricular clubs, leisure and cultural activities or school visits.

School has an open door policy, should parents and carers wish to contact key staff they can see them before or after school for a quick query or make an appointment should they wish.

## **SECTION 15: DEALING WITH COMPLAINTS**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo should be approached.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents concerns should be put in writing to the SEN Governor. The Chair of Governors, will be involved after other avenues to resolve the situation have been exhausted.

School has a complaints procedure that is described in the school brochure.

Parents are invited to make positive comments about their and their child's experience of SEN at TCP and some of these are included in the SEN Information Report which can be accessed via the school website.

## **SECTION 16: BULLYING**

School has an anti bullying policy which can be accessed via the policies tab on the school website. In addition TCP has an anti-bullying focus each year as part of its SEAL work. Through our SEAL curriculum and the Life education Bus which visits annually to support our PSHRE curriculum and Anti Bullying Policy children are taught how to reinforce positive friendships, be strong but not aggressive, how to cope with peer pressure and avoiding bullying behaviour. The children at TCP demonstrate a high level of acceptance of each other's differences that can be seen in the everyday life of the school.

## **SECTION 17: APPENDICES**

The schools SEN Information Report, can be found at [www.tarletoncommunityprimary.co.uk](http://www.tarletoncommunityprimary.co.uk)

Other policies that link to SEND may be viewed via the policies tab on the website above:

Behaviour Policy

Disability Equality Policy

Anti-bullying Policy

Child Protection & Safeguarding Policy

**Date: Autumn 2017**

**Signed Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**To be reviewed: Autumn 2018**