

## Townley School and Pre-School Policy Front Sheet

<b>POLICY DOCUMENT</b>	Special Educational Needs and Disability
<b>Policy Number</b>	40
<b>Type of Policy –</b>	Statutory
<b>Governor Committee</b>	Full Governing Body
<b>Approval Date</b>	
<b>Review Frequency</b>	Annual
<b>Date of next review</b>	January 2022
<b>Publication Date</b>	
<b>Chair of Governing Body signature</b>	
<b>Publish on School Website</b>	
<b>Purpose of Policy</b>	Policy review
<b>Supporting documents if applicable</b>	SEND Report
<b>Chair of Governing Body signature</b>	
<b>Date</b>	

# Townley Primary School and Pre-School



## Special Educational Needs and Disability Policy

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### 1. Introduction

At Townley Primary School and Pre-School we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations, a broad and balanced curriculum for all children and systems for the early identification of talents, abilities and barriers to learning.

It is a statutory requirement that schools have a member of staff with designated responsibility for the coordination of SEN provision (SENDCo). At Townley Primary School and Pre-School, the SENDCo is Mrs Jo Evans.

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

- SEND Code of Practice 0-25 years (September, 2014)
- Equality Act 2010: advice for schools (DfE, June 2018)
- Regulations on the publication by schools of SEN information (2014)
- Guidance on supporting pupils at school with medical conditions (August, 2017).
- Safeguarding policy (Keeping Children Safe in Education, DfE September 2018)
- Accessibility Plan (see school website)
- Teachers' Standards (2012)

This policy was ratified by the governing body before publication on the school website.

### 2. Definitions & Identification of SEND

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made at school. A child has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age  
**or**
- b) have a disability which prevents or hinders them from making use of the type of facilities generally provided for others of the same age in mainstream schools.

Special education provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### 3. Our aims for children with SEND

Our aim is to provide every child with access to a broad and balanced education, with entitlement to the National Curriculum, as specified in the SEN Code of Practice. We are fully committed to the principle of equality as described by the Equalities Act (2010). Under this legislation, disability is a 'protected characteristic', which means that we take every possible step to ensure that no discrimination occurs and any barriers are quickly identified and addressed, making reasonable adjustments so that all children can make progress and achieve.

At Townley Primary School and Pre-School, we aim to:

- Ensure that every child experiences success in learning and achieves to the highest possible standard
- Value and encourage the contribution of all children to the life of the school
- Develop the self-esteem of every child
- Work in partnership with parents, carers and pupils
- Work closely with external agencies, where appropriate
- Ensure all staff have access to training and advice to support high quality teaching and learning for all pupils
- Work with the governing body to enable them to fulfil their statutory monitoring role.

#### **4. Our Provision**

The Code of Practice (2015) identifies four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or physical needs

We will identify and provide support as early as possible for pupils who have additional needs in any of the above categories to remove or overcome any barriers to progress. We will monitor progress carefully to ensure that any interventions are having the desired effect. The provision will be adjusted and reviewed in the light of regular assessment. This is referred to as a 'graduated approach'. At all times, the provision is discussed with parents and carers so that there is open dialogue and continuity of practice at school and at home.

i) Where a child is falling just below national expectations for their age group and starting points, they will be offered 'catch-up' programmes. These are usually delivered by the class teacher or teaching assistant and are designed to be short and highly focused.

ii) If, despite quality first teaching and targeted 'catch-up' support, a child is still falling below age-related expectations and is not making the progress expected, further exploration and advice will be needed. With parental agreement, external agencies will be contacted to provide this additional assessment and professional advice and guidance for school staff, so they can make the adjustments and provision required.

iii) Where a child's needs require additional support beyond what is usually available and funded within the school's existing budget, the school may apply for an Education and Healthcare Plan. Sometimes, this is already in place when a child reaches statutory school age. This Plan will articulate how best the additional funding will be utilised to support the child to attend mainstream school.

The process is described in detail on the Cambridgeshire website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp/>

By law, all Local Authorities must publish their SEND Local Offer. This provides information about education, health and social care provided both by the Local Authority as well as partners in the voluntary and community sectors. There are useful links for parents to organisations that can help with the process.

The Cambridgeshire Local Offer can be found by clicking on this link:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

At Townley Primary School and Pre-School we foster close working relationships with parents and carers in order to ensure children receive early and accurate identification and assessment of SEND, leading to appropriate intervention and provision and support to make social, personal and academic progress.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Where specific advice, guidance and support are required, the SENDCo may signpost parents of pupils with SEND to other services locally.

**At Townley Primary School and Pre-School, pupils with SEND and their parents/carers can expect that the SENDCo will:**

Co-ordinate provision for children with SEN

- Advise and support staff on SEN matters
- Maintain the SEN register and oversee the records of all children with SEN
- Co-ordinate and develop school based strategies and interventions for the identification and review of children with SEN
- Ensure that appropriate educational provision is made for all those on the SEND register
- Liaise with parents and carers of children with SEN
- Maintain strong links with external agencies
- Provide the governing body with timely and accurate evaluations of the effectiveness of SEND provision.
- Liaise with local high schools so that support is provided for Y6 pupils as they prepare to transfer.

**At Townley Primary School and Pre-School, pupils with SEND and their parents/carers can expect that class teachers and support staff will:**

- Set suitable learning challenges
- Ensure that work matches the ability of all children and enables them to make good progress
- Manage pastoral care and behaviour for learning
- Track the progress of pupils
- Listen to and take into account of pupils' thoughts and opinions
- Ensure their classroom is an inclusive environment for all children

**At Townley Primary School and Pre-School, pupils with SEND and their parents/carers can expect that the Governing Body will:**

- Nominate a governor with responsibility for monitoring the work of the school in respect of children with SEND. This is currently Mrs Sarah Bayliss.
- Develop and monitor the policy
- Keep up to date and knowledgeable about the provision and deployment of funding, equipment and resources
- Ensure that inclusive provision is made for pupils who have SEND

- Ensure that the school's provision is in accordance with the SEN Code of Practice
- Ensure that the quality of SEN provision is closely monitored, evaluated and reviewed
- Produce an annual report on the implementation of the SEN policy

## Admission arrangements

The admission arrangements for pupils with SEND are set out in legislation. In Cambridgeshire, the Admissions arrangements are set out on the county website. Parents are encouraged to discuss their child's needs with the Headteacher when visiting the school and applying for admission.

## 5. Funding and Resources

All pupils with SEND will have access to additional support from the school's budget, which will be used to provide additional equipment, facilities and support. The allocation of these additional resources is prioritised according to need. Pupils with the most complex needs may be eligible for further funding provided by the Local Authority as part of an Education, Health and Care Plan (EHCP). The school will work with parents at all times to make the most appropriate use of funding and apply for any further support.

Planning support for pupils at the stage of identifying their specific needs consists of a four-part process:

- **Assess** – this means using relevant information about the child's development and progress at home and at school, with involvement from external services as needed
- **Plan** – this involves parents, teachers and pupils in planning provision that will help them overcome their barriers to learning
- **Do** – this refers to the implementation of the agreed plan
- **Review** – the final stage of the process evaluates the impact of the provision.

This process will enable provision to be refined and revised as the needs of the pupil become more evident. It enables identification of interventions that are the most effective in supporting the child to achieve good progress and outcomes.

### Expertise and training of staff

Our SENCo has experience in this role and holds the National Award for SEN Coordination. We have a team of teaching assistants who are trained to deliver SEN provision. Our training is bespoke and linked to the needs of specific children.

## 6. Frequently Asked Questions

### Q. How will you help my child to learn and make progress?

All teachers are responsible for the children in their class. This includes children with SEND. We hold half-termly Pupil Progress Meetings to ensure that all pupils are making the progress of which they are capable. Pupils with SEND receive support that is most appropriate for their needs in class. All staff receive regular training to ensure they are making the best possible provision. Please contact the class teacher in the first instance to discuss any concerns you have about your child's learning.

### Q. Where can I find information, support and advice about SEND?

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The legislative framework for supporting children and young people with SEND in education.

**Cambridgeshire Local Offer** – for information about the range of services and organisations that can assist children and families who live in Cambridgeshire

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

**Norfolk Local Offer** - for information about the range of services and organisations that can assist children and families who live in Norfolk

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

### **Cambridgeshire SEND Information, Advice and Support Service (SENDIASS)**

An independent service for families that can assist with: Confidential support, advice and information about special educational needs, preparing for meetings with education professionals, information on your rights and responsibilities as a parent, children's rights and SEN law and guidance and local support groups and voluntary organisations

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

<https://www.pinpoint-cambs.org.uk/>

Supporting parents of children with disabilities/additional needs in Cambridgeshire

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/>

Help and support for all families, early help, information for parents and looking after someone else's child

### **Q. How will you support my child with their behaviour?**

We try to work with parents and families to ensure we understand children and the reasons for their behaviour. If they have an underlying SEN, it is important that we work with you to determine the best approach in class. For children with diagnoses of specific conditions where there are related behaviour issues, we ensure that staff and other children are aware of these. We have clear expectations and boundaries to keep pupils safe and ensure they enjoy school. In the case of disagreements or minor incidents, we use principles of Restorative Justice to settle these matters and give all pupils the chance to explain, apologise and learn.

### **Q. How will you help my child with their social and emotional needs?**

In school, we try to help and support children who are experiencing social and emotional difficulties, whether these are temporary or associated with a long-term condition. We help children to understand their emotions through Personal, Social and Health Education lessons as well as getting to know them all as unique individuals.

If necessary, the school, together with parents, can request additional support from other services, such as a Family Worker, a Play Therapist or Educational Psychologist. The school can contact the services on your behalf.

### **Q. Is Townley Primary School and Pre-School, an accessible school?**

There is a ramp at the front of the building and to the Early Years unit. The toilet is accessible for wheelchair users. We ensure that corridors and classrooms are hazard-free environments. We believe very strongly that all children should have the right to be included in all of the school's activities, including extra-curricular provision and trips. If your child requires additional equipment to be able to learn effectively, please make the Headteacher aware of this.

### **Q. How will my child's medical condition be supported?**

We support and encourage children to take responsibility for managing their conditions, including any medication they may need when appropriate. The school will always work with parents to support children and we are prepared to train staff and adapt how we work to ensure that all

children receive their entitlement to a good education. If you have concerns about how we will manage your child's condition, please contact the Headteacher, Mrs Maria Higgins.

## **7. Glossary of key terms**

SEND 'jargon-buster' guide for parents and families – a useful A-Z of terms and services

[https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/Local\\_offer\\_jargon\\_buster.pdf?inline=true](https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/Local_offer_jargon_buster.pdf?inline=true)

## **8. Related school policies and legislative frameworks**

The following Townley Primary School and Pre-School policies are also relevant to pupils with SEND

- Admissions
- Accessibility
- Equalities
- Teaching and Learning