

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



SEN&D Policy

Thakeham Primary School

Date approved by the Full Governing Body: 01.09.17

Review Date: April 2020

Signed

Headteacher: *S. Norton*

Chair of Governors: *Alf Rami*

Vision & Rationale

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

Thakeham Primary School Vision 2017

This policy and Information Report, includes the information required by the Children and Families Act (2014).

A school SEN&D Information Report is published annually, or as necessary, and is available on our website. This contains information about SEN&D procedures at the school, including contact information for the Inclusion Co-ordinator, staff expertise and training, funding for SEN&D and links to outside agencies to support SEN&D.

The 2014 SEN&D Code of Practice defines Special Educational Needs as follows: a child has SEN if they have a learning difficulty which calls for educational provision to be made for them. A child has a learning difficulty or disability if:

- a) they have a significantly greater difficulty in learning than the majority of their peers; or
- b) they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

At Thakeham Primary School we recognise that a child may have a disability but not necessarily a Special Educational Need.

Responsibility for SEN&D

Inclusion Co-ordinator

The Inclusion Co-ordinator (InCo) is responsible for implementing the SEN&D policy and liaises with the Headteacher and the dedicated Inclusion Governor to monitor provision and effectiveness. The role of the INCO and Governing Body in relation to SEN is described in the Code of Practice 2014.

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

Detailed information about staffing, training and expertise is included in the SEN Information Report (available on the school website).

Governing Body

The governing body should, with the Headteacher, decide the school’s general policy and approach to meeting children’s special educational needs for those with statements and those without. It must set up appropriate staffing and funding arrangements and oversee the school’s work.

The governing body may appoint a committee to monitor the school’s work for children with special educational needs.

Governing bodies have legal duties under the 1996 Act to:

- Use best endeavours in exercising their functions that the necessary special arrangements are made for any pupil who has special educational needs;
- Ensure that parents are notified by the school when SEN&D provision is being made for their child;
- Make sure that the teachers are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Make arrangements to allow pupils with special educational needs to join in the everyday activities of the school as far as is practical;
- Report each year to parents on their policy for pupils with special educational needs;
- Take account of the SEN&D Code of Practice when carrying out their duties towards all pupils with special educational needs.

Under the Education (Special Educational Needs) (Information) (England) Regulations 1999, governing bodies of all schools must publish information about their SEN&D policies. These policies must be made freely available to parents.

Procedures for identification, assessment, provision and monitoring of pupils requiring additional support

Class Support

Class teachers are responsible for the learning and progress of all the children in their class. Any concern about a child's learning or development should be discussed between parents/carers and the class teacher in the first instance.

Each class has a Pastoral File which contains a Pupil Log for each child in the class. All meetings with any member of staff and parents are recorded on these forms. The InCo will record all meetings with parents and other professionals electronically on the Pupil Log in the SEN&D folder.

If a teacher has concerns that a child is not making the required progress, then they may implement a range of class strategies as part of differentiated support. It is expected that this will be communicated to the parent/carer. If after a period of enhanced support there are still concerns that go beyond the scope of class based intervention, the InCo will be informed immediately, by way of a Nature of Concern (NoC) form, and will decide whether InCo involvement and assessment of needs is necessary at this stage. The classteacher will discuss this with the parents/carers and any additional support. Progress will be reviewed with the child/parents/carers, the classteacher and InCo.

If the child has not made the expected progress within two review cycles (i.e. two terms), the teacher may consult with the InCo, and additional support may be provided through an Individual Learning Plan (ILP) through School Support (see below).

However if initial concerns are deemed to require an immediate assessment it may be necessary on occasions to move more quickly to support for a child through an ILP and School Support, depending on their needs. In all cases there will be liaison with the InCo and the parents/carers.

School Support

If a child has been identified as having a Special Educational Need, an Individual Learning Plan (ILP), incorporating class based and additional support will be developed with the parent/carer, child, class

teacher and TA. In consultation with parents/carers, the InCo may deem it appropriate to seek the support of external agencies.

Statutory Assessment

If concerns about the child's progress within the school's capacity for support continue over time, the school and/or parent/carer may consider the criteria for an Education, Health and Care Plan. If these criteria are met, and the parents/carers are in agreement, the school will request a Statutory Assessment. This may lead to the Local Authority producing an EHCP.

Evaluation

All interventions, whether class based or otherwise, will have been agreed by children, parents/carers and school staff with outcomes and targets specified. The impact of these interventions is evaluated against these targets and discussed as part of review procedures. For children receiving SEN& D support, ILP reviews will be planned termly.

Complaints

If parents wish to register a complaint regarding provision for their child, they should express their concerns to the class teacher, InCo or Headteacher. Their concerns will be fully investigated. Procedures for formal complaints are regarding SEN&D are outlined in the school's Complaints Procedure Policy. Parents or carers can obtain information and support by contacting the 'Parent Partnership'

<http://www.westsussexparentsforum.co.uk/>

Access

The School Accessibility Plan outlines access arrangements. The plan has been drawn up in accordance with the SEN and Disability Act 2001 (SENDA)

<http://www.legislation.gov.uk/ukpga/2001/10/contents>