



**Thornton Primary School**

**Special Educational Needs and Disability Policy  
2019-20**

**Approved by the Governing Body on**

**24<sup>th</sup> September 2019**

**Date of next review: September 2020**

# **Thornton Primary School**

## **SEND Policy**

### **(Special Educational Needs and Disability)**

#### **Equal Opportunities**

At Thornton Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

#### **Aims**

At Thornton Primary School we believe that a child who has special educational needs or disabilities has the entitlement to be educated with their peers at their local mainstream school wherever possible using the 'Graduated Approach' Asses-Plan-Do-Review (Code of Practice 2015) as a four part cycle to making provision for SEND pupils'.

Children at Thornton are individuals with unique needs and strengths. Through working effectively with all stakeholders – children, school staff, parents, relevant outside agencies including health services- all children will have access to the a broad and balanced curriculum where barriers to learning are identified and removed.

We aim to raise the aspirations and expectations of all children with SEND offering inclusive provision in every classroom. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

#### **How do we meet our aims?**

- Work within the guidance provided by the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.
- To make reasonable adjustments outlined in the school's Accessibility Plan to enable all children to have full access to all elements of the school curriculum and physical environment.
- To ensure a high level of staff expertise some of which on a specialist level to meet pupil need, through well targeted continuing professional development and rigorous pupil progress system.
- All children have access to the National Curriculum, staff work collaboratively to identify and remove barriers to learning.
- Quality First Teaching, differentiated/personalised for pupils who have or may have SEND in order to overcome all barriers to learning, close previous gaps in knowledge and increase rates of progress.
- Making sure all staff adhere to and understand the consistent whole-school approach to identifying children with SEND.
- Working in partnership with parents and outside agencies to meet the needs of the child, using a holistic approach to SEND focusing on the 'whole' child.
- Regular monitoring and evaluating the child's learning journey. The outcomes would be monitored through a four part cycle of Asses-Plan-Do-Review (The Graduated Approach). Effective record keeping and communication to ensure all adults involved around the child are frequently updated.
- Consulting parents and other agencies when a child with significant needs may be assessed for an Education and Health Care Plan (EHCP).

### **Definition of Special Educational Needs (SEN) taken from Children and Families Act 2014**

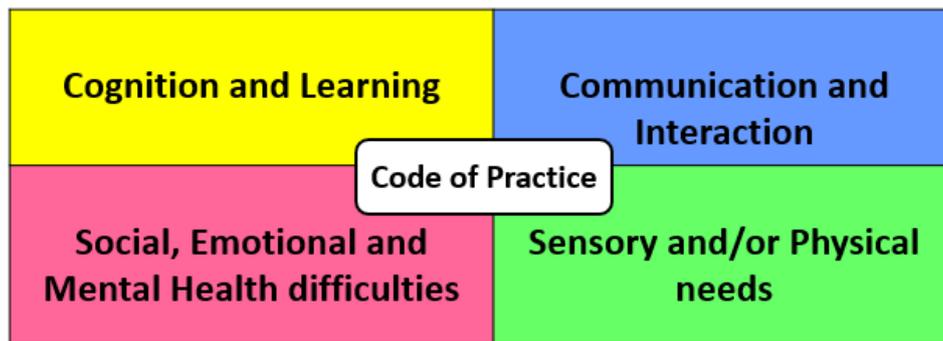
- A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a disability if they:
  - A) Have a significantly greater difficulty in learning than the majority of others of the same age; or
  - B) Have a disability which prevents or hinders them from making use of 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 at A) or B) above or would do so if special educational provision was not made for them.
- 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.

### **Definition of Disability taken from The Equality Act 2010**

- The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.
- 'Impairment' can be physical and mental. This includes sensory impairments, such as those affecting sight or hearing. Long-term health conditions are also included, such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.
- The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning disabilities.

## Identification of SEND

The SEND Code of Practice identifies the following areas of needs:



### Cognition and Learning

Some children find learning more difficult than others. They may need:

- help to break down new learning into smaller pieces of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support

### Communication and Interaction

Some children may need help to play and talk to other children and adults. They may need help:

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

### Social, Emotional and Mental Health difficulties

Some children may need help to play and talk to other children and adults. They may need help:

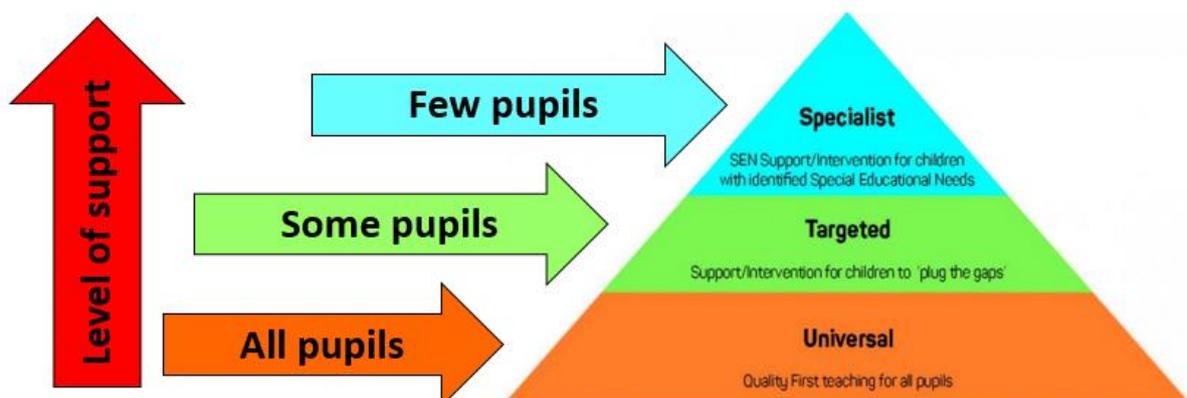
- Some children will find it difficult to manage their behaviours and cope with their feelings. They may need help to understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends

### Sensory and/or physical needs

Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:

- help with their sight and/or hearing.
- help with moving around the school building.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- Help with medical needs and medication.

By identifying children with additional needs we are able to work with stakeholders in order to decide what action needs to be taken to meet the needs of the child. This is known as the 'Graduated Approach' Assess-Plan-Do-Review (Code of Practice 2015).

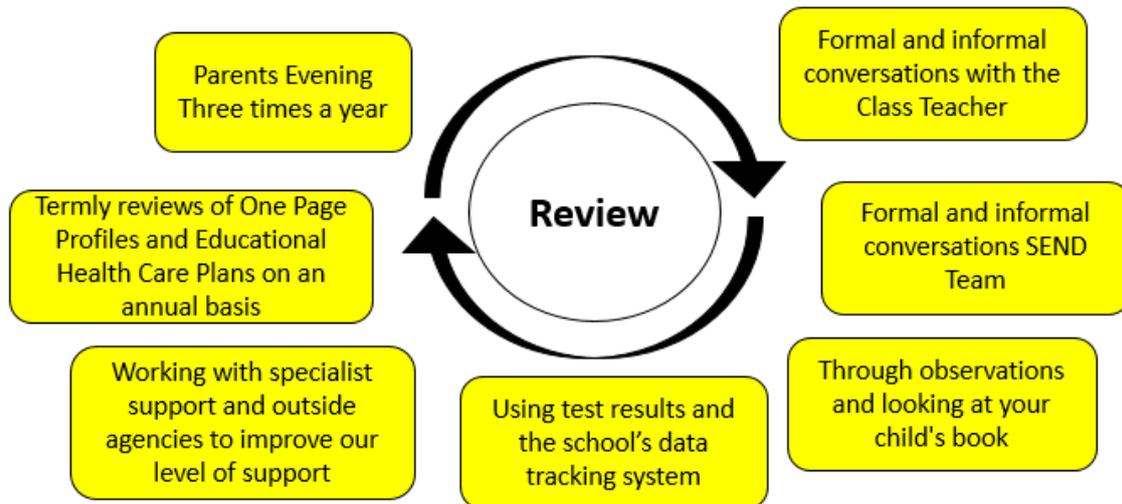


## How do we work in partnership with parents?

Thornton believes in working closely with parents in order to ensure:

- Early and accurate identification and assessment of SEND to ensure accurate targets, provision and outcomes for children.
- The progress, social, emotional and academic, of children with SEND.
- That meaningful and effective targets are set and achieved through planned provision.

Way in which we communicate with parents:



## Governing body

The Governing bodies have a duty under Part 3 of the Children and Families Act 2014, Special Education Needs and Disability Regulations to:

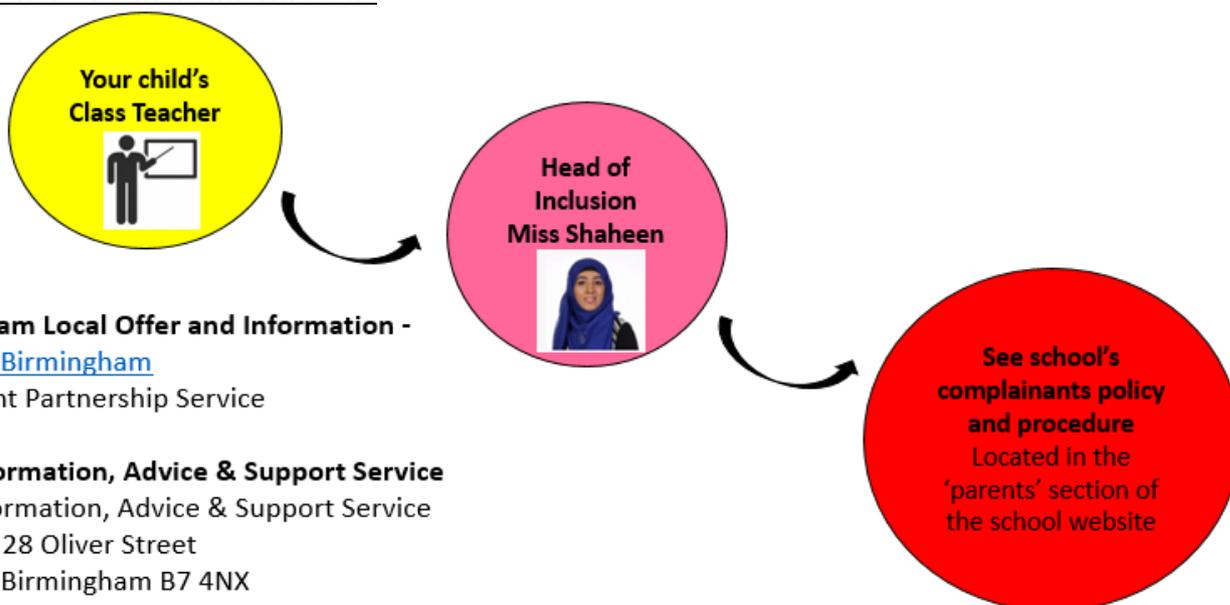
- Ensure that SEND reforms are implemented in the school- the head teacher is responsible for the day-to-day delivery of the reforms;
- Must ensure that the school has suitable arrangements for consulting with parents, informs parents when pupils receive support for SEND and involves them in the reviews of the progress.
- Is responsible for ensuring that the school publishes information on its websites about the implementation of the governing body's policy for pupils with SEND (Information Report, Section 69 Children and Families Act 2014)
- Is responsible for ensuring that there is a qualified teacher designated as SENCo who has received the National Award in Special Educational Needs Co-ordination within three years of appointment.
- Must ensure that the school is co-operating with the local authority, including developing the Local Offer.
- Must admit a young person when the school is named in an EHC plan in co-operation with the local authority.

- Must admit that the arrangements are in place to support pupils with medical conditions (Section 100, Children and Families Act 2014)
- Must ensure that the school meets the Equality Act duties for pupils with disabilities, including publishing information about arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist disabled children (Accessibility Plan).
- Must have regards to the 0-25 SEND Code of Practice.
- Must use their best endeavours to meet pupils' with SEND.

### **Admission Arrangements**

Please refer to the school website for information regarding admissions as well as [www.birmingham.gov.uk/school-admissions](http://www.birmingham.gov.uk/school-admissions). The admissions for Thornton Primary School is in accordance with national and local legislation.

### **Who can I contact for more information?**



**Birmingham Local Offer and Information -**  
[MyCareinBirmingham](http://MyCareinBirmingham)  
 SEN Parent Partnership Service

**SEND Information, Advice & Support Service**  
 SEND Information, Advice & Support Service  
 The POD, 28 Oliver Street  
 Nechells, Birmingham B7 4NX  
**Email Address:** [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk)  
**Telephone Number:** 0121 303 5004

**See school's complainants policy and procedure**  
 Located in the 'parents' section of the school website