

THUNDERSLEY PRIMARY SCHOOL

SEND Policy



Subject Leader	<i>Lorraine Armour</i>
Policy produced	<i>September 2014</i>
Policy agreed	<i>February 2018</i>
To be reviewed	<i>Spring 2020</i>
Other Policies Related	<i>Teaching and Learning Policy, Equalities Policy, Accessibility Plan, Curriculum Policies</i>
Other Paperwork Attached (appendix)	<i>Primary Schools' SEND Information Report</i>

Compliance

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

- Equality Act (2010): advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school SENCO with the SEN Governor in liaison with the SLT.

SENCO Contact Details:

Lorraine Armour

admin@thundersley.essex.sch.uk

Telephone: 01268 793251

Gained National Award for SEN (NASENCo Award) in 2013, as validated by Cambridge University.

SENCo is a member of the senior leadership team in school.

AIM:

"We believe every teacher is a teacher of children with special educational needs."

The aims of our policy are:

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum. The right extends to every pupil of the school whether or not they have a Special Educational Need or Disability (SEND) as is implicit in The Education Act (1993).

Our school ethos is that every child feels 'RICHER' which encapsulates the qualities that we wish to encourage in our learners:

- Respect
- Independence
- Confidence/Courage
- Honesty
- Effort
- Responsibility.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- 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.
- To provide a Special Educational Needs Co-ordinator (SENCO), who will work with the relevant policies.
- To provide support and advice for all staff working with pupils with special educational needs.

Identifying Special Educational Needs and Disabilities

There are 4 broad areas of need. These areas of need give an overview of the range of needs that should be planned for:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Thundersley Primary School, 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.

The following areas are **not SEND**, but may impact on progress and attainment:

- Disability (The Code of Practice outlines the "reasonable adjustment" duty for all setting and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a child of a Serviceman/woman
- Joining the school during a pupil's school career

A Graduated Approach

Class teachers, supported by the senior leadership team make regular assessments of progress for all pupils. The data is discussed with phase leaders at half termly pupil progress meetings. These meetings identify pupils who are 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.

These children will initially be identified as 'focus pupils' and will receive quality first teaching, including targeted teaching strategies.

If after good quality differentiated teaching, progress continues to be less than expected, the class teacher, working with the SENCO, should assess whether the child has SEND. The parents and the child will be involved in the process of gathering information to inform this decision.

If it is deemed that children meet the criteria for a statutory assessment with a view to gaining an Education, Health and Care plan, then the school will work with parents to request a statutory assessment.

Teachers are responsible and accountable for the progress of 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 may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Thundersley Primary School, teachers and support staff are observed regularly and given constructive feedback. All staff are part of the performance management cycle and have access to continuous professional development.

We use a range of measures to help assess children including - national data and expectations of progress, standardised tests, observations, and the views of other professionals such as specialist teachers, speech and language therapists and educational psychologists.

Managing pupils needs on the SEND register

Children on the SEND register will be offered a structured conversation, with the class teacher, and where possible, the SENCO in attendance. The children will give their views prior to the meeting and the parents views will be sought at the meeting. The parents will be invited to 3 structured conversations over the course of a year. Some children will have additional paperwork - such as one page profiles and SEN support plans.

Supporting Pupils and Families

The Local Authority Local Offer can be found at www.essex.gov.uk/Education-schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx

Thundersley Primary School's SEND information report can be found on the school website. Children who have an Education, Health and Care plan, and who have more complex needs will have a transition meeting - usually combined with a structured conversation. Many of the children on the SEND register will have additional transition resources for example, transition books, social stories and extra visits to the new class. When a child moves from year 6 to year 7, the class teachers and SENCO provide the new school with all the relevant information and will arrange hand over meetings for children with complex needs. Where possible, SENCOs from secondary schools attend the year 5 annual review meetings.

Thundersley Primary School has a policy for managing the medical conditions of pupils, and this is to be found on our website.

Supporting Children at School with Medical Needs

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 have special educational needs, or an 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. Please see the school website for the policy for supporting children with Medical Needs.

Monitoring and Evaluation of SEND

The SENCO, class teacher and Senior Leadership Team (SLT) monitor the progress of the children in intervention groups. The intervention groups are regularly monitored by SENCO, class teachers and SLT to ensure their delivery

is faithful to the programme. The progress of children who have SEND is regularly tracked and monitored by class teachers, phase leaders, the SENCO and the head teacher.

Training and Resources

SEND is funded by the SEND notional budget. Training needs are identified through analysis of data, during pupil progress meetings, or through performance management discussions. All LSAs take part in regular in-house training, which is peer-led, or led by SENCO, subject leaders or other professionals.

Staff complete training to maintain and develop the quality of the teaching and provision to respond to the strengths and needs of all pupils.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends both our local Benfleet and Thundersley Inter schools cluster (BATIC) and local authority SENCO update meetings in order to keep up to date with local and national updates in SEND. The SENCOs in the Robus Multi-Academy Trust also meet.

Roles and Responsibilities

The Governor with responsibility for SEND attends governors meetings and also meets with the SENCO to discuss SEND developments throughout the school.

The learning support assistants are line managed by the SENCO.

Accessibility

The school has an accessibility plan which can be found on the school website.

The school has an 'open door' policy and parents are welcome to talk to their child's teacher at a mutually convenient time. Alternatively parents can telephone or email the school.

Bullying

The positive behaviour management policy can be found on the school website, along with the anti-bullying policy. The children learn about ways to keep themselves safe, including e-safety as part of their personal, social and emotional learning in school. When appropriate, the school runs intervention groups to help pupils manage their behaviours and emotions. The school has a set of Golden Rules, which are shared by the whole school community and they are integral to how children and adults behave at Thundersley Primary School.

Dealing with Complaints

The complaints procedure can be found on the school website.