

Thriplow C of E Primary School SEND Policy

Our Vision

At Thriplow, our aim is to provide a happy, safe and stimulating environment where every child can achieve their potential whatever their needs and ability. We provide a broad and balanced curriculum for all pupils where high academic standards are encouraged and the needs of every child are met.

Introduction

We have high expectations of all our children and we recognise that some children have needs that are different from other pupils and may require further support. We are committed to supporting them in order for them to develop in learning, confidence and mind-set.

Aims and Objectives of the SEND Policy:

- to create an environment that meets the special educational needs of each child, both physically and academically;
- to ensure that the special educational needs of pupils are identified as early as possible, assessed and provided for as part of a cycle of assess and review.
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupil to have full access to all elements of the school curriculum;
- to ensure specific arrangements are put in place for Statutory Testing and Teacher Assessments.
- to ensure that parents are able to play their part in supporting their child's education and their progress
- to ensure that our pupils have a voice in this process, where appropriate
- to establish effective communication with outside agencies
- to offer training to teachers in order for them to develop their skills in supporting children with special needs.

Definition of SEND

‘A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. ‘

SEND Code of Practice 2015

There are four broad areas of need:

- **1. Communication and Interaction**

Speech, language and communication difficulties
ASD –including Asperger’s Syndrome and Autism

- **2. Cognition and Learning**

Learning differences requiring a slower pace than peers, differentiation
Specific Learning Difficulties such as dyslexia, dyscalculia

- **3. Social, Emotional and Mental Health Difficulties**

Mental health issues such as anxiety, self harm, eating disorders, ADHD

- **4. Sensory and/or physical needs**

Vision or hearing impairment
Physical disability requiring additional ongoing support and equipment

Roles and Responsibilities

SENDco

The named SENDco is Victoria Hirst

- Oversees the implementation of the school's Special Needs Policy
- Keeps up to date on SEND matters, advising and supporting colleagues
- Co-ordinates provision for pupils with special needs ensuring relevant information is collected, recorded and kept up to date.
- Liaises with, and works in partnership with the parents of children with Special Educational Needs
- Contributes to the training of staff and governors.
- Liaises and works in partnership with external agencies.

Headteacher

The Head teacher is Mrs Penty

- The Head has overall responsibility for management of the policy, for assessment and provision for pupils with Special Educational Needs.
- Working with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- The Head will keep the governors informed of changes in National and local Special Educational Needs provision.
- Budget

Governors

The named governor is Hilary Arthur

- There is a named governor who specifically oversees SEND provision and works with the HT and SENDco in order to monitor this within the school.
- The named governor supports the HT and SENDco to develop the schools provision.

- The named governor helps to raise awareness of SEND issues within Governor meetings.

Classteachers

- Assessing and monitoring all pupils and supporting the SENDco in identifying children with additional needs.
- Using assessments, setting and reviewing targets and monitoring progress.
- Guiding Teaching Assistants in how they need to support children in the class with special needs.
- Keeping records updated.
- Using and sharing the whole class Action Plans with HT, staff, English/Maths leads and governors.

Parents/Carers

- Participate in the process of monitoring and reviewing targets.
- Work together with the school in order to support the child in the best possible way.

Pupils

- Pupils, when able, to contribute to the process of reviewing and setting targets.
- Pupils to share their thoughts and feelings about their education and how the school can best support them.

The Graduated Approach

All children receive a high standard of teaching whether they have special needs or not. Teachers have high expectations of all children. When planning, teachers set suitable learning challenges and respond to pupil's diverse learning needs. If a child is not making the expected progress and/or meeting age related expectations they will be put on the Whole Class Action Plan. This is updated termly and shared with English/Maths Leads, the Head teacher and other staff. In light of the Whole Class Action Plans, actions are planned and carried out by the class teacher. They may be able to look at grouping certain children together for specific learning opportunities or development of skills. If a pupil continually does not make progress or is assessed as working below expectations for their year group, despite high quality teaching, the next step would be to provide SEND Support.

Stage One

Assess:

- Teachers check and assess the needs of the pupils are being met within their class.
- Termly Whole Class Action Plans identify the children whose needs are not being met through quality teaching and/or the child who is not meeting age related expectations.
- The class teacher may identify the child as having learning, physical, behavioural or emotional difficulties.

Stage Two

Plan:

- The class teacher adapts their approach to the specific learning needs of the child
- If the teacher feels that the progress is not being made is significant or there are further concerns that are being raised, they will discuss with the SENDco and Head teacher.
- An individual SEN support plan is put in place where targets are set and monitored.
- Parents will be consulted and they will agree on the next steps.
- The child will be placed on the SEND register.
- If it is decided that the child's needs warrant an assessment by an outside agency the SENDco will contact the child's parents and if agreed, arrange for an assessment to be carried out.

Stage Three

Do:

- Teachers and Teaching assistants complete baseline assessments related to the child's targets.
- They carry out interventions and post intervention assessments.
- Support may be carried out within class, within intervention groups or one to one. Precision teaching or pre-teaching may be used to fill gaps and gain understanding.

Stage Four

Review:

- Progress is reviewed by the teacher and parents/carers are involved in the discussion.

Statutory Assessment and Education, Health and Care Plan (EHCP)

The school may request an EHC plan when a pupil continues to demonstrate severe, long term and complex needs and has had considerable input from the school and other educational professionals. Statutory Assessment occurs when, for a very few pupils, the help given by schools through SEN Support, including the use of outside agencies, is not sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment. The statutory assessment may lead to an EHCP but this is not always the case and they may indicate other ways in which the school can meet the needs.

Admissions / transitions

The admissions arrangements for all pupils are in accordance with national legislation including applications from parents of children with special needs which are processed according to the criteria outlined in the School's Admission Policy. The Early Years Foundation Stage staff and SENDCo liaise with the staff and SENDCo of the pre-school settings that feed into the school to discuss and plan for the needs of pupils prior to admission to Thriplow Primary School. The Year 6 staff and SENDCo liaise with secondary school staff to discuss and plan for the needs of pupils prior to transition to new schools. Parents/ carers and pupils (in an age appropriate manner) are consulted

regarding these transition arrangements.

Cultural Diversity:

We are aware that the identification and assessment of children whose first language is not English needs special care.

Accessibility:

Please refer to the school's accessibility plan.

The School's Local Offer

Thriplow Primary School's SEND Offer is published on our school website outlining the school's SEND provision. This is reviewed annually alongside the school's policy.

V. Hirst April 2020

Ratified – July 2020

To be reviewed: July 2021