

# Thurlbear C.E. V.A. Primary School



## Special Educational Needs and Disabilities (SEND) Policy

Reviewed by: Tracey Burke (SENDCO)

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## Thurlbear C.E. V.A. Primary School Special Educational Needs and Disabilities Policy.

Thurlbear C of E Primary School is an inclusive school where everyone is made to feel welcome. **Our School vision is to create an irresistible Church School; a beacon for learning experiences which lead to great life achievements.** This policy aims to support inclusion for all our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Education Needs Co-ordinator (SENDCO). The Governing Body, Headteacher and the SENDCO will work closely together to ensure that this policy is working effectively.

High Quality Teaching is that which is differentiated to meet the needs of the majority of pupils. This is called universal provision. Some pupils will need something **additional to** and **different from** the universal provision. This is SEN Support Provision and we will use our best endeavours, to ensure that this provision is provided for the pupils that need it.

Thurlbear Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. We will ensure that all staff in the school are able to identify and minimise the barriers to learning for pupils with SEND.

The staff and governors of Thurlbear Primary School will ensure that all SEND pupils will reach their full potential, are fully included within the school community and are able to make successful transitions to their next educational establishment. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of all SEND pupils. With this as an underlying principle we believe that;

**All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2015)**

Therefore, the teaching and supporting of pupils with SEND is a whole school responsibility requiring a whole school response. It also involves partnership with all those involved- Local Authority (LA), parents/carers, children's services and all other agencies such as; Speech and language (SALT) or Occupational Therapy(OT).

## **Admissions**

**Please see our Admissions policy for details.**

The admission of pupils with special educational needs differs only in the preparation and support given to staff and each potential pupil. Prior to admission, all parents and children visit the school and parents/carers are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form request that parents or carers state any special needs that their child has.

The school has no Specialist Units, but is sympathetic to every child's individual needs and would seek to provide the necessary learning environment, within the constraints of the budget and the building. The new school hall and classroom block has wheelchair access and accessible toilets.

## **Aims and Objectives**

### **Aims**

To provide the structure for a pupil-centred process that engages pupils, family, school and other professionals in planning for and implementing high quality, needs led, provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling potential and promoting their well-being.

### **Objectives**

The SEND policy at Thurlbear Primary School reflects the principles of the 0-25 SEND Code of Practice (January 2015). The aims of this policy are:

- Ensure the Equality Act 2010 duties for disabilities are met,
- To enable pupils with special educational needs have their needs met and identify these needs as early as possible,
- To listen to the views of pupils with special educational needs,
- To encourage good communication and participation with parents of pupils with special educational needs,
- To facilitate full access to a broad, balanced and relevant education for pupils with special educational needs,
- To make arrangements to support pupils with medical conditions and to have regard to the statutory guidance for supporting pupils with medical

conditions. (See Department for Education *Guidance Supporting pupils with medical Conditions*.)

- To follow our *Graduated Response* in meeting the needs of pupils using the *Assess, Plan, Do Review* process.
- To develop a collaborative approach with pupils with SEN or disability, their parents or carers and external agencies involved with those pupils.
- Develop a culture of inclusion valuing high quality teaching for all our learners, with teachers having knowledge to deliver a wide range of differentiation methods.
- Have regard to the *Code of Practice 2015* for identification, assessment, and support the review of special educational needs.
- Have regard to the Local offer presented by Somerset County council.

## **Identification and Supporting Special Education Needs**

### **Definition of SEND**

A child or a young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him/her namely provision which is **additional to or different from** what is normally available in a differentiated curriculum. A child of compulsory school age or a young person 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 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 definition at (a) or (b) above or would do so if special educational provision was not made for them.(Section 20 Children and Families Act 2014)

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.

Thurlbear Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a child's education when they are identified as

having a Special Educational Need. These pupils will be provided with intervention and/or support that is additional to or different from, the normal differentiated curriculum. This maybe on an ongoing basis or for a limited time. Many pupils with sensory and/or physical needs may require adaptations made, as reasonable adjustments under the Equality Act 2010.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2015 pupils identified as having special educational needs (SEN), will be considered within one or more of the following categories:

#### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and have difficulty developing literacy and or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following; dyslexia (reading and spelling), dyscalculia (Maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties range over a wide range of needs. These include; moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties, as well as physical disability or sensory impairment.

#### **Social, Emotional and Mental Health Difficulties:**

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have needs such as; Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

#### **Communication and Interaction Needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or because they do not understand or use social rules of communication.

The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and social communication at different times of their lives. Children with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability that prevents or hinders them, from making use of educational facilities universally provided. These difficulties can be age related and can fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with MSI have a combination of vision and hearing difficulties. Some children with a Physical Difficulty (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Graduated Response to SEND**

#### **Early Identification**

The progress of all pupils is regularly monitored and discussed, at termly Pupil Progress Meetings. Any early concerns are recorded and staff begin to follow the 'Assess, Plan, Do, Review' process. These initial concerns will be addressed by High Quality Teaching and differentiation within the classroom.

All pupils' attainment and achievements are monitored by their class teacher, who is required to provide High Quality Teaching and learning opportunities differentiated for individual pupils. Where a pupil is not making expected progress for their age, additional support will be provided. The support strategies used and indications of whether they were successful, or not, are

recorded using the 'Universal Barriers and Provision' document in 'Somerset's Graduated Response Tool'.

### **Assess, Plan, Do Review**

Through the 'assess, plan, do, review' cycle, a decision is then made as to whether a child should be placed on the SEND register. This decision will be finalised in consultation with school staff and parents.

#### **Assess:**

- Initial concerns and evidence of the assessments and universal strategies that have been used in the classroom, are given to the SENDCO. This will initiate 'Targeted SEND Support'. The SENDCO will make further assessments e.g. observations, specific assessments related to the concerns.
- Further assessments may include outside agencies e.g. Occupational Therapy, Speech & Language, Educational Psychology Service.

#### **Plan:**

- Teachers plan from the assessments. If appropriate, additional interventions and support are put in place for the pupil.
- The parents and child will receive a pupil passport and APDR (Assess, Plan, Do, Review), so that the targets for that child are clear and that we can work together to support them.

#### **Do:**

- The support and interventions are carried out by the class teacher and/Teaching assistant if appropriate. The SENDCO will support the class teacher in the further assessments of the pupil's needs, in problem solving and advising on the effective implementation of support.

#### **Review:**

- There will be a review each term of the child's targets and the interventions carried out. This will help decide if further assessments are required.
- Where a pupil has complex needs and has been issued with an EHCP (Education Health Care Plan), their parents will be invited to an Annual Review, which may also involve outside agency attendance.

## Criteria for exiting the SEND Register

Where a specific planned provision has been successful and accelerated progress has been made, so that the pupil is working at age related expectations, then they should be removed from the SEN register and monitored.

## Training Resources

The school receives an allocation of money from the Local Authority to provide extra support and equipment for pupils with Special Educational Needs. The SENDCO and Head Teacher apply to the LA for additional funding for 'Higher Needs' pupils.

The school allocates money for the training of the SENDCO and Teaching Assistants from its own budget. Training is undertaken according to professional needs, the focus of the School Development Plan and new interventions being implemented. Training can be in the form of observations, visiting other schools, attending courses, modelling programmes and INSET.

## Roles and Responsibilities

### **Governing Body**

The designated **SEN Governor** is **Christine Salter**. The Governing Body in conjunction with the school has responsibility for the school's general policy and ensures that the school is accountable for the provision it makes.

The governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need-this means doing everything, they can to meet children and young people's Special Educational Needs and Disabilities.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for Co-ordinating the SEN provision within the school- the SENDCO
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.



- They consult the LA and other schools where appropriate and report annually to parents on the success of the school's policy for children with special educational needs.
- The governing body ensures that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

### **Head teacher**

The role of the Head teacher is to ensure that the school's SEND policy is carried out according to the school's SEND policy is carried out according to the procedure recommended by the 2015 Code of Practice. He also monitors the children's progress through tracking teacher assessment data, termly progress meetings, work sampling, lesson observations as they move through the school and informs the SENDCO of any children who may require extra intervention support. He will inform the governing body of all discussions and developments.

### **SENDCO**

The named SENDCO at Thurlbear Primary School is **Mrs Tracey Burke**

### **The SENDCO is responsible for:**

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support- Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Liaising with parents/carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential 'next' providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Overseeing the records of all children with special educational needs and ensuring they are up to date

### **All Teaching and Support Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Providing High Quality Teaching as part of the Universal graduated approach.
- Working with the SENDCO as part of the Assess, Plan Do, Review cycle.
- Support the plans implemented by outside agencies e.g. Speech & Language plans, Occupational Therapy advice
- Liaising with parents/carers as well as external agencies, LSAs, other support staff and colleagues, where necessary.
- Attending INSET and training sessions.
- Teaching Assistants will liaise with the Class teacher and SENDCO and support the Graduated Response planned for those pupils.

### **Supporting pupils and families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to include parents every step of the way. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

Parents and carers are also encouraged to seek help from Independent advice and support Services listed below. These are able to provide impartial and independent support and information on special educational needs and disabilities.

SENDIAS (Special Educational Needs & Disability, Information, Advice and Support). This service is available for children and young people up to the age of 25. <https://beta.somerset.gov.uk/send/somerset-sendias/>

Somerset Choices - Somerset's SEND Local Offer and advice  
<https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Somerset Parent Carer Forum - a group of parents with children of varying SEN who meet to share thoughts / ideas  
<https://somersetparentcarerforum.org.uk/>

## **Pupil Voice**

The children at Thurlbear are encouraged to be involved in their own learning. A pupil should be aware of their pupil passport and know what targets they are trying to reach. Pupils will always be involved in the Annual Review process. If a pupil is unable to give their opinions, due to age or disability, then a trusted adult can share thoughts / opinions on their behalf.

## **Monitoring and Evaluating SEND**

Provision is monitored through careful assessment of data, discussion with all staff including governors, Senior Leadership Team, Teaching Staff, Teaching Assistants and Midday supervisors, as well as through discussions with outside agencies. Provision is also monitored and evaluated through a regular review process. Parent and child views are gathered as part of this process.

Lesson observations, book scrutiny, data analysis of intervention programme, pupil progress meetings, monitoring staff CPD and termly SENDCO Network meetings are also audits of our SEND provision.

## **Supporting pupils at school with medical conditions**

- The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Healthcare plans will normally specify the type and level of support required to meet the needs of such pupils.
- Pupils with medical conditions may have a health care plan. This will be written in collaboration with the pupil, parent/carer, Head Teacher, SENDCO and medical professionals. Some pupils may require extra funding to allow them full access to school life and the school can apply for top up funding to support this.
- 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 pupils with medical conditions may be disabled and where this applies the school will comply with its duties under the Equality Act 2010.

## **Transition**

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. We will share information with the school, college, or other setting the pupil is moving to or from. We will share with parents and pupils which information will be shared as part of this. For moves across key stages, wherever possible, all pupils have an induction session at their new school with additional support sessions planned for in advance according to need and through discussions between home and school.

When a child with significant SEN transfers from nursery to Thurlbear, a 'School entry Meeting' will take place, with all relevant outside agencies that have been involved in the child's care. A further review meeting will take place at school, during the Autumn Term, to see how successful the transition has been.

## **Confidentiality (Storing and Managing Information)**

Pupils SEND records will be kept in accordance to the DFE guidance contained in 'Statutory Policies for Schools'. (September 2014)

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENDCO, unless the school has safeguarding concerns.

### **Linked documents available:**

Accessibility Policy  
Admissions Policy  
Bullying Policy  
Behaviour Policy  
Thurlbear SEND Information Report

TRACEY BURKE  
SENDCO

This policy reviewed and agreed by the governing body on

Signed (Chair of Governors) .....

