

THUNDERSLEY PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy



Subject Leader	<i>Lorraine Armour</i>
Policy produced	<i>February 2023</i>
Policy agreed	
To be reviewed	<i>February 2026</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 SEN/D 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 (July 2014)
- 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:

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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.

Belief:

“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 motto is ‘be the best you can be.’

Our values are:

- **We believe in ourselves**
- **We learn from our mistakes**
- **We work hard**
- **We never give up**

Objectives

- To work together to ensure that Special Educational Needs are identified early.
- To ensure that the school has due regard for the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all pupil with special educational needs or disabilities.
- To prepare children for adulthood, which, includes developing independence skills.
- To provide support and advice for all staff working with pupils with special educational needs.
- To ensure that the views and wishes of the child and their family are valued.

This policy should be read alongside the Thundersley Primary School Information Report, which can be found on the school website.

Definition of Special Educational Needs

- A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A Graduated Approach to Provision

Quality first teaching, adapted to meet the children's needs is the first step in responding to children who have or may have SEN/D. Additional intervention and support cannot compensate for a lack of good quality teaching.

Focus Children – At this level of support the class teachers will use existing resources within the class to support a child and carefully monitor their progress.

SEN/D support - At this level of support, adaptations to the curriculum, scaffolding strategies, enhanced adult support and interventions may be deployed. Provision will be identified on a SEN/D support plan, parents will be consulted and the one planning process will begin. At this stage, Pupil Passports are used to identify the child's strengths, interests and areas of need. Termly structured conversation meetings are held for all children who are at SEN/D support level, and those with an EHC plan.

If the SENCo is concerned by the child's limited progress or feels that intervention from external services is required, it may be necessary to make a referral to access outside services.

If the child is demonstrating a significant cause for concern then the school may make an Education, Health and Care Plan Needs Assessment Request from the Local Authority. This is the first step in the process which could lead to the child requiring an Education Health and Care Plan (EHC plan).

Education, Health and Care Plans

Provision for children with an EHC plan is a continual, ongoing process by the class teacher, SENCo, and support staff. Regular liaison meetings with parents ensure consistent support and a consideration for the whole child. An annual review meeting will take place for all children with EHC plans and all professionals involved with the pupil are invited to attend.

Where children entering the school have already been identified as having SEN/D, the school will gather all the available data from a range of sources, such as pre-school, medical reports, speech and language therapists, parents etc.

The support provided for a child on School Support or with an EHCP consists of a four-part process:

Assess Assessment is on-going across all aspects of school life. Children all have individual targets in the core areas, in order to help them move on in their learning. Decisions are then made as to the most appropriate steps to take to support the learner; pupil progress meetings are held for all children regularly as part of the assessment process. School based assessments will either be carried out by the Class Teacher or the SENCo. This allows us to track information about how they are performing below their age expected levels. Assessments from the medical field or other professionals are also be considered.

Plan Staff will adapt the curriculum or use scaffolding strategies with the child's needs in mind. These may involve provision which is different from or additional to the differentiated curriculum. Additional provision (internal or external) is based on an agreed outcomes approach. Strategies will be discussed with the child and parents at one planning meetings (structured conversations) and carried out over a set time scale. The children will have a 'Pupil Passport' which will be a profile of their strengths, interests and needs. Children will also have a SEN/D support plan. This will form a plan for the way forward so that the child is supported appropriately. Children can also give their views by completing a termly blob tree and a 'good day / bad day' pro-forma.

Do The plan will be put into place and monitored closely by the class teacher and the SENCO. Targets will be changed and amended as necessary. Learning support assistants (LSA) are deployed across the school to support children, as directed by

the teacher. Children who are finding some aspects of learning more difficult may be supported in a smaller group usually within the classroom for short periods of time working towards specific outcomes.

Review The review takes place to assess progress and needs. The adaptations, scaffolds or intervention may stop if the desired outcome has been reached; it may continue as it is still appropriate or may be adapted or changed according to next steps needed. Through colleague collaboration, the progress, engagement and conduct of learners is discussed on a regular basis.

Pupils will spend most of their time in the classroom where the curriculum will be adapted as appropriate. There will be times when it is helpful to withdraw a child or a group of children in order to concentrate on specific aspects of learning or individual targets.

Managing Pupils needs on the SEN Register

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

An assess-plan-do-review approach is taken to managing provision for pupils with SEND. Where necessary the class teacher collaborates with the SENCO. Interventions are reviewed and evaluated at least termly, often more frequently.

Liaison with Other Agencies

Where interventions implemented by the school are seen to be effective, and progress is made by the pupil, these strategies will be managed by the school. If appropriate progress is not made at the time of review, then referral may be made to other agencies, with the consent of parents. At this point a one plan (structured conversation) meeting will be held with all agencies involved (as outlined above and in the School Information report). The SENCO takes responsibility for referral. Parents play a lead role in decision making.

Supporting Children at School with Medical Needs

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips, physical education and where possible, clubs. 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’.

Training and Resources

In order to meet the requirements of the Code of Practice there is a commitment to the training of all school staff, both by attending external courses and via the dissemination of current information relating to SEN/D provision. Issues relating to the day to day management of SEN/D in the school, will be discussed, implemented and overseen by the Head Teacher. Areas, which need further training /development, are highlighted in the School Improvement Plan.

Roles and Responsibilities

Provision for children with SEN/D is a matter for the whole school. In addition to the governing body’s statutory responsibility for SEN/D provision, the school’s Headteacher, the SENCo and all other members of staff have important day to day responsibilities. Teaching children with SEN/D is a whole school responsibility.

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.

Monitoring and Evaluation of SEND

There is a named governor with responsibility for Special Educational Needs. The SENCO will liaise with the SEN/D governor regularly to discuss SEN/D issues. The governing body will be advised of any fundamental changes in the provision of SEN/D in the school.

It is the responsibility of the governors to monitor the implementation of the Special Educational Needs policy, ensuring it has due regard for the Special Educational Needs Code of Practice. This is to include provision through interventions, as well as resources needed to support learning and other needs. The named governor will, in conjunction with the SENCO, monitor progress of pupils to ensure that appropriate support is in place and ensure that this is reported appropriately to parents. The governors will ensure that SEN is an integral part of the school development plan. In school monitoring of provision for SEN/D pupils is carried out within the continuous monitoring of the leadership team.

Admission Arrangements for Children with SEN/D

Refer to admissions policy.

Dealing with Complaints

In the first instance, parents should speak to the class teacher if they have a concern or problem. If there is still a concern, then a meeting with the SENCO should be sought. Any further concerns should be referred to the Headteacher and then the SEN/D link governor. If the parents feel that the concern has not been appropriately dealt with, then the LA may be contacted.

Storing and Managing Information

All records of children's SEN/D are stored securely.