

Tithe Farm Primary School



Special Educational Needs and Disabilities (SEND) Policy

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Compliance

This policy complies with the statutory requirement laid out in the Code of Practice 0-25 (January 2015).

This policy was written by the SENDCo in collaboration with the SEND Governors, SLT and the wider school community.

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Rationale

At Tithe Farm Primary School, we believe it is every child's right to achieve their full potential. We aim to raise aspirations of, and expectations for all pupils with Special Educational Needs and/or Disabilities.

A Special Educational Need as defined in the Code of Practice (January 2015) is '*a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her*'.

A child must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which they are taught.

Aims

We work together to ensure that there is a common understanding of and coherent approach to special educational needs by teachers, pupils, parents, governors and the wider community, to

- Identify and provide for pupils who have Special Educational Needs and other additional needs through a graduated response.
- Adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2015.
- Ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met.
- Provide a suitably qualified and experienced SENDCo who will lead and facilitate SEND provision within the school.
- Enable all children to have access to a broad, balanced and appropriate curriculum, regardless of SEND.
- Provide support and advice for all staff working with pupils with SEND.
- Provide appropriate teaching programmes that will help all children to reach their full potential.
- Develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND.

Identifying Special Educational Needs

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Tithe Farm Primary School, we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress, this is identified, and provision is put into place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustments and quality personalised teaching.

If this is the case, the pupil is then identified as having a Special Educational Need. The Code of Practice (2015) identifies four broad categories of Special Educational Needs. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

At Tithe Farm Primary School, we recognise that these four categories broadly identify aspects of the primary need for a pupil with SEND, however we also acknowledge that every pupil is unique and understand the importance of examining the needs of the *'whole child'*. We recognise the need to gather information about the pupil from everyone involved in the pupil's education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents/carers. We work in close partnership with all involved to ensure the best possible provision for the pupil.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does not constitute SEN:

- Disability – The Code of Practice outlines the duty of *'reasonable adjustment'* as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
- Health and welfare
- Attendance and punctuality
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- English as an additional language (EAL)
- Being a child of a service man/woman.

A Graduated Approach to Special Educational Needs Support

The graduated approach is at the heart of whole school practice at Tithe Farm Primary School, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEN has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need.

Quality First Teaching

Class teachers are responsible and accountable for the progress and development of all the pupils within their class (Teachers Standards 2012). At Tithe Farm Primary School teachers are supported in this by regular Pupil Progress Meetings which discuss the attainment and progress of all learners at the school.

Tithe Farm Primary School places a high emphasis on developing excellent Quality First Teaching (including emphasis on the importance of marking and feedback, using assessment information to shape planning and delivery, self-assessment by the pupils, and learning new skills. We acknowledge the impact this can have on attainment and progress, and recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous Performance Management procedures, that any underperformance in teaching is addressed and the impact on pupils minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEN.

Where a pupil is identified as underachieving, the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. As part of the Pupil Progress Meetings, these strategies will be discussed and next steps to ensure the pupil in question gets the correct support and intervention.

The Code of Practice suggests using a range of sources of information including:

- Teacher's assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- Views and experience of parents.
- The pupil's own views.
- Advice from external support services if already involved.
- Standardised testing, criterion referenced assessments, screening assessments.

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENDCo, will place the child on the school SEND register at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also

include examining the Central Bedfordshire graduated response advice. Parents will be involved in discussions regarding this and how support for the pupil will be carried out.

School Support

At Tithe Farm Primary School, we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEND. This allows the school to continually reflect on the approaches we use to meet a child's needs. The approach used is: Assess, Plan, Do, Review.

This approach can be seen as follows:

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|---------------|---|
| Assess | Assess the child's needs. |
| Plan | What do you need to do? What provision is needed? What outcomes should be achieved? |
| Do | Put the provision in place. |
| Review | What difference is this making towards outcomes? |

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during discussions with all parties involved and through the Pupil Progress Meetings, however, when a child is placed on School Support at Tithe Farm Primary School, it may be necessary to further analyse the precise gaps in a pupils learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEN specific checklists among other tools. A number of assessment tools are available in school to measure progress through the four broad categories of Special Educational Needs:

Cognition and Learning

- Reading – Nara
- Reading – Accelerated Reader
- Maths – Sandwell

Communication and Interaction

- Speech, Language and Communication Progression Tool
- Elklan, Test of Abstract Language Comprehension
- British Picture Vocabulary Scale

Social, Emotional and Mental Health

- Boxall
- Social Difficulties Questionnaire
- Conner's Questionnaire

Sensory and Physical Health

- Sensory Difficulties Checklist

The pupil's needs will also be compared to the graduated response document issued by Central Bedfordshire which gives guidance about identifying SEN. Tithe Farm Primary School aims to work in an integrated manner to meet the needs of the 'whole child', and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team Around the Child (TAC) at this stage.

Plan

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that *'all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required.'* At Tithe Farm Primary School this is achieved through the use of Provision Maps and SEN Support Pla's (where appropriate) which identify the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and have clear criteria for success within an agreed time frame.

Interventions are planned and are linked to discussions held at Pupil Progress Meetings and SEND plan meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, teaching assistant and SENDCo, and are often evidence based successful interventions such as Switched on Reading and Writing, Number Box, Five Minute Box, Time to Talk, Helping Young Children to Listen, Bucket Time, Lift Off to Language, Sensory Circuits, Minute-a-Day, Colourful Semantics, Precision Teaching, Motor Skills United plus others.

The level of support provided will be flexible and will depend on the immediate needs of the individual pupil. Pupils with a higher level of need at School Support will typically receive up to 10 hours support through small group work, 1:1 support or partner work and this will happen both within and outside the classroom.

Do

Class teachers at Tithe Farm Primary School work closely with Learning Support Assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions. All staff, where possible, attend Pupil Progress Meetings and SEND Plan meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular written updates about the impact of the provision for each child. Any child receiving additional support is also identified within the Class File and on the SEND list. Provisions and programmes for support used at Tithe Farm Primary School are identified in provision maps which identify a graduated response to provision to meet needs.

Review

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate. At Tithe Farm Primary School there are also more formal,

rigorous ways of tracking progress. These include half termly Pupil Progress Meetings, half termly Progress updates and termly SEND Plan meetings. These meetings will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

These meetings will address the following key considerations:

- Has the pupil achieved the agreed targets?
- What is the evidence from regular day to day tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have pupils and parents responded to targeted provisions?
- What are the views of all stakeholders?
- How does this term's evaluation feedback into the analysis of pupil's needs?
- What are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours, been unable to effectively address the SEN of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCo will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENDCo may also consider whether they need, in collaboration with parents, to apply for an Education, Health, Care (EHC) Needs Assessment in order to access funding from the Local Authority to further support the pupil's needs.

Education, Health and Care (EHC) Needs Assessment

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision Tith Farm Primary School has in place it may be necessary to consider applying to the Local Authority for an EHC Needs assessment. The Local Authority must respond within 6 weeks to the request for an EHC Needs Assessment with a decision whether to carry out the assessment or not. If the Local Authority decides to carry out an EHC Needs Assessment they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not. Once the draft EHC plan is issued parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

Education, Health and Care Plan

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Tith Farm Primary School will use all resources available to meet the needs of these individual children to the best of its ability. The Children's and Families Act 2014 requires Local Authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated

to the school. All Annual reviews will be chaired by the SENDCo and all involved parties will be invited to attend. Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen, the SENDCo will support the family in accessing the services they require.

Responsibilities

The class teacher is responsible for:

- Ensuring that their planning and teaching includes strategies and teaching methods which will ensure that children identified as having SEND have every opportunity to access the full curriculum.
- Using appropriate assessments to set targets which are deliberately ambitious.
- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Maintaining an up to date Class File for their class, detailing individual children, their needs and action being taken.
- Being familiar with and implementing relevant aspects of the SEND policy.
- Working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The Learning Support Assistants (LSAs) are responsible for:

- Supporting groups or individual pupils to access the curriculum under the direction of the class teacher.
- Providing feedback to the teacher regarding children's progress.
- Being familiar with and implementing relevant aspects of the SEND policy.

The SENDCo is responsible for:

- Overseeing the day to day operation of the school's Special Educational Needs and Disabilities (SEND) policy.
- Coordinating provision for children who have SEND.
- Liaising with and advising fellow teachers in relation to SEND.
- Managing Learning Support Assistants (LSAs) in relation to SEND.
- Maintaining the school's SEND register and overseeing the records of all children who have SEND.
- Liaising with other relevant parties including parents, the SEND Governor and professionals.
- Reviewing and keeping updated the SEND policy.
- Preparing documentation for requests for formal assessments or referrals.
- Arranging the annual review of children with a Statement of Educational Needs/Education, Health and Care plans.

The Governing Body is responsible for:

- Doing its best to secure that the necessary provision is made for any pupil who has SEND.

- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Consulting the LA and the Governing Bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensuring that a pupil who has SEND joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Reporting annually to parents on the implementation of the school's policy for pupils who have SEND.
- Having regard to the Special Educational Needs Code of Practice (January 2015) when carrying out its duties toward all pupils who have SEND.
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.
- Ensuring they are up to date and knowledgeable about the school's SEND provision including the deployment of resources.
- Ensuring that the quality of SEND provision is continually monitored.
- Ensuring that SEND provision is an integral part of the school development plan giving careful consideration to the time allocated for SENDCo.

Resources

Many children with Special Educational Needs will not need resources outside those normally found in the classroom. Differentiation of class work within a curriculum framework will help to meet the learning needs of all children. However, some children may need a particular piece of equipment, or additional teacher support to support their learning. SEND resources are audited regularly and updated in relation to the needs of the children.

Learning Support Assistants are assigned to classes in order to support all children including those experiencing difficulties, whether this be on a 1:1 basis or small group support.

Complaints Procedures

If a parent/carer is not satisfied with the Special Educational Needs provision made for their child at Tithe Farm Primary School, an appointment can be made to talk to the class teacher, SENDCo or Headteacher. All the relevant information will be made available at the meeting. If parents are dissatisfied with the outcome, the parents/carers should write to the Headteacher to this effect. If on pursuing complaints the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Local Authority.

Partnership with Parents

All services available in the local area are identified by the Local Authority in the Local Offer.

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer.

The provision for SEND at Tithe Farm Primary School is identified in our SEND Information report which can be found on the school website.

The school will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through the Early Help Assessment process or through direct referrals to services facilitated by the SENDCo. The SENDCo will also signpost the child/families to relevant agencies who may be able to provide additional support for the child/family.

Admission arrangements for Tithe Farm Primary School can be found in the Admissions Policy, but no child will be discriminated against as a result of their SEND. Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENDCo.

Where a child with SEND is due to transition to our school, or from our school to another setting, the SENDCo will ensure a smooth transition of information. The SENDCo will arrange a transition meeting and additional transition visits/arrangements as necessary to meet the child's SEND.

Our school places high value on parental involvement and opinion, and recognises the important role they play. Parents will be involved at every stage of the process and informed as and when the class teacher has any concerns.

Involvement of Children

At Tithe Farm Primary School, we believe it is of paramount importance that the children are involved at every stage of the process where appropriate. This ensures they are aware of the difficulties they have and allows them to take responsibility for their own learning. Regular 'Pupil Voice' exercises will be carried out to ensure there is a child-centred approach to the SEND provision.

Supporting Pupils at School with Medical Conditions

The school will use its best endeavours to meet the needs of every child. This includes those children with medical conditions. Please see the Policies for Accessibility and Administration of Medicines. Some pupils who have a medical condition may be disabled, and where this is the case Tithe Farm Primary School will comply with the duties placed on it by the Equality Act 2010. Mrs Maloney and Mrs Ryan lead staff in the school's responsibility for meeting the medical needs of pupils. The school is required by legislation to have an Accessibility Plan in order to promote access for disabled pupils to the school curriculum. This includes access to

teaching and learning and also to the wider curriculum of the school, such as participation at after school clubs. (Please refer to our Accessibility plan on the school website).

Links with External Agencies

At the beginning of each academic year there is a planning meeting between the SENDCo and Educational Psychologists to discuss the needs of pupils within the school. Appropriate outside agencies are contacted throughout the year to provide support. The relevant personnel will then liaise with the SENDCo as to the best course of action. This will only be done in agreement with parents. Children in the Early Years settings have their own team of support services.

Examples of available external agencies:

- Education Psychologist
- Early Years Support Team
- Social, Emotional and Behaviour Support Services (The Jigsaw Centre)
- Speech and Language Therapists (SALT)
- School Nurse
- ASD Outreach Services
- Occupational Therapists
- The Edwin Lobo Centre
- CAMH
- Chums
- Sorted
- Parent Support Advisors
- Tithe Farm Neighbourhood Centre (for children under 5)

Equal Opportunities

Opportunities to take part in all areas of school life must be open and available to all pupils. All children should be allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or culture/ethnic background. The content of lessons and the resources available should ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and ability.

Monitoring and Evaluation

Criteria for monitoring and evaluating the success of this SEND policy:

- Where provision is good, the pupils make the greatest progress possible
- The SEND needs of the pupils are systematically assessed and the teaching is carefully matched to their needs
- Professional and material resources are effectively deployed to ensure all pupils are well integrated into the life and work of the school
- Attitudes to those with SEND needs are positive and constructive
- There is judicious use of professional support services
- Parents are consulted regularly

- Learning intentions are clearly understood by teachers, LSAs and pupils
- High expectations are evident throughout the school
- Training needs are met
- Expertise is used to the fullest
 - Provision Maps and SEND Support Plans are relevant, specific and of a high standard
- SEND profiles are up to date

In addition to this, the SEND Governors will visit the school on a termly basis to monitor and challenge the delivery of SEND provision.

Special Needs provision will be monitored continually by staff, governors with special needs responsibilities, SENDCo and Headteacher.

