

**Stockton-on-Tees Borough Council**

# **Thornaby CE Primary School**

## **SEND Policy**



**Mission Statement:**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level. The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Walking and Learning with faith in the footsteps of Jesus

**Additions due to school re-opening and COVID19 in red (May 2020)**

At Thornaby Church of England Primary School, we believe each child is special and that they all have unique talents, interests and strengths.

In keeping with our strong Christian ethos, we welcome all children into our school regardless of their individual needs, and will strive to fully meet those needs.

We recognise our responsibility to nurture our children whatever their individual needs, and to encourage and help each child to achieve their full potential, not only intellectually, but also physically, creatively, emotionally and socially.

We believe in creating an inclusive environment where all children, parents and staff can feel a valued part of our school community.

Where children have special educational needs we will ensure that their time and education at Thornaby Church of England School is enriched through a broad, balanced and differentiated curriculum, supported by skilled, committed and enthusiastic staff.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015*

### **The four broad categories of SEND are:**

- communication and interaction
- cognition and learning
- social, emotional and mental health
- Physical and sensory.

We have children in all of these categories of SEND.

Our school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Thornaby Church of England Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Identifying children at SENDS (SEND Support)**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly intervals. Where children are identified as not making progress in spite of Quality First Teaching they are discussed

with the SENCo, Head Teacher and senior leadership team and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  1. Is significantly slower than that of their peers starting from the same baseline
  2. Fails to match or better their own previous rate of progress
  3. Fails to close the attainment gap between themselves and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching and/or some parental support. If this does not improve the pupil's learning, the child is placed on our three tier SEND register of: SEND support, Pre-SEND and Teacher's radar.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

### **Our Aims and objectives**

#### **Aims:**

Our aim is to ensure that children with SEND are able to participate in all aspects of school life and:

- Achieve the highest possible standards within their capabilities.
- Maximise their self-confidence and esteem.
- Acquire skills to the best of their potential.
- Have access to a full and differentiated curriculum.
- Participate fully in the wider school community.

#### **We aim:**

- To provide an environment and ethos that promotes inclusion for all children.
- To provide early identification and appropriate intervention for children with special needs.
- Ensure that all children whatever their educational needs have access to the National Curriculum through a broad and balanced curriculum.
- To work in close partnership with the range of support services; LA agencies and Health and Social Care to access as much support as we can to improve the educational provision we offer.
- To differentiate the activities through which we deliver the learning outcomes, to meet the needs of all children.
- To provide a variety of teaching styles that will match the diverse learning styles of children.
- To systematically monitor and review the progress of children with special educational needs.
- To develop the knowledge and understanding of our teaching and support staff through attending training on key areas of special needs.

#### **Objectives:**

- To identify as early as possible, individual children's special needs.
- To ensure all children experience a broad, balanced, relevant and differentiated curriculum.
- To ensure appropriate resources are available to support the needs of the children.

- To ensure staff feel empowered to meet the needs of the children through appropriate training and adequate provision of resources.
- To ensure that all children, staff, governors and parents are aware of special needs provision within the school.
- To integrate as fully as possible those children with any sort of special need.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Head Teacher, SENCo and individual teachers to ensure all children have equal access to succeeding.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Children whose first language is not English.**

Identifying and assessing SEND for children or young people whose first language is not English needs to be carried out carefully. All aspects of a child's performance in different areas of learning and development should be examined to establish whether lack of progress is due to limitations in their English language or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

### **Admission arrangements for pupils with SEND.**

- Children are admitted if they live within the school admission zone and there is space in the required year group. Children outside the zone are admitted on parental request if the year group has not exceeded the statutory number. Children wishing to transfer from a neighbouring school are directed to the admissions section of the LA.
- School will take all reasonable steps to ensure that:
- *They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.*
- **(Special educational needs and disability code of practice: 0 to 25 years - June 2014)**
- **No child is refused a place because of learning, medical or physical mobility difficulties.**

### **Access for the disabled.**

- The school has partial access for disabled children through ground level access at the front of the school building. Disabled toilet facilities are available in KS1 and the upper KS2 part of the building. The needs of the pupil will be taken into account when considering timetabling

arrangements in order to ensure full access to the curriculum is available. A dedicated disabled parking bay is available in the school's car park.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, we have adopted a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan). The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for a One Point Referral or an Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps and follow procedure to address the issue. Prior to placing a child on the SEND register, the procedure is to complete an IEP for the child and to meet with parents to voice any concern; this monitoring stage is called 'Teacher's Radar'. Parents will be asked to sign a SEND concern document. All conversations between school and parents must be honest but sensitive.

Monitoring should only take place for between 6 and 8 weeks - before next steps are decided, which could still be to continue to monitor progress but targets will be reviewed. Next steps should be discussed and agreed with parents. If little or no progress is noted after this time the child may be added to the school Pre SEND register or the SEND support register with parental permission.

The class teacher after discussion with the SENCO, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and if appropriate, young person.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning

- How the child can be successful
- The review date.

All IEP's are stored on the school system, and in the pupil's SEND folder. A copy is also given to parents. IEP's are updated termly and reviewed regularly by teachers and teaching assistants. If appropriate, the child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

**IEP's must be completed in detail.**

**Reasons for a child being added to the SEND register may include the fact that He/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

**Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

#### **School Request for an Education Health and Care Plan**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil along with a pen portrait
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents of any child who is referred for an EHC plan will be kept fully informed of the progress of the referral. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

#### **Funding; all schools in Stockton receive funding for pupils with SEND.**

- The base budget covers teaching and curriculum expenses.
- The delegated SEND budget covers additional support for the majority of children with SEND.
- Schools may apply to the LA for top-up funding for children with a high level of need.

#### **Partnership with parents**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs, whose support is vital if progress is to be achieved and maintained, will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our SEND school offer along with the Local Authority offer and details of our school policies. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at every stage.

Parents always have access to the SENCO through our open door policy and school email address. Additional support and advice is available through our school based Pastoral Lead - Mr Richard Perks and SEN HLTA - Mrs Anne Wilshaw.

#### **Resources**

A range of resources and equipment are kept at central points. The SEND filing cabinet containing all relevant information is housed in the SENCO's office, which can be accessed, with permission, by all staff members. Resources are well maintained and regularly evaluated and updated. Any new resources/equipment is shared with all staff.

#### **Roles and Responsibilities in School**

##### **Role of the Governing Body.**

The Governing Body, in co-operation with the Head Teacher, determines the school's general approach to the provision for children with SEND, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. The appointed governors for SEND are Mrs. C Reed and Mrs J. Higgins

The Governing Body of Thornaby Church of England Primary School follows the guidelines as laid down in the SEND Code of Practice 2014 in order to ensure that the necessary provision is made for any pupil with special educational needs or disability.

### **Role of the Head Teacher and the SENCO**

The SENCO (Mrs Annette Metcalfe) in conjunction with the Head Teacher and Governing body has a key role in determining the strategic development of the SEND policy and provision in Thornaby Church of England Primary School in order to raise the achievement of children with SEND. They meet to agree on suitable provision for children with Special Educational Needs as well as how to use SEND funding effectively. The SEND Coordinator's (SENCO) responsibilities will include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with the SLT in the co-ordination of provision for children with special educational needs
- liaising with, and advising, class teachers
- overseeing the records of all children with special educational needs
- the administration of annual reviews, Health Care Plans and applications for funding and specialist support
- updating the SEND register
- monitoring, tracking and evaluating SEND pupil progress
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services.
- liaising with parents and external agencies over any admission issues.

The SENCO works alongside class teachers with respect to SEND children in their classes. The SENCO advises the class teacher on strategies which can be used to help to fulfil the relevant needs of the children. The SENCO offers support and advice when class teachers are preparing targets and writing reports, reviewing the needs, and monitoring the success, of the children.

### **All Teaching and Non-Teaching Staff**

All staff are involved in the development of Thornaby Church of England Primary School's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. Class teachers are fully involved in providing for the needs of the children in their care in writing IEPs, formulation of provision maps and collecting additional information for the SENCO and other agencies. Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.

The class teacher:

- Provides equal opportunities for children with SEND.
- Plans a range of differentiated activities for children with SEND.
- Prepares resources that are appropriate for children with special needs.
- Plans alongside the Teaching Assistant to ensure that they are effectively involved in all aspects of learning for children with SEND.



- Organises the classroom to provide opportunities for children with SEND to work in a range of different pupil groupings.
- Along with the Teaching Assistant keeps a record of significant learning to identify progress made by children with SEND.
- Communicates with parents/carers keeping them informed about their child's progress.
- Prepares reports for outside agencies.
- Works alongside outside agencies.
- Assesses the progress of children with SEND every half term.
- Involves all children in setting half termly targets.

Teaching Assistants employed to support a child with special needs have appropriate responsibility for the child's specific needs during their time with that child. The TA will liaise closely with the class teacher and SENCO with regards to planning, pupil response and progress.

Teaching Assistants should:

- Be fully aware of the needs of SEND children.
- Be involved in the planning and setting of learning objectives for SEND children.
- Work under the direction of the class teacher and support children to facilitate their understanding.
- Prepare and adapt resources to support learning.
- Undertake assessment activities under the direction of the class teacher and feedback significant information.

### **Staff Training**

All staff have access to SEND training. Whole school and individual training is generally delivered by the LA and other known professional organisations; for example, the Hearing Impaired Service. Whole school training needs are generally identified at the beginning of each academic year and reviewed regularly; the focus depends on the current needs of the school and pupils. Individual training needs are reviewed regularly, depending on the needs of the individual and their specific children.

### **Additional access arrangements.**

SEND children may need additional arrangements so they can take part in formal assessments, including the end of key stage 2 tests. This may include additional time; modified large print, enlarged papers, braille, recorded papers, enhanced diagrams, apparatus, coloured overlays, a reader, scribe or compensatory marks for children who have a profound hearing impairment. These arrangements will be part of the child's normal classroom practice.

### **Transition Arrangements.**

#### **• Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the coat pegs are etc.

- Opportunities to take photographs of key people and places in order to make a transition booklet.

- **Transition to Secondary School**

Meetings take place between the secondary school SENCO and class teacher to discuss any issues regarding SEND children. Where necessary a Transition Plan will be produced which may include extra visits at varying times of the day, meetings with new tutor group teacher, staying for a school lunch etc.

### **Health & Safety.**

Children who have medical needs will have an Individual Care Plan. This will outline details of their medical needs; any medication the child takes; symptoms to be aware of and adaptations that need to be made to the curriculum. Children with medical problems such as epilepsy are supervised closely, especially at playtime and lunchtime; additional adults are sent swimming to observe them at all times.

If a pupil was to have behaviour difficulties they would be closely supervised especially at playtime or lunchtime. These children would not be taken out of school if they posed a risk to themselves or others.

School is accessible to wheelchair users with ground floor access to the entrance. The organisation of furniture takes into consideration pupils with a physical disability to ensure they can move around school safely.

### **Queries and Complaints.**

Parents are in partnership with the school and as such, are welcome to query decisions made by the school through the school's designated channels as laid down in our school complaints procedure.

**Signed:** *Annette Metcalfe*

**Date:** March 2020

**'Walking and Learning in faith in the footsteps of Jesus'**

To be reviewed: March 2022