

Thornaby Church of England Primary School. Special Educational Needs and Disability Policy.

'Walking and learning with faith in the footsteps of Jesus'

Introduction

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.

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.

With God's help we work together to enrich learning, enhance life, to build a future of hope for everyone.

Identifying Special Educational Needs

The definition of Special Educational Needs taken from The Special Educational Needs Code of Practice 0-25 years says:

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 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 the same age*
- Or
- *Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions*

Section 6.25-6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

As such, all children who require School Support must be registered under one of these categories.

In addition, we will monitor those children who we feel have an Additional Need but do not meet the threshold for SEN Support. This is done through the school's Inclusion Note and Watch List Note system - see The School's Graduated Approach to SEND section.

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.

Our Aims and objectives

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

We aim:

- For children to achieve the highest possible standards within their capabilities and acquire skills to the best of their potential.
- Maximise their self-confidence and esteem.
- The staff and governors at Thornaby CE Primary School support a whole school approach to Special Educational Needs and Disabilities. We work together as a team, collaborating and coordinating all that we do for the benefit of all children.
- We believe in a fully inclusive approach and collaborate with outside agencies and specialists in order to do so.

- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register
- We will enable all children to fulfil and reach their potential through using guidance, nurture, support and challenge.

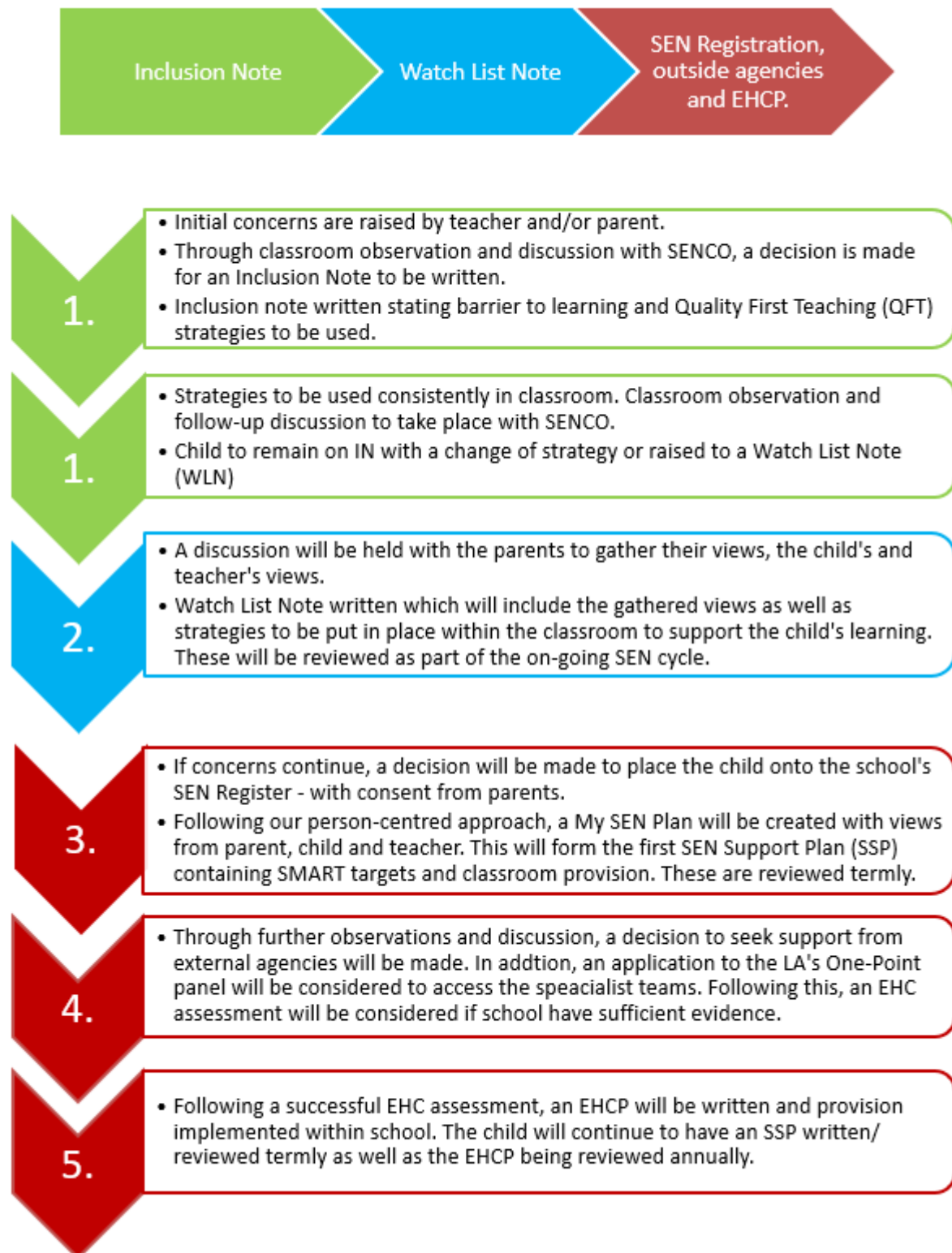
Objectives:

- To identify and provide for pupils with special educational needs and additional needs (in consultation of parents, teachers, the SENDCO and outside specialists where appropriate)
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- Pupils To ensure staff feel empowered to meet the needs of the children through appropriate training and adequate provision of resources.
- To develop and maintain partnership and high levels of engagement with parents
- 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 that all children, staff, governors and parents are aware of special needs provision within the school.

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.

The School's Graduated Approach to SEND



*Whilst this chart represents a progressive process, most children will remain within the parameters as set out in Stages 1-3.

Roles and Responsibilities in School

Role of the SENDCo

The School's SEND Co-ordinator is Mrs Susan Smith. The SENDCo, with the Head Teacher and SEN Governor, play 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.

The SENDCo co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENDCo meets regularly with all staff and provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEND. The SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching by monitoring the quality of teaching and standards of pupils' achievements. In addition, the SENDCo works closely with staff to ensure that SEN Support Plans are written to high standard and SMART targets are set at least three times per year.

The SENDCo collaborates with curriculum leaders so that the learning for all children is given equal priority.

Role of the Headteacher

The Head Teacher works with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school. The Head Teacher has the overall responsibility for the provision and progress of learners with SEN and/or a disability.

Role of the Governing Body

The Governing Body, in co-operation with the Head Teacher, determines the strategic development of the SEN policy and provision in the school. The appointed governor for SEND is Mrs Jean Higgin. The governor with responsibility for SEND uses the guidelines laid down in the SEND Code of Practice 2014 to ensure that the necessary provision is made for any pupil with special educational needs or disability.

The Governing Body reviews this policy annually.

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. Every teacher is a teacher of SEND. Class teachers are fully involved in providing for the needs of the children in their care. Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants will liaise closely with the class teacher and SENDCO to support children in their learning.

Staff Training

Staff have access to SEND training and are continually increasing and updating their expertise and knowledge through both in-house and external training. Whole school and individual training

is generally delivered by the LA and other known professional organisations; for example, the Hearing Impaired Service.

Monitoring Children's Progress

The progress and attainment of all the children on Inclusion Notes, Watch List Notes and the SEND register is carefully tracked and closely monitored by the SENCo, class teachers and Senior Leaders. This takes place through half termly learning walks and discussions with staff as well as termly pupil progress meetings with Senior Leaders.

SEN Support Plans

All the children on the SEND register are entitled to a SEND Support Plan (SSP). It is the responsibility of the child's class teacher, supported by the SENCo, to write and review the plan following the Assess, Plan Do, Review process. Using a child-centred approach, overarching targets for the year will be set with both parents and pupils. The SSP will contain the following information:

- 'SMART' targets set for the child; small steps which are achievable within the timescale and work towards their achievement of the overarching target.
- The teaching strategies to be used.
- The provision to be put in place.
- The SSP is a working document and updated when necessary. It should be reviewed termly with review dates recorded.
- SSPs are signed by the child, parent and child with a copy given to parents.
- The child's views will be sought and considered, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Outside agencies

There is a range of knowledge and expertise for school to consult with including:

- Educational Psychologist
- Hearing Impaired Service.
- Visually Impaired Service.
- Speech and Language Therapy Service.
- School Nurse
- Physiotherapist, occupational therapist etc.
- Outreach workers from the LA (following a One-Point panel application)
- Play therapy and counselling.

In addition, the SENCo and teachers will work with health visitors, social care services, Attendance Officer etc. School makes use of LA's Getting Help Team for further support for our families.

Education Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or other professional. This will occur where the complexity of need or a lack of clarity around the needs

of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENCo, social care, health professionals. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against an LA decision not to initiate a statutory assessment or not to write a EHC Plan following an assessment.

All EHC plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Partnership with parents

Positive partnerships between school and parents are vital in enabling pupils 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. Regular meetings with parents keep them up to date with the provision we have put in place for their child and the next steps.

The school website contains details of our SEND school offer along with the Local Authority offer and details of our school policies. The school's approach to SEND is person-centred at all stages of the special needs process. We take account of the wishes, feelings and knowledge of parents and child.

Parents always have access to the SENDCO through our open-door policy and school email address. Additional support and advice is also available through our school based Pastoral Lead - Mr Richard Perks.

Transition Arrangements

We are fully committed to ensuring that children with SEN needs are supported through phases of their education. We hold yearly transition meetings in July between class teachers, SENDCO and parents where necessary. Transition documents outlining plans for each child on an individual basis are passed to staff for the following year group or key stage within school. When a child reaches Y5, we proceed with the transition guarantee, enabling the child, parents and staff from Thornaby CE Primary and prospective secondary schools to meet to discuss the best transition arrangements to Key stage 3. Enhanced packages of transition support are also available where necessary depending on the needs of the child.

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

Complaints about SEN provision in our school should be made to the SENDCo or headteacher in the first instance. They will then be referred to the school's complaints policy.

Approved by:

Date:

Last reviewed on: April 2024

Next review due by: May 2025