

SEN Policy and Information Report

Thurlby Community Primary Academy



Approved by: Mrs E Radley - Executive Headteacher **Date:** 6th March 2020
Mrs K Finch – Head of School

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1. Aims

Mission Statement – ‘Every Child Counts, Every Moment Matters’

At Thurlby Community Primary Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our school community is valued and respected.

Our broad, balanced and creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together, we take pride in making a positive contribution to our school and the wider community.

Who is responsible for meeting the needs of children with Special Educational Needs or Disabilities (SEND)?

At Thurlby Community Primary Academy, our Special Educational Needs Coordinator (SENCo) is responsible for managing our setting’s response to the provision we make for children with SEND and supporting all other staff in delivering quality provision.

Mrs Taylor, our SENCo, holds the Accredited National Award for SEN Co-ordination (NASENDCo) and can be contacted through the school office. She works in school **two days a week on Tuesday and Wednesday**. Mrs. Taylor, along with the Senior Leadership Team (SLT) and the governing body, ensure that Thurlby Community Primary Academy SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Mr Stuart Blake is the SEND governor and he meets on a regular basis with the SENCo and provides feedback to the full governing body.

What does the policy aim to achieve?

We believe all children are entitled to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve carefully considered outcomes, both in the long and short term. Our whole school approach is to set high expectations for every child and we aim for each child to develop their independence and self-esteem by fostering a positive and caring atmosphere.

What are our objectives?

- To provide early identification and provision for pupils who have special educational needs and disabilities
- 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 special educational needs and disabilities
- To provide support and advice for all staff working with children who may have special educational needs and disabilities
- To work with parents to gain a better understanding of their child and involve them in all stages of their child’s education
- To ensure pupils with special educational needs and disabilities are able to contribute to their own learning by being actively encouraged to voice their opinions of their own needs and wishes

How has this policy been developed?

This policy has been developed in partnership with a variety of stakeholders. Parental suggestions have supported this, along with input from all staff in school and the governing body.

The responsibility for developing and implementing the policy rests with the school SENCO and the SLT.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfES Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN 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 Sept 2014 and The Early Years Foundation Stage (EYFS) framework document 2014
- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- In embracing the principles underlying the 0-25 SEND Code of practice, this policy has been created and co-produced by the school's SENDCo with the SEN Governor in liaison with the SLT and other school staff.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age, or
- b) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) or would do so if special educational provision was not made for them.

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Helen Taylor

She will:

- a) Work with the Head of School and SEN governor to determine the strategic development of the SEN policy and provision in the school
- b) Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- c) Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- d) Advise on the graduated approach to providing SEN support
- e) Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- f) Be the point of contact for external agencies, especially the local authority and its support services
- g) Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- h) Work with the Head of School and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- i) Ensure the school keeps the records of all pupils with SEN up to date
- j) Liaise with the SENCo team within Keystone Academy Trust to share best practice and expertise

4.2 The SEN Governor

The SEN Governor will:

- k) Help to raise awareness of SEN issues at governors meetings
- l) Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- m) Work with the Head of School and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The Head of School

The Head of School will:

- n) Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- o) Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- p) The progress and development of every pupil in their class
- q) Work to provide high quality teaching for all pupils and additional provision to meet the needs of children with SEND.
- r) Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- s) Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- t) Ensuring they follow the SEN policy

5. SEN information report

5.1 What categories of SEN are provided for at Thurlby?

Our school currently provides additional and/or different provision for a range of needs, including:

- a) Communication and interaction, for example; autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- b) Cognition and learning, for example, dyslexia, dyspraxia,
- c) Social, emotional and mental health difficulties, for example; attention deficit hyperactivity disorder (ADHD)
- d) Sensory and/or physical needs, for example; visual impairments, hearing impairments, processing difficulties, epilepsy
- e) Moderate and multiple learning difficulties

5.2 How do we identify pupils with SEN and assess their needs?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- a) Is significantly slower than that of their peers starting from the same baseline
- b) Fails to match or better the child's previous rate of progress
- c) Fails to close the attainment gap between the child and their peers
- d) Widens the attainment gap

This may include progress in areas other than attainment, for example; social needs.

Examples of identifying a possible need may include:

- Statement or assessed needs prior to school entry
- Baseline and Foundation stage profiles (Nursery and Reception)
- Regular progress monitoring and Pupil Progress Meetings (PPM) with the SENCO and SLT
- Formal assessment: Year 1 phonics screen, KS1 SATs and KS2 SATs
- Concerns expressed by teacher/parent/outside agency

Slow progress and low attainment will not automatically mean a pupil is recorded as having a SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and will take into account the views and the wishes of the pupil and their parents. We will use this to determine the support that is required and whether we can provide it by adapting our core offer or whether something different or additional is needed.

5.3 How do we consult with and involve pupils and parents?

We will have an early discussion with the pupil (depending on their age and ability to communicate and comprehend) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- a) Everyone develops a good understanding of the pupil's areas of strength and difficulty

- b) We take into account the parents' concerns
- c) Everyone understands the agreed outcomes sought for the child
- d) Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

How will my child be involved in the process and be able to contribute their views?

Every stage of the SEND process, allows for a child's voice to be heard and their views formally recorded. If appropriate, we encourage children to attend meetings so their views can be heard first hand by all. For some children, who are less able to share their views verbally, we will use alternative strategies e.g. pictures, questionnaires, social stories or ICT.

How can I be involved in supporting my child?

Various routine practices are in place to provide parents/carers opportunities to support a child's needs at home or in school. These include; regular and planned homework, reading to and with a child and regular dialogue through a child's personal Learning Journal.

The personal profile or Individual Educational Plan (IEP) will detail ways parents/carers can provide support, that is more specific, for their child.

5.4 How does the school assess and review pupils' progress towards outcomes?

We follow the graduated approach and the four-part cycle of; **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- a) The teacher's assessment and experience of the pupil
- b) Their previous progress and attainment and behaviour
- c) Other teachers' assessments - where relevant
- d) The individual's development in comparison to their peers and national data
- e) The views and experience of parents
- f) The pupil's own views
- g) Advice from external support services - if relevant

The assessment will be reviewed regularly.

All teachers and support staff, who work with the pupil, will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What is the graduated approach?

In the first instance, any pupil who may need additional support to achieve, in line with their peers, will be provided with the following:

Early Intervention and Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCo will be consulted to provide support and advice and may wish to observe the pupil in class. Class teachers will complete a '**Record of Concern**' and give this to the SENCo.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school to build a partnership in the best interests of the child.

SEN Support

Where it is determined that a pupil does have a SEN, parents will be advised of this and the decision will be made for the child to be added to the SEND register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and should therefore remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves: clearly analysing the pupil's needs through the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular reviews to ensure that support and intervention/s are matched to the need and that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree: the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This plan will be recorded on an Individual Education Plan (IEP) and copies will be shared with all staff involved in supporting the child (on a need to know basis), parents and, where appropriate, the child themselves.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support, will be provided by the SENCo.

Review

Progress is continually reviewed for all children and informal reviews for children with SEND are made frequently by staff to ensure that interventions are appropriate and effective. Formal reviews of a child's progress will take place three times a year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress

and development, making any necessary amendments going forward, in consultation with parents and the pupil. This will be recorded on the IEP.

Informal reviews will often take place on a more frequent basis and as required.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need is required to plan provision and identify resources.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

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 information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

5.5 How do we support pupils moving between phases and preparing for adulthood?

How will the school prepare and support my child to join the school?

When a child joins the school in Reception, the following procedures are in place:

- Staff will visit the child at preschool
- Open days for parents to visit the school alone or with their child
- Three visits with their class teacher for the child prior to starting school
- For any child whose needs have already been identified, there will be additional meetings involving engaged agencies

When a child joins the school at any other point the following procedures are in place:

- Parents and child are encouraged to visit the school during the working day
- Children are invited to come for a taster day where they will be introduced to named staff and their buddy
- Staff will liaise with previous school staff and paperwork will be shared
- Upon arrival, the child will have all resources prepared and ready for them (as much as possible).

How will the school prepare and support my child to move year groups?

Children with additional needs, or identified as potentially vulnerable during transition, will have a transition plan which may include the following:

- Social scripts- a story to support children's understanding of change
- Additional visits and time with new class teacher
- Prior visit to classroom during inset days
- Visual support of new people and routines

How will the school prepare and support my child to transfer to a new school?

When a child leaves the school to attend another primary school setting, the following procedures are in place:

- Full hand over of child's records and work
- Discussions to ensure clear understanding of child's needs.

When a child goes to secondary school, the following procedures are in place:

- Formal discussion with the Year 7 head of year, SENCo and head of pastoral care
- Completion of transition units of work
- Additional supported visits for children with additional needs
- Transition visits for all children
- Full hand over of child's records

5.6 What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We have staff trained to provide the following interventions:

Sensory and or physical needs	Communication and interaction	Cognition and learning	Social, emotional and mental health
Sensory & processing interventions	Elkan	Hear it - spell it multisensory approach	Starving the anxiety gremlin
Autism training	Mutism support	Precision Teaching	FRIENDS
TEACCH	Colorful semantics	Dyslexia trained staff	Child and peer mentoring
Sensory circuits	Autism training	Read Write Inc.	Self esteem
Ep pen trained	Makaton	Power of 1, 2, 3	Grief and loss in children

5.7 How is the curriculum and learning environment adapted to meet individual need?

We make the following adaptations and reasonable adjustments to ensure all pupils' needs are met, through:

- h) Differentiating our curriculum to ensure all pupils are able to access it, for example; grouping, 1:1 work, teaching style, content of the lesson, etc.
- i) Adapting our resources and staffing
- j) Using recommended aids, such as; laptops, social stories, coloured overlays, visual timetables, larger font, etc.
- k) Differentiating our teaching, for example; giving longer processing times, pre-teaching of key vocabulary, post teaching for understanding, reading instructions aloud, etc.

5.8 What additional support for learning does the school have?

We have a number of support staff who are experienced and trained to deliver interventions. Teachers and teaching assistants may support pupils on a 1:1 basis or in small groups as needs arise with the direction of the Senior Leadership Team. Our staff do this mainly within the classroom environment, to ensure inclusivity and integration but support is also carried out outside of the classroom – where necessary.

We work with the following agencies to provide support for pupils with SEN:

Health Visitor

Specialist Teaching Team

Early Years specialist teaching team

Local authority SEND team

The Community Paediatrician

Occupational Therapy Service

0-19 service

Speech and Language Therapy Service

Physiotherapy Service

Healthy Minds

Information Technology SEN Support Service

EMTATT

Children's Services

Targeted Youth Support Workers

Family Action

Family Support Workers

Home Start

Young Carers

Social Workers

BOSS Team

Sensory Impairment Service

Autism Outreach (WTT)

Children and Adolescent Mental Health Service (CAMHS)

Educational Psychologist Service

Youth Offending Service

5.9 How do you secure equipment and facilities?

As an inclusive academy, we seek to ensure that the curriculum and all learning areas and resources within school are accessible to children and adults. This may involve purchasing specialised equipment and resources to ensure that children can fully access the learning. To this end, the SEND budget is reviewed annually and priorities are set with the SLT.

5.10 How do you evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- a) Reviewing pupils' individual progress towards their goals each term
- b) Reviewing the impact of interventions after both 6 and 12 weeks
- c) Using pupil questionnaires
- d) Pupil voice
- e) Monitoring by the SENCo
- f) Using provision maps to measure progress
- g) Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 How do you enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in year 5/6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

The school will always strive to ensure no pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 What support do you provide for improving emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- a) Pupils with SEN are encouraged to be part of the school council
- b) We work closely with the Multi Academy Trust's family liaison lead and child counsellor to support children's emotional and social development.

We have a zero tolerance approach to bullying (see behaviour policy).

5.13 How do you work with other agencies?

We work with a large and diverse range of outside agencies and always seek to signpost parents to the appropriate support agency. We welcome parent/carers to email or make appointments with Mrs Taylor to understand the specific challenges that parents' of children with SEND face and reflect on this to provide relevant training and support for our families in school.

In some circumstances, where support is needed at school and at home, we may complete an Early Help Assessment to identify what support is needed. Further support can be obtained via: <https://www.lincolnshire.gov.uk/keeping-children-safe/team-around-child>

If more than one agency is required to support a family a 'team around the child meeting' will support this process (TAC).

5.15 What can I do if I have a complaint about SEN provision?

Complaints about SEN provision in our school should be made to the class teacher, in the first instance, then the SEND team and finally the Senior Leadership Team. Parents can seek further advice from the governor with responsibility with SEND.

The parents, of pupils with disabilities, have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- a) Exclusions
- b) Provision of education and associated services
- c) Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Who can I contact for support services for parents of pupils with SEN?

IPSEA (Independent Parental Special Education Advice) <https://www.ipsea.org.uk/>

Lincolnshire Parent Carer Forum www.lincspcf.org.uk

LIAISE – liaise@lincolnshire.gov.uk

5.16 What are the contact details for raising concerns?

Enquiries email

SENCo email

Mrs Finch

Mrs Radley

Governing Body SEND

5.18 What is the local authority local offer?

Our local authority's local offer is published here:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

6. Monitoring arrangements

This policy will be reviewed by the SLT and SEND Governor **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our other policies on:

- a) Accessibility plan
- b) Behaviour
- c) Equality information and objectives
- d) Supporting pupils with medical conditions

8. Glossary of SEND Acronyms and abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AR	Annual Review
ASC/ASD	Autism Spectrum Condition/Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CoP	Code of Practice
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
EWO	Educational Welfare Officer
FAS	Fetal Alcohol Syndrome
GLD	Global Learning Delay
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant

IEP	Individual Education Plan
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SLT	School Leadership Team
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visually Impaired