

Thurlton Primary School

Policy Statement for **Special Educational Needs and Disability** **(SEND)**



Policy Consultation & Review

This policy is referred to in our School Prospectus, is available on request from the School Office and is also on our website.

We inform Parents/Carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was last reviewed and ratified by the Governing Body on:
19th September 2019

Signature *Mrs Hanley* Headteacher Date: 19.9.19

Signature  Chair of Governors Date: 19.9.19

Our policy is in line with the Norfolk Children's Services vision which is:

All children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

The following policy has been developed in accordance with guidance provided by Norfolk County Council and adapted to reflect the practices at Thurlton Primary School.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Management Policy, Anti-Bullying Policy, Single Equality Scheme and Accessibility Action Plan, Safeguarding Policy, Confidentiality Policy, Complaints Policy, Whistleblowing Policy and Admissions Policy.

This policy has been, and will continue to be, developed through a working group consisting of all stakeholders within the school (including staff, governors and Parents/Carers) and will be reviewed annually.

Definition of SEN

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 if he or she:

- (i) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (ii) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions *SEN Code of Practice (2015 p.15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 *...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.*

This definition provides a relatively low threshold and includes more children than many realise:

long-term is defined as *a year or more* and

substantial is defined as *more than minor or trivial* *SEN Code of Practice (2015 p.16)*

1. What SEN & D does our school make provision for?

At Thurlton Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia, Developmental Coordination Disorder (which includes Dyspraxia) Speech and Language needs, Autism Spectrum Condition, learning difficulties, Social, Emotional and Mental Health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. In the event of this occurring we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autism Spectrum Condition, Sensory Processing Disorder, Speech Language and Communication needs, Cognition and Learning difficulties, Physical and Sensory difficulties and complex medical needs.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. What is our school policy for identifying and assessing pupils with SEN & D?

At Thurlton Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Phonics Screening, NFER Tests in Maths, Reading, Spelling and Grammar in Years 3, 4 and 5 each term.

Where progress is not sufficient, even if a special educational need has not been identified, extra support is implemented to enable the pupil to catch up. Examples of extra support are focus groups in class, more frequent individual reading, intervention from a Teacher or Teaching Assistant that is tailored to the needs of the children (with the support of outside agencies should it be required).

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

For these pupils, and in consultation with Parents/Carers, we will use a further range of assessment tools to determine the cause of the learning difficulty. At Thurlton Primary School we are experienced in using the assessment tools listed. In addition, we have access to external advisors who are able to use the following assessment tools British Picture Vocabulary Scales, Expressive vocabulary test, Raven's progressive Matrices, Specialist Teacher & Learning Service; Wechsler Intelligence Scale Children, Educational Psychology Service; Clinical Evaluation of Language Fundamentals (CELF), Test of Reception of Grammar, Renfrew Action Picture Test, Speech & Language Therapists.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with Parents/Carers, put into a SEN support plan (provision map or personalised provision plan) and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed Parents/Carers will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3. What is our policy for making provision for pupils with SEN & D whether or not they have EHC Plans?

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN & D support plan will be informed by the views of the pupil, Parents/Carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice* (2015, 6.17) describes inadequate progress thus:

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

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b What are our arrangements for assessing and reviewing the progress of pupils with SEN & D?

Every pupil in the school with SEN & D has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Thurlton Primary School are those listed in Section 2 and identify whether pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c What is our approach to teaching pupils with SEN & D?

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015 6.37)*

In Thurlton Primary School the expectation is that all teaching is at least Good and follow the Teachers Core Standards to ensure that our teaching conforms to best practice.

In addition the school employs some additional teaching approaches, as advised by internal and external assessments eg. one to one tutoring/precision teaching /mentoring, small group teaching, use of IT software learning packages.

3d How do we adapt the curriculum and learning environment for pupils with SEN & D?

At Thurlton Primary School we follow the advice in the Teachers Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments (both internal and external) and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

- Positive Handling Training for all staff (January/February 2019)
- Talk for Writing (September 2018)
- NSPCC Speak out Stay Safe programme supported by whole school (September 2018)
- Anti-Bullying Week supported by whole school (November 2018)

- Dyslexia support in house training for all staff (completed Autumn 2018)