

Thurlton Primary School

Policy Statement for

Special Educational Needs and Disability Policy (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 reviewed and ratified by the Governing Body on: 26th September 2022

Signature Alice Hawkey Headteacher

Date: 26.9.22

Signature [Signature]

Chair of Governors

Date: 26.9.22

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.

At Thulton Primary School, children are accepted equally. They are encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide pupils with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with Parents/Carers and listening to the voice of the pupil. We aim to provide a positive learning experience for all. We are committed to working together with all members of our school to ensure that all pupils' backgrounds and needs are acknowledged and addressed and to do our utmost to create an inclusive culture.

DEFINITIONS

DEFINITION OF SEN

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 significantly greater difficulty in learning than the majority of the others of the same age, or
- 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.

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)

ROLES AND RESPONSIBILITIES

THE SENCO

Our SENDCo is Mrs Ali Hambley.

Contact details: head@thulton.org.uk Tel 01508 548318

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- 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
- Provide professional guidance to colleagues and work with staff, Parents/Carers and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

THE SEN GOVERNOR

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

THE HEADTEACHER

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of pupils with SEN and/or a disability

CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

THE KINDS OF SEN THAT ARE PROVIDED 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.

IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

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 1, 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 Teaching Assistants who work with the pupil are aware of the support to be provided and the teaching approaches to be used

CONSULTING AND INVOLVING PUPILS AND PARENTS/CARERS

We know that effective partnerships between school and home help to secure better outcomes for pupils. We will have an early discussion with the Parents/Carers when identifying whether they need special educational provision. Parents of children with SEN are regularly informed of their child's learning meetings with class teachers and discussions with the SENDCo.

Parents/Carers will be treated as partners and encouraged to:

- Recognise and fulfil their responsibilities as Parents/Carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND Framework
- Make their views known about how their child is educated
- Have access to information, advice and support about their child's special educational provision
- Understand the agreed outcomes sought for the child
- Be clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their Parents/Carers.

We formally notify Parents/Carers when it is decided that a pupil will receive SEN support.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will 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:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All Teachers and Teaching Assistants 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.

Every pupil in the school with SEND has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments used at Thurlton Primary School (listed previously), 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.

Each review of the SEND support plan will be informed by the views of the pupil, Parents/Carers and class 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.

OUR APPROACH TO TEACHING PUPILS WITH SEN

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

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

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.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it: By grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font,
- Differentiating our teaching, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

ADDITIONAL SUPPORT FOR LEARNING

All our Teaching Assistants have training to deliver a variety of interventions. We use a variety of approaches including supporting pupils on a 1:1 basis, supporting pupils in small groups and we work with a variety of agencies to provide support for pupils with SEN such as:

- Educational Psychologists
- EPSS Specialist Teachers
- School 2 School Support.

We can seek advice from support services such as the:

- Early Help Hub
- Point 1
- Speech & Language support
- Occupational Therapy and CAMHS.

MONITORING ARRANGEMENTS

This policy and information report will be reviewed annually and at every review it will be approved by Clarion Academy Trust. It will also be updated if any changes to the information are made during the year.

LINKS WITH OTHER POLICIES AND DOCUMENTS

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. It has been written in line with the requirements of: Children and Families Act 2014, 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

This policy links to the following policies:

- Accessibility plan
- Behaviour Management & Anti-Bullying Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy

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 co-ordinators (SENCOs) and the SEN information report

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