



THRESHFIELD

PRIMARY SCHOOL

Flying together as we grow and learn

SEND Policy

Date agreed: November 2017

Review date: November 2018



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SEND policy

Policy for Special Educational Needs and Disabilities

Abbreviations used:

ASCOS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

The objectives of our SEND policy

- To set out the principles of our Special Educational Needs provision
- To explain the roles and responsibilities of everyone involved with pupils with SEND
- To provide information on how we identify and assess Special Educational Needs
- To outline provision for pupils with SEND

1. Principles

A child is defined as having Special Educational Needs if they have a *difficulty* with learning which calls for special educational provision to be made or if he or she finds it much harder to learn than pupils of the same age.

Difficulties with learning may arise from any of four broad areas: Communication and interaction; Cognition and learning; Social, mental and emotional health or sensory and/or physical.

Threshfield Primary School has a commitment to support all pupils throughout their time with us and as they move between phases of education. The whole school community, including teachers and classroom staff, parents and governors, share this responsibility of providing for and supporting all pupils.

2. Roles and Responsibilities

The Role of the Governing Body and the SEND Governor

The Governing Body will, in co-operation with the Head Teacher, determine the school's approach and provision for children with SEND, establishing

appropriate staffing and funding arrangements and maintaining an oversight of the school's work.

Other responsibilities include:

- Ensuring that provision of the highest standard is made for all pupils
- Ensuring that SEND pupils are fully involved in school activities
- Carefully analysing data with regard to vulnerable groups
- Using informed questioning to challenge leadership
- Carry out learning walks with a focus on provision for SEND pupils
- Monitoring professional development for all staff with regard to SEND

The SEND governor is Natasha Midgley. The named governor of SEND is the champion of pupils with SEND and meets with the SENCo to discuss and evaluate the success of the school's provision.

The Role of the Head Teacher

The Head Teacher has the overall responsibility for the provision and progress of learners with SEND.

The Role of the SENCo

The SENCo will carry out their role in line with the recommendations in the SEN Code of Practice 2014 and work alongside the Head Teacher and Governing Body to determine the strategic development of this policy.

Responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Working with English and Maths subject leaders and the senior management team to identify pupils who need additional and different support
- Co-ordinate provision for pupils with SEND
- Liaise with and advise fellow teachers
- Provide advice and support for Teaching Assistants
- Overseeing records of all pupils with SEND
- Liaise with parents/carers of pupils with SEND
- Liaise with external agencies, including LA support and educational psychology services, health and social services and voluntary bodies
- Attending SEND meetings and training sessions and disseminating to colleagues knowledge and research pertaining to SEND
- Arranging Annual Review meetings for pupils with Education, Health and Care Plans

The Role of the Class Teacher

Each teacher is responsible for his/her class and will identify learning outcomes for the pupils in the class and will provide a differentiated curriculum which will help pupils achieve those outcomes. The class teacher will ensure

that all pupils are fully included in all class activities and the full life of the school.

Responsibilities include:

- Following the Graduated Response for the identification and assessment of, and subsequent provision, for pupils with SEND
- Collaborating with the SENCo to decide the action required for pupils to make good or better progress
- Working with the SENCo to collect all available information on the students
- Develop, in collaboration with the SENCo, individual provision maps for pupils with SEND
- Develop constructive relationships with parents

The Role of Teaching Assistants

- Teaching Assistants will support teachers in enabling pupils with SEND to have access to an appropriate curriculum
- Teaching Assistants have an important part to play in promoting the inclusion and independence of pupils
- Teaching Assistants enable the Class Teacher to spend high quality time with vulnerable pupils and those with SEND
- Teaching Assistants access regular liaison time with the Class Teacher regarding effective deployment

Whole School Approaches

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff encourage and support pupils to make their views known
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice, on differentiating the curriculum, to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra- curricular activities
- Provision maps are accessible so that staff, pupils and parents know what reasonable adjustments are available
- Access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- Transition arrangements are personalised to support additional needs
- The complaints procedure is transparent and easily available to parents

3. Identification and Assessment of SEN

Children can be identified as having SEN in the following ways:

- Information or concern from parents, pre-school/sending school or other professionals from education, health or children's social care
- On-going teacher assessment in core areas of learning
- On-going teacher observation of social, emotional and behavioural skills and development

For the majority of pupils, progress will be made and learning needs met through the normal differentiation and organisation within the classroom.

Some initial difficulties for a child may be overcome by:

- Careful consideration and adaptation of classroom organisation, teaching materials and individual learning styles
- Inclusion in small group teaching sessions recorded and reviewed on a group intervention map.

4. Provision

For a minority of pupils, continued concerns about academic progress or social, emotional and mental health development may indicate a need of SEN support to be put in place. This support is over and above the normal differentiation and organisation within the classroom. This should be based on a four part continuous cycle of:

- **Assessing** – establishing a clear analysis of the pupil's needs taking into account the knowledge and expertise of the pupil, parent, classroom staff and, if relevant, external support services.
- **Planning** – the class teacher, SENCo, parent and pupil agree the interventions and support to be used as well as expected impact and a date to review. Targets for this work will be recorded on an individual provision map which will be reviewed in consultation with the pupil and parents on a termly basis.
- **Doing** – the class teacher remains responsible for working closely with the pupil and with any teaching assistants or specialist staff involved, to carry out the planned interventions and support.
- **Reviewing** – the effectiveness of the support or intervention in terms of progress will be reviewed, taking into account the views of the pupil and parents. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development and make changes in consultation with the pupil and parent. Outcomes of the review will be recorded on an individual provision map.

Involving Specialists

As part of our provision, school will involve specialists including those from outside agencies, where a pupil continues to make little or no progress or when advice on early identification of SEN is needed. Parents will always be involved in any decision to involve specialists. Support and advice from specialists will make up part of the four point continuous cycle.

Education, Health and Care (EHC) Plan

Where the pupil's needs require SEN support beyond that which can be reasonably provided by the resources within school, the Local Authority will be requested to carry out a statutory assessment. The Local Authority will consider the request and may then carry out an assessment in consultation with parents and other relevant professionals. The outcome of the assessment may be to show ways in which school can meet the pupil's needs or it may be to prepare an EHC plan.

The Local Offer

The local offer provides useful information for children and young people with special educational needs and disabilities and their families. You can find out about our local offer at <https://www.northyorks.gov.uk/about-local-offer-north-yorkshire>

The SENCo is Miss B Alexander
The designated Governor is Mrs N Midgley
Agreed: November 2017
Next Review: November 2018