



## **SEND POLICY**

Prepared by: K Parkes

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**Related documents:** SEND Information Report, Medical Conditions Policy



# safe – happy – learning

## We value:

working Together

happiness

achieving our potential

fairness and equality

kindness

safety and security

## Our aim is for every child to:

- feel safe and secure at all times and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

## Our commitment is to provide every child with :

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the habits of mind for lifelong learning and success.

## **SECTION 1: INTRODUCTION**

The SENCO at Thorns Primary School is Mrs Deb Tilley and works at Thorns Primary 2 days per week. The inclusion Manager is Mrs Katie Parkes. She was awarded the National Award for SEN in September 2013. Mrs Parkes is also Deputy Head Teacher, a member of the Senior Leadership Team and a member of the governing body.

Mrs Tilley and Mrs Parkes can be contacted by phoning 01384 818285 or by emailing [info@thorns-p.dudley.sch.uk](mailto:info@thorns-p.dudley.sch.uk) or by asking at the main office to arrange a meeting at a mutually convenient time.

Thorns Primary School is a one form entry primary school. We teach children from 4 -11 in classes of no more than 30 pupils. Each class is taught by a fully-qualified teacher and we employ a number of Teaching Assistants, who deliver a range of interventions across school.

At Thorns Primary School we believe that all children have the right to a quality education that is designed to meet their needs through challenge, self-belief and achievement. We strive to create a sense of community for all our pupils and have an inclusive ethos with high expectations. All children are supported effectively to enable them to access a broad and balanced curriculum.

*Every teacher is a teacher of every child, including those with SEN.*

This policy was written by Mrs Parkes, in consultation with governors and takes into account the views of parents and pupils within the school. It has been written in reference to the SEND Code of Practice 0-25 years, July 2014.

## **SECTION 2: AIMS AND OBJECTIVES**

### Aims

- Children with Special Educational Needs (SEN) will be offered full access to a broad, balanced and relevant education.
- The school will encourage pupils with SEN to join in with all activities offered at school by making reasonable adjustments as required.
- The views of the child will be sought and taken into account in decision making.
- The school will provide a focus on outcomes for children and young people through providing effective support and guidance that is tailored to meet their needs through a range of strategies.
- The school will value the vital role parents and carers play in providing key information about their child, providing support for their child and creating a partnership with school.
- The school will ensure that children and their parents and carers are involved in regular discussions about the child's achievements and the next steps in their journey.
- We aim to support children to achieve their potential, with a focus on their future aspirations.

### Objectives

- To ensure, wherever possible, early identification and early intervention for pupils who have SEN and additional needs.
- To collaborate with education, health and social care services to provide support.
- To work within the guidance provided in the SEND Code of Practice, 2014

- To operate a 'whole school, whole child' approach to the management and provision of support for SEN
- To provide a Special Educational Needs Co-ordinator (SENCO) who will support all stakeholders to work within the guidelines of the SEND Code of Practice.
- To provide support and advice for all staff working with SEN pupils.

### **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

All pupils at Thorns Primary receive quality first teaching, carefully differentiated to meet the needs of all abilities within the class. Misconceptions in learning are identified and quickly addressed by the teacher and/or Teaching Assistant through intervention work. Staff record the impact of interventions each week and the level and frequency of support pupils receive over time. If after a range of strategies have been used, a pupil does not make adequate progress, a decision is made about whether a child has SEN. Any decision about a child's SEN is done in discussion with the SENCO and parent and where appropriate, the child. When a child's need has been identified, this information is used to form the basis of a plan of what we need to do next to meet the child's needs. This will include requesting support from outside agencies including Speech and Language Therapy, Educational Psychology and The Learning Support Service. (See section 4 for more details)

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

*SEN Code of Practice, 2014, pg.94, 6.15*

When reviewing and managing pupils with SEN, the broad areas of need and support outlined in the SEN Code of Practice are a helpful guide in deciding where a pupils needs may lie. The four main areas are as follows:

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

School will ensure that we are well equipped to provide support in school across these areas and that appropriate training is provided for staff. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children will often show elements of more than one area of need. At Thorns Primary, we identify the needs of pupils by considering the needs of the whole child and not just their SEN.

When considering the needs of individual pupils we also think about factors that are **NOT SEN** but have an impact on a child's progress and attainment;

- Disability (the code of practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is no longer identified as an area of need and is not an acceptable way of describing a child's SEN. Any concerns relating to a child's behaviour will be seen as an underlying response to a need which

will be identified from the four areas listed above. We gather evidence about a child through observations of the child in a range of settings, support from outside agencies, where appropriate, and through discussions with staff, parents and the child.

## **SECTION 4: A GRADUATED APPROACH TO SEN**

Teachers, Teaching Assistants and parents are encouraged to come to the SENCO at any time to discuss children they have concerns about.

### **Quality First Teaching**

Teachers are responsible and accountable for the progress and development of all of the pupils in their class. Lessons are accurately pitched to meet the needs of all pupils and to include an element of challenge. The quality of teaching is reviewed each half term through lesson observations, book trawls and analysis of assessment data – see our School Development Plan for further details.

Teachers deploy any teaching assistants in their class to support children of all abilities to extend their thinking and deepen their understanding. Where children have not fully understood a task or need further support to embed their understanding, the teacher and/or Teaching Assistants will quickly address this through quality intervention work. This may take the form of small group booster sessions focussed on improving for example, sentence construction, phonics or number skills or may be individual, practical activities with a teacher or teaching assistant each day or during the week to work on skills such as letter formation. Target sessions such as our Get Moving programme to develop gross and fine motor skills may also be used if necessary. All provision that we as a school offer to pupils is listed on our whole school provision map. This enables us to make choices about the kind of intervention that will match the child's need and will support them most effectively.

- The Whole School Provision Map details all the different support we can offer as a school, the members of staff trained to deliver SEN Support work. This is used to make informed choices about which provision is best suited to the needs of individual pupils.
- Class provision maps detail the specific provision that is being used each term within the class, staff completing the support and the frequency of this.
- Individual Provision maps are used to show exactly what provision is being used with a pupil, the frequency of different interventions and the impact on learning.

It is important that parents are kept up to date with the progress of their child and any difficulties they are experiencing. Teachers meet with parents each term at parents evening but may ask parents to meet with them at any point during the school year to discuss possible support they could be providing at home and the kind of work they are doing in school. SEN work is recorded each week in each Child's SEN Support Book along with the impact of the work completed.

### **Identification of Pupils who may have SEN**

When identifying pupils with SEN, we apply the ASSESS – PLAN – DO – REVIEW model.

### **ASSESS**

At the end of each term teachers, teaching Assistants, the SENCO and the Head Teacher meet to discuss the cohort. We will discuss the progress data for the term and the identified needs of children in the cohort. Any children who are failing to make adequate progress in their learning are discussed at length, we compare individual progress to that of the rest of the cohort and also refer to national rates of progress. We look back at the intervention work provided over the term to see the frequency and nature of such intervention and what impact it has had. We discuss if any further strategies are appropriate at this time. If it is felt that all possible intervention strategies have been employed and that further specialist support is appropriate, this is detailed on the child's Individual Provision Map. An Independent Learning Plan (ILP) may be drawn up to focus on

key areas for improvement. The four areas of need as detailed in section 3 are discussed and the area of need(s) identified.

### PLAN

Following identification of the area of need, we decide as a group which outside agencies we need to approach for specialist support. It is at this point parents are invited to contribute to discussions and parental permission will need to be given before a referral to outside agencies can be made. Parents can offer useful background information to include in referrals as well as information provided by the teacher and teaching assistant. The SENCO uses the Provision Map to select the appropriate agency and may refer to Dudley's Local Offer to find details of all possible agencies available to schools.

For further details of what Dudley can offer please access the Local offer at <https://www.dudley.gov.uk/residents/dudleys-local-offer/send-advice-information-and-guidance/special-educational-needs-and-disabilities-send/>

### DO

Outside agencies coming into school may initially meet with parents and then observe the child or work with the child on an individual basis or provide training for staff to deliver a programme in school. A written report is usually provided following this involvement and targets are provided for the child with a programme of work to be completed in school. Work is then set to be completed in school and at home (where appropriate) which directly links to the targets set. The SENCO will make sure that staff are trained appropriately and that provision is timetabled to support the child to work towards achieving the targets set.

### REVIEW

The SENCO regularly monitors the success of work provided by outside agencies through observations of the pupil, assessment data, evidence in books, discussions with the teacher, teaching assistant, pupil and parents. Following involvement from an outside agency, an initial meeting will be held to discuss the report and the targets set and the SENCO, teacher, teaching assistant and parents are invited to attend this meeting, copies of reports are of course provided for parents to take away. The outside agency will also review progress towards the targets over time at an agreed future date. The SENCO also holds half termly reviews of the SEN Cohort with each class teacher and teaching assistant in school to discuss target work and evidence is recorded in the child's SEN Support book.

For children for whom this process still results in a lack of progress, or a child's needs are more severe and require more specialist support over and above what can be funded from the SEN budget, it may be agreed by the school, the child and their parents, that it is appropriate to put together an application for further top-up funding from the Local Authority (LA) or to consider an application to the LA for an Education and Health Care (EHC) plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, to prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

*SEN Code of Practice, 2014 Page 142 9.2*

For children with more complex needs who currently have an Education, Health and Care (EHC) plan, termly review meetings and an end of year review meeting are held to discuss whether the statement/EHCP is deemed to be still appropriate. These meetings are an opportunity for all agencies involved with the child to meet together with the school and the parents to discuss the child’s progress and the next steps needed. We still adopt the ASSESS - PLAN –DO –REVIEW model to meet these children’s needs as above.

The Recording of pupils with identified SEN has changed, pupils used to be referred to as School Action, School Action Plus and Statement of Educational Needs. These terms no longer apply. Children who have been identified as having an SEN and have access to outside agency support are now recorded in school as K on our SEN Register. The SEN Register gives an overview of children across school with identified SEN and the area of need. It helps us to continue to update our provision map, ensure staff training, resources and deployment of staff is closely matched to the needs of the children in school.

**SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER**

If during review meetings it is felt that a child has met their targets over time and their progress is now improving to rates comparable with that expected of a child of that age and starting point, there will be a discussion involving the child, parents, staff and any agencies about whether it would be appropriate for the level of support provided to be reduced or removed. If outside agencies agree that their involvement is no longer required, the child can be removed from the SEN Register and their needs will continue to be met through quality first teaching and intervention work as with the rest of the class.

**SECTION 6: SUPPORTING PUPILS AND THEIR FAMILIES**

- Dudley Local Authority’s Local Offer aims to provide information about all the services and support available for those children and young people with Special Educational Needs or Disability (SEND) with or without an education, health and care (EHC) plan from birth to 25.  
The Local Offer can be found at <https://www.dudley.gov.uk/residents/dudleys-local-offer/send-advice-information-and-guidance/special-educational-needs-and-disabilities-send/>
- Our school’s SEN Information Report can be found on our website under the SEN section, in accordance with Regulation 51, part 3, section 69(3)(a) of the Education Act.
- Dudley special educational needs and disability information, advice and support service (SENDIASS) can provide legally based advice, information and support on all matters relating to SEN and disabilities including health and social care issues. Their advice is free, impartial and confidential. For more information telephone 01384 236677, email: [Dudley.sendiass@gov.uk](mailto:Dudley.sendiass@gov.uk) or web: [www.dudley.gov.uk/dudleysendiass](http://www.dudley.gov.uk/dudleysendiass)
- There are statutory requirements for children to be formally assessed at the end of specific years in school.

Year group	When	Type of Test
Year 1	June	Phonics Check
Year 2	At any point during the academic year	KS1 SATS
Year 6	May	KS2 SATS

If a child is working below the level expected in a particular year group, this may mean that the child is unable to access the test or may need modifications to the testing arrangements. If a child’s needs mean that it may be difficult for them to sit a test, parents will be informed before the decision is finalised so that they can be involved in discussions. We refer to the relevant DFE guidance to check the access requirements for each test and any arrangements that may be required such as additional time, having a reader to support, a scribe etc. Some access arrangements for Key Stage 2 require a decision to be made by the Standards and Testing Agency, we submit an application online for

consideration one month prior to children sitting tests. There are specific criteria for children to meet before an application can be granted. In the case of the year 1 phonics check, children who do not sit the check in year 1 or do not pass the check in year 1 will re-sit the test at the end of year 2.

For further clarification on testing arrangements, we would encourage parents to come into school and discuss arrangements with the class teacher and SENCO.

- School follows the Dudley LA Admissions policy for all pupils.
- When a child moves to our school from another school, information about individual pupils is passed onto the receiving school as soon as possible. A telephone call is made in the first instance to inform the SENCO of the important information relating to the child's needs and how they might best be met. If possible Mrs Parkes will invite a member of staff from the receiving school to attend a 'passing on' meeting at Thorns or at the new school. Parents are welcome to attend this meeting to ensure that key messages and reports are passed on. Further planned visits for the child and parent to visit the new school can be arranged where necessary. Photo books, social stories etc. can be made available for children who may struggle to cope with the change in setting. The same process can be reversed for children coming to Thorns.

When children reach year 6 and are preparing to move to secondary school, staff from Thorns meet with receiving high schools in the early summer term, to ensure key information and reports are shared. From these meetings any support required can be planned before a child starts at their new school. Additional visits can be made for some children before and after induction week. Additional visits for parents can also be arranged in consultation with Mrs Tilley and/or Mrs Parkes. For children who may find moving to High School more challenging, we do provide a programme provided by our Educational Psychology Service to support transition to their new school. Teaching Assistants receive training to deliver this programme with targeted children where required.

Before children start in the Foundation Stage at Thorns Primary, a comprehensive induction programme is organised to provide several opportunities for children to come into school with their parents and get to know the Foundation Stage staff and the classroom environment. Children who also attend our privately-run pre-school, there are also additional opportunities in the summer term for children to come over in the morning to join in with phonics sessions. For further details regarding our induction for the new intake, please refer to the induction pack which is available at the main office.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- Thorns Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act, 2010.
- Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Pupils with long term and complex medical needs may require on-going support in relation to the administration of medicines and/or their personal care needs during the school day to manage their condition. Others may require monitoring and interventions in emergency circumstances.
- For further details about the way we support children to manage medical conditions, please refer to our medical conditions policy

## **SECTION 8: MONITORING AND EVALUATION OF SEND**

- We operate a monitoring cycle in school where we monitor a different aspect of the year group each week on a continuous cycle. For further details of the weekly monitoring, please refer to our monitoring policy.

- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **SECTION 9: TRAINING AND RESOURCES**

- SEN Funding in school is split into different sections. Our main budget used to provide support staff, resources and additional agency support comes from the Notional SEN Budget, for 2020-21 this is £123,681. this is to support all SEND children (up to £6,000 per pupil)
- Training needs for all staff are identified through the cohort review meetings conducted by the SENCO each term. Training is conducted through whole staff inset provided by the SENCO or other trained members of staff or may be delivered by other professionals as required. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **SECTION 10: ROLES AND RESPONSIBILITIES**

- The SEND Governor meets with the SENCO regularly to discuss how children's needs are being met and to discuss the progress made by pupils over time. The SEND Governor is a 'critical friend' who discusses provision of support, current training needs and how budget is being spent. The SENCO also reports to Strategic Governors each half term.
- Where Teaching Assistants are employed to work in a specific SEN role such as with a child in receipt of an EHC Plan, they are line managed by the Inclusion Manager. The role is discussed as part of the Cohort Review meetings each half term. The needs of the children are discussed and if applicable, the Statement of Educational Need is referred to. We check that the specific targets detailed in the statement are being met and that children are making progress towards the educational objectives listed in the statement in readiness for regular review meetings throughout the year.
- The Designated Safeguarding Lead (DSL) is the Deputy Head Teacher, Mrs Parkes.
- Mrs Parkes, the Inclusion Manager, is responsible for managing the PPG/LAC Funding in consultation with the Head Teacher. Mrs Parkes is also responsible for meeting the needs of the medical needs of pupils, in consultation with two First Aid trained Teaching Assistants. All of this information is directly linked to the school's provision map.

### **SECTION 11: STORING AND MANAGING INFORMATION**

- All current SEN information is held securely by the SENCO and Inclusion Manager.
- Information that is no longer current is archived as school policy.
- Information held for pupils that leave our school is passed on to the new setting as per GDPR guidelines. Please refer to the GDPR policy.

### **SECTION 12: REVIEWING THE POLICY**

- This policy will be reviewed annually.
- The policy will be reviewed at the final governing body meeting of the year (July) and an updated version of the policy will be shared at the first meeting of the new academic year (September) to be agreed.

### **SECTION 13: ACCESSIBILITY**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual schools and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing. A copy of our Accessibility Policy is available upon a request at the main office and is also available to view via the school website under the SEN section.

### **SECTION 14: DEALING WITH COMPLAINTS**

- Please refer to our general Complaints Procedure
- If at any time, parents feel they need to discuss the support provided for their child or need to make a complaint, an appointment can be made to meet with the SENCO or the Head Teacher as soon as possible.
- If the complaint concerns either the SENCO or the Head Teacher, an appointment can be made to meet with the Chair of Governors, Mrs J Price or the complaint can be made in writing and given to the main office. At this point our complaints procedure would be followed.
- If parents require impartial support in this circumstance, we would suggest approaching SENDIASS as referred to in section 6.

### **SECTION 15: BULLYING/PEER ON PEER ABUSE**

- At Thorns Primary School we believe that the safety of our pupils is paramount. We have very few incidences of bullying, however any such concerns are taken very seriously. We refer directly to our Behaviour policy in these circumstances. A copy of our Behaviour Policy is available on request at the main school office.
- If parents have any concerns regarding bullying, we encourage them to come into school to meet with the Head or Deputy Head Teacher as soon as possible.
- All children are encouraged to seek the support of a member of staff at any time.

### **SECTION 16: APPENDICES**

- The School's SEN Information Report, 2019 can be found on our website under the SEN heading.
- Parents Guide to the 2014 SEN Code of Practice can be found at [www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)
- SEN Code of Practice 2014 can be found at [www.gov.uk/government/publications/send-code-of-practice-o-to-25](http://www.gov.uk/government/publications/send-code-of-practice-o-to-25)
- Mental Health and Behaviour in schools document can be found at [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)