



# **Thringstone Primary School Special Education Needs Policy**

**Agreed by the Governing Body: March 2019**

# SECTION 1: Compliance

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1 Sep 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (1 Sep 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 2013
- Teachers Standards 2012
- The school's Safeguarding Policy
- The school's Accessibility Plan
- The school's Inclusion Policy
- The school's Medical Policy
- The school's Anti-Bullying Policy

This policy was created by the school's SENCO; the Heads and SENCOs in the Collaborative Partnership; the SEN Governor in liaison with the SMT; all staff and parents of pupils with SEND.

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCo. The SENCo's name is: Miss Sarah Wharton. Miss Wharton has the qualification of National Award for Special Educational Needs Co-ordinator I (Clause 64 Children and Families Bill [2014]).

The name of the governor with responsibility for SEN is Sarah Baxter.

All staff in school have a responsibility for pupils with SEN. **All teachers are teachers of special educational needs.** Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Learning Support Assistants play a major role in the support of pupils with SEN. The rationale for the deployment of LSAs is based on year group needs. The LSAs are pooled and the teachers are responsible for the management of interventions and provision, and meeting the targets of each child.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We not only wish to support our children with Special Educational Needs but also raise the aspirations and expectations of all pupils with SEN.

The aims of the SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

## Partnership with Parents and Families

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Making parents and carers aware of the Parent Partnership services. This information will be included in Structured Conversations with Parents, in our School Information Report and on the school's website.
- Providing all information in an accessible way.

## Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice and having aspirations for their future. All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Have aspirations of their long-term future

In addition pupils who are identified as having SEN are invited to participate in:

- Completing a pupil passport (one page profile)
- Their own Learning Plans and termly reviews
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Nurturing groups
- Meeting with support workers
- Working with our Family Support Worker, Mrs Aileen Smith
- Annual Reviews (if applicable)

## Section 2: Aims of this policy

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Thringstone Primary School's mission is that we aim for:

**A school community where we work together with confidence & enjoyment to achieve everyone's full potential.**

We endeavour to make every effort and reasonable adjustment to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of the SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- Raising aspirations and expectations of all pupils
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

## Section 3: Objectives of this policy

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The objectives of this policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide 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
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support, training and advice for all staff working with special educational needs pupils
- To work collaboratively with parents, ensuring the appropriate provision for their child's needs and aspirations
- To work collaboratively with other schools in our Collaborative Partnership, pooling resources and expertise
- To seek advice and support from our Teaching School Alliance at Forest Way and other agencies who supply Outreach work.

## Section 4: Identification of children with Special Educational Needs

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We accept the principle that pupils' needs should be identified and met as early as possible. The school will take action to remove barriers to learning and put effective special educational provision in place. We consider the strengths and needs of the whole child, not just their area of need. We also consider their aspirations and future hopes.

The identification of SEN is built into the overall monitoring of all pupils. Indicators of possible additional needs would be:

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.

There are four broad categories of need:

1. Communication and Interaction (CI)
2. Cognition and Learning (CL)
3. Social, Mental and Emotional Health (SMEH)
4. Sensory/and or Physical (S&P)

The following categories **may** impact on progress but are **not** classed as Special Educational Needs.

- Disability. The Code of Practice outlines that “reasonable adjustment is a duty for all settings and schools provided under current Disability Equality legislation but standing alone, do not constitute Special Educational Needs.
- Attendance and Punctuality
- Health and Welfare
- English Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

There is no longer a category for behavioural difficulties. Any concerns relating to a child's behaviour should necessitate the need to investigate further the underlying cause of the behavioural difficulties. Behaviour as a need, will no longer be an acceptable way of describing SEN.

The SENCo works closely with the school assessment co-ordinator using whole school data as an early identification indicator:

- Early Years Foundation Stage & Essex tracker data
- Fischer Family Trust data
- Raiseonline

Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEN.

We will continue to use the P scales in accordance with Qualifications and Curriculum Authority guidance: the P scales are integrated into our whole school assessment systems. P scales are used to monitor the progress of pupils achieving significantly below age related expectations.

In addition, we use a number of additional indicators of special educational needs:

- The use of criterion referenced checklist relating to Speech & Language, Specific Learning Difficulties e.g. dyslexia, autism and Social, Mental, Emotional Health trackers
- Small steps tracker (phonics)
- Strengths and Difficulties questionnaires
- The completion of Initial teacher concern forms
- Requests for the services of our support workers
- Following up parental concerns
- Pupil self-referral
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

## Section 5: Graduated Approach to SEN Support

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For children with less complex needs but who require support, they may be entered onto the SEN Support Record after ensuring the following criterion is met:

- Quality class teaching and differentiation coupled with appropriate and consistent intervention and support has not ensured adequate progress.
- Children have received adequate support from class teachers, learning support assistants and/or specialist staff
- Additional intervention and support cannot compensate for a lack of good quality teaching and class teachers are responsible for ensuring that a child with additional needs receives this.
- Regular and consistent reviews of 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.

- The class teacher is responsible for monitoring the progress of all pupils in his/her class. Therefore, the class teacher must initiate an Initial Concerns Forms about any issues or worries about a child's progress. This should involve the teacher and SENCO and consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- If there is a need for a higher level of support, the school is responsible for seeking advice from appropriate outside professionals and completing referrals e.g Educational Psychologist or Speech and Language Therapists.

## SEN Support Cycle

The SEN Support takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

## ASSESS – PLAN – DO - REVIEW

- **Assess.** Each term, the teacher assesses the child's progress based on a number of sources as outlined above. The SENCo will also track the children on the SEN Support Record and scrutinise the child's work to corroborate the teachers' findings.
  - **Plan.** Once the teacher identifies the next step, s/he will liaise with both the SENCo and the child's parents to discuss the provision and targets for the next term. These targets will form the basis of a Learning Plan.
  - **Do.** During this term, the class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching and differentiation is essential and the first step. Additional intervention and support add another layer of provision to this. Our school regularly and carefully reviews 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.
  - **Review.** At the end of each term, the class teacher will carry out assessments of the child and record their progress. The teachers use a range of assessment and tracking tools as outlined above. The teacher will liaise with both the SENCo and parents to inform them of the results of the review and the next steps for the child. The SENCo will scrutinise children's books, intervention evidence and analyse trackers to ensure the targets are appropriate and are being met.
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## Section 6: Management of SEN within School

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The SENCo maintains a SEN Support Record which is reviewed and updated termly. The parents of any child that moves on or off the Record will be contacted and advised accordingly.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to his/her needs, the school will involve specialists, including those in the schools itself and or from outside agencies. For some pupils a more in depth individual assessment may be undertaken by the school. Our school offers a range of assessment tools which include British Picture Vocabulary Scale, Pearson's Screening for dyslexia and Nfer Nelson Reading and Spelling analysis and Vernon Spelling. The decision to carry out diagnostic tests is in consultation with the child's parents and any outside professionals.

### SEN Support and Disability Plan

The advice obtained, along with the views of the parent and child will inform a **SEN Support and Disability Plan**. If children require a high level of support, then the SEN Support and Disability Plan and Pupil Passport (one page profile) will accompany a referral for an Education, Health Care Plan using guidance and the current *Thresholds for Statutory Assessment of Special Educational Needs and Placement in Specialist Provision*. (These are due to be revised in accordance with the SEND Code of Practice 2014).

If it is decided that the child requires additional support and provision in excess of typical arrangements, then additional funding and support will be sought via the Local Authority High Needs Block.

If our school is unable to meet the needs of a pupil through our own provision arrangements, then we will seek advice to ensure that all reasonable adjustments are carried out, or provide support, to assist parents in finding an alternate provision in another setting.

## SECTION 7: Criteria for exiting the SEN Support Record

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Conversely, if a child is progressing well; the gap narrows sufficiently for good quality teaching and differentiation to suffice; and it is likely they no longer require a higher level of provision and support, then the child will be removed from the SEN Support Record. This is after consultation with all stakeholders including the child and parents.

## SECTION 8: Supporting Pupils and Families

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- **Local Offer** The support and provision offered by the Local Authority is at: [www.leicestershire.gov.uk/local-offer](http://www.leicestershire.gov.uk/local-offer)

- **School Information Report** The school's support and provision is outlined on the school website <http://www.thringstone.leics.sch.uk/>.
- **Admission arrangements** No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- **Access arrangements for examinations.** We expect *all* pupils to succeed and we ensure that every child has the appropriate level of support to access examinations. The Head Teacher, Deputy and SENCo apply for and organise these arrangements, offering each child the best opportunity to reach their full potential.
- **Transition** Each year all staff liaise and ensure that transitions between each year group are as smooth as possible. Information is exchanged along with pupil passports detailing all the children's strengths and difficulties. During Year 6, the children participate in a number of visits and events to familiarise themselves with their new schools. Both SENCos from the respective schools meet and exchange information, data and files. If necessary, the SENCos organise additional visits/exchange of information to ensure the children are ready for their new schools.

## SECTION 9: Supporting Families with Medical Conditions

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- The school acknowledges that pupils at school with medical conditions require support so they can fully access education, including school trips and physical education. The school also support children with medical conditions who are also disabled. (Equality Act 2010)
- Some children may have SEN and have a statement, or EHC plan which involves health and social care needs, as well as their special education provision. (SEND Code of Practice 2014)
- The school has a medical policy and has rigorous guidelines for when and who administers medicine and follows care plans devised by medical practitioners.

## SECTION 10: Monitoring and Evaluation of SEND

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In line with the recommendations in the SEN Code of Practice 2014, the SENCo is responsible for:

- Overseeing the day-to-day operation of this policy
- Devising and following the SEN Action Plan
- Co-ordinating the provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing and maintaining accurate records on all children with SEN
- Diagnostic testing of children (where appropriate)

- Generating risk assessments
- Liaising with parents of children with SEN, in conjunction with class teachers
- Identifying, leading and contributing to the in-service training of staff and supporting their everyday practice
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Carrying out work scrutinies, learning walks, observations of teaching and non-teaching staff and children, analysing data, trackers, diagnostic testing to ensure high quality provision for children with special educational needs
- Auditing, ordering and providing resources and equipment to support children with additional needs
- Liaising and reporting to the Senior Leadership Team and governing body
- Termly meetings with the SEN Governor
- Sampling of parents and children's views

## Section 11: Training and Resources

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The provision for SEN is funded by the school budget. Funds are deployed to implement the SEN policy. The following principles have been identified to support this:

- Staff deployment
- SENCo Management time
- Resources including assessment & supporting children
- Staff training

Each year, there is an allocation for resources and training in line with the school development plan, performance management reviews and the needs of our vulnerable children that identify training needs.

All staff are encouraged to undertake training and development responding to the strengths and needs of all pupils in their class. New members of staff undertake induction, meeting with the SENCo to explain systems and structures around SEN provision and practice and to discuss individual needs of the pupils on the SEN Support Record.

The school's SENCo regularly attends the Local Authority's SENCo network meetings; to keep up to date with local and national updates in SEND.

## Section 12: Storing and Managing Information

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Any documentation relating to children with special educational needs is stored in line with the Information Management Policy.

## Section 13: Curriculum Access and Provision Links with Education Support Services

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Effective working links are maintained with:

- Other Children and Young People's Services
- Community Health Service
- Family Support and Safeguarding
- Parent Partnership Service
- New Dawn Counselling Service
- ADHD Solutions
- Autism Outreach

## Section 14: Links with Other Schools/Integration Links

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Links are also maintained with the following schools:

Forest Way School

Newbridge High School

Castle Rock High School

Collaborative Partnership Schools

Coalville Family of Schools

Oakfield Short Stay School

SENCo Collaborative

## Section 15: Accessibility

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- The school has followed steps identified in the accessibility plans to increase or assist access for pupil who are disabled. There are textured ramps outside the hall and a ramp at the front of the building with handrails. There is also a disabled toilet in our school.
- Our school endeavours to increase and promote access for disabled pupils to access all areas of the curriculum including after school clubs, school trips and residential visits.
- Children are provided with equipment and resources to enable them to access the curriculum. These include, tinted workbooks, ergonomic pens, and a range of speech/text software and resources.
- Parents are informed of events and information via text messaging and paper copies.
- Parents and carers of children with special educational needs can contact the SENCo via email and telephone and can also make an appointment for a meeting.

## Section 16: Dealing with complaints

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Protocols for parents to comment, compliment or complain are outlined in our Complaints policy.

## Section 17: Bullying

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The Anti-Bullying policy and protocols for dealing with bullying are available in school. We do not tolerate any incidences of bullying and are aware of our vulnerable children. Children with Special Educational Needs are involved in every aspect of our school alongside children without additional needs. These include School Council, Forest Schools and Playground Pals and House Captains. We are innovative in our approach to building up the independence and resilience of our children, encouraging them to take risks in a safe and supportive environment.

## Section 18: Reviewing the policy

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Due to the new requirements for SEND, the school intends to review this policy annually.

## Section 18: Appendices

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Appendix A          Pupil Passport (One page passport) & Learning Plan



# Pupil Passport

	<p>I learn best when:</p> <p><b>Pupil voice:</b></p> <p>Teacher voice:</p> <p>Parent voice:</p>		<p>What I find difficult is:</p> <p><b>Pupil voice:</b></p> <p>Teacher voice:</p> <p>Parent voice:</p>	
<p>Name:</p>				
<p>Class:</p>	<p>I am good at:</p> <p><b>Pupil voice:</b></p> <p>Teacher voice:</p> <p>Parent voice:</p>		<p>The strategies that are helping me to become more independent are:</p> <p><b>Pupil voice:</b></p> <p>Teacher voice:</p> <p>Parent voice:</p>	
<p>Area of Need:</p>	<p>I am good at:</p> <p><b>Pupil voice:</b></p> <p>Teacher voice:</p> <p>Parent voice:</p>		<p>The strategies that are helping me to become more independent are:</p> <p><b>Pupil voice:</b></p> <p>Teacher voice:</p> <p>Parent voice:</p>	
<p>Other key info:</p>	<p>The resources/aids that help me most are:</p>	<p>Children that I work well with are:</p>	<p>I am particularly motivated to learn by/when:</p>	

Term 2018-2019	Targets		Provision	Impact/Evidence of any progress Please tick if evidence attached			
Autumn 2018	1				R	W	M
				Target Tracker			
				Points progress			
	3			Progress:			
				Additional testing			
				Work samples			
				Outside agency reports			
Contributors:	<p>Child's signature: Comments:</p>						
	<p>Teacher signature: Teacher comments:</p>						
	<p>Parent(s) signature: Comments:</p>						

Term 2018-2019	Targets		Provision	Impact/Evidence of any progress Please tick if evidence attached			
Spring 2019	1				R	W	M
				Target Tracker			
				Points Progress			
	3			Progress:			
				Additional testing			
				Work samples			
		Outside agency reports					
Contributors:	<p>Child's signature: Comments:</p>						
	<p>Teacher signature: Teacher comments:</p>						
	<p>Parent(s) signature: Comments:</p>						

Term 2018-2019	Targets		Provision	Impact/Evidence of any progress Please tick if evidence attached			
Summer 2019	1				R	W	M
				Target Tracker			
				Points progress			
	2			Progress:			
				Additional testing			
	3			Work samples			
				Outside agency reports			
Contributors:	<p>Child's signature: Comments:</p>						
	<p>Teacher signature: Teacher comments:</p>						
	<p>Parent(s) signature: Comments:</p>						