

November 2019

Thames Primary Academy

Special Educational Needs & Disabilities Policy

Inspirational
Supportive
Encouraging
Effective
Ambitious
Imaginative



The Governing Body have responsibility for ensuring appropriate provision for all children.

Appropriate provision enhances pupils' learning and promotes achievement.

They have delegated the day-to-day responsibility for this to the Headteacher, and the Special Educational Needs and Disabilities Co-ordinator (SENDCo for short - Mr Robinson) who facilitate provision for all children who are registered as having a special educational need.

The Governing Body will ensure that there are items of pupil performance and achievement and that Special Educational Needs and Disabilities is on the agenda of governors meetings.

School SENDCo - Mr James Robinson

Nursery SENDCo - Ms Amy Balaam

Head of School - Mrs Julie Allison

Executive Headteacher - Mrs Tracy Harrison

Chair of Governors - Mr Jim Talbot

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Thames Primary Academy SEND Policy 2019

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2015
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49:2014
- The SEN information report regulations 2014
- Teachers Standards 2012

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

Anti-bullying Policy, Accessibility Plan, Medical Policy, Inclusion Policy and Behaviour Policy

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age (5 - 16yrs) or a young person has a learning difficulty or disability if he or she...

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (b) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is, or will be taught, is different from a language (or form of language) which is or has been spoken at home.

Section A – Special Educational Needs Provision at Thames Primary Academy

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation Stage and National Curriculum in line with the Special Educational Needs Code of Practice.

1. Objectives

- To welcome pupils with SEND and meet their needs in a **positive manner** so they achieve their best.
- To identify and assess children with SEND **as early as possible** by gathering information from parents and other agencies.
- To provide an **inclusive education** for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching which is differentiated for individual pupils.
- To identify and address **pupils' needs** through the graduated approach and the four-part process of assess, plan, do and review; ensuring that there is careful monitoring and assessment throughout their time at our school.
- To **work with parents** to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible, pupils participate and are involved in the process of information gathering and reviewing progress at least twice a year.
- To ensure funding is allocated to provide **high quality provision** for those identified as SEND.
- To make **reasonable adjustments** for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
- To ensure that **support agencies** are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well-organised environment so children with SEND can **achieve their best**.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of, and provision for pupils with SEND and to provide training and support as appropriate.

2. How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at Thames are available to children with SEND. For some pupils, 'reasonable adjustments' may need to be made. This is always done in partnership with families and/or carers.
- Early identification of pupils who need extra help through ongoing teacher observation, assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of a high quality and personalised to meet the individual needs of our children. This is managed through teacher appraisals against the teaching standards, lesson observations, learning walks and whole school monitoring.

- ❑ Ensuring that all staff receive training on the expectations of the Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND.
- ❑ We follow the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment(s) for pupils with SEND. We also incorporate the advice provided as a result of assessments (both internal and external) and strategies, as suggested in Education, Health and Care Plans (EHCP).
- ❑ Planning and reviewing of Provision Maps and targets for all pupils with SEND will take place a minimum of twice a year, involving both parents and pupils as much as possible.
- ❑ Ensuring that advice from outside agencies is sought and acted on.
- ❑ To focus on outcomes not difficulties.
- ❑ Monitoring the provision and progress of pupils with SEND including those with an Education, Health and Care Plan (EHCP).
- ❑ Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff.
- ❑ Ensuring that we have high expectations for our pupils; setting suitable, challenging targets alongside SLT, Phase Leaders, SENDCo and Class Teacher.
- ❑ Ensuring that all staff share good practice.
- ❑ Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for their child.
- ❑ Supporting social, emotional and mental health through the provision of small 'nurturing' groups and social skills groups.

Section B – Arrangements for full access to a broad and balanced curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessments to set targets for a child, which are specific and realistic. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full national curriculum. (Code of Practice 2015)

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

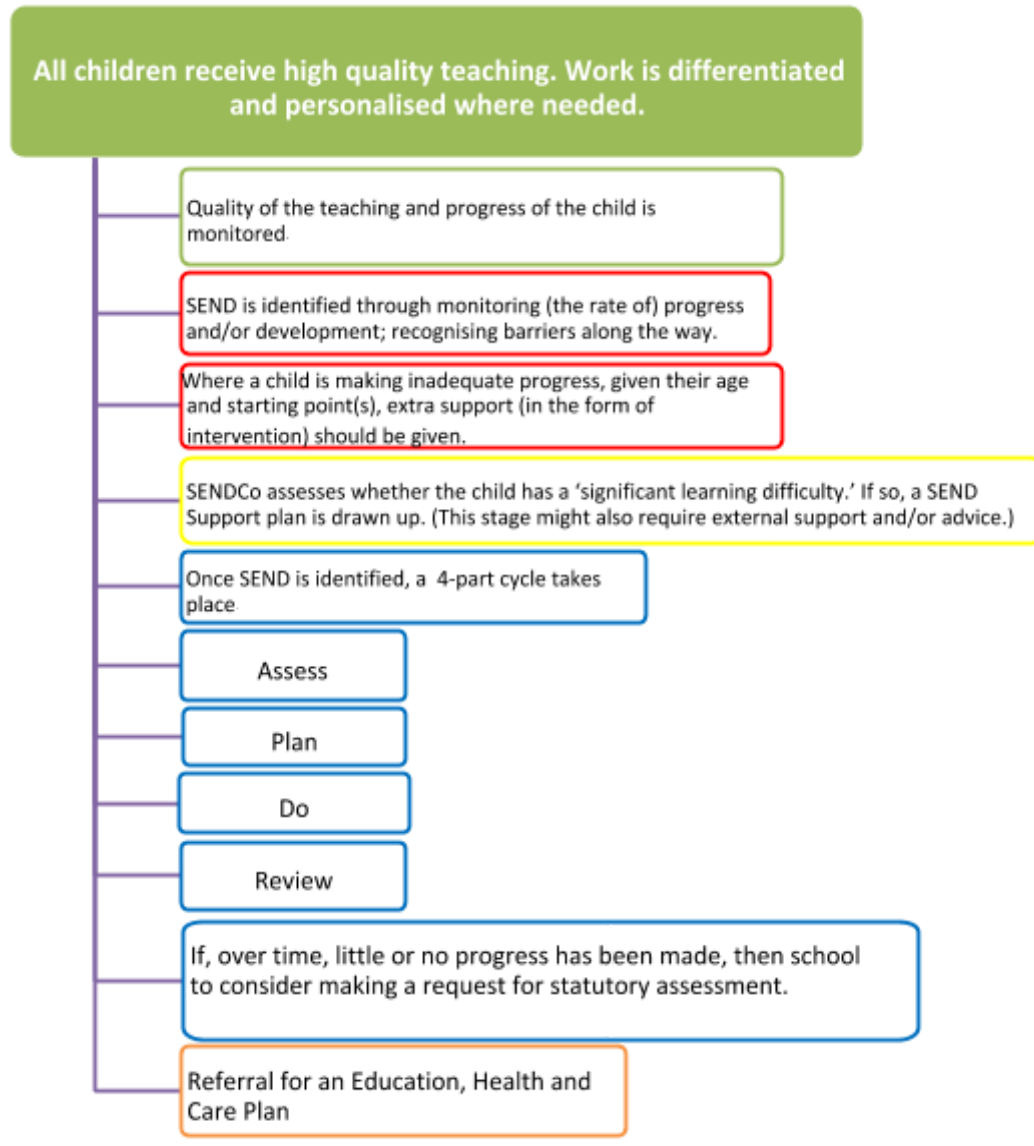
This links to the school's Inclusion Policy, Medical Policy, Anti-Bullying Policy and Behaviour Policy.

- ❑ All efforts are made to overcome individual pupils' barriers to learning.
- ❑ All classrooms have well-planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- ❑ Classroom resources are organised in such a way to enable pupils to develop independence in selecting appropriate materials for a task.
- ❑ A range of teaching styles are used including auditory, visual and kinaesthetic.
- ❑ The successes and achievements of all pupils are celebrated through the school's reward system.
- ❑ All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- ❑ A range of different organisational settings are planned to provide class, group, paired and individual work.

- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Section C – Identification, Assessment and Response

Flowchart for the identification and support of SEND pupils at Thames Primary Academy.



1. Identifying needs at Thames

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2015.

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

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Thames but we consider the needs of the whole child, which will include not just the special needs.

The SEN Code of Practice (2015) describes 'adequate progress' as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

2. Assessing needs

If a child does not make 'adequate progress' compared to peers with similar starting points or previous attainment - then this would raise concerns that they have a learning difficulty.

At Thames we aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's cognitive needs, emotional needs, social skills and behaviour in different situations. There are also whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term, following formal assessments, pupil progress meetings are held to review the progress of every child in the school between the class teacher and members of the senior leadership team (including the phase leader).

During Learning Review meetings, parents/carers are consulted to gain an insight into their child's progress. If, after the consultation with parents/carers, a child has underlying needs then he/she will be put on the SEND register.

Parents will also be invited in to SEND reviews held in the Autumn and Summer Terms.

3. Graduated Response

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

'Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

(Code of Practice, 2015)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing a child's development against specific provision/targets.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree longer term learning objectives and outcomes. Adjustments, interventions and support that are required will all be recorded. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions. The pupil's response to the support can help identify a particular need. The impact on progress, development and/or behaviour that is expected will be recorded by the class teacher and other staff.

Review

Reviews will be undertaken in line with the agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will take account of the views of the pupil and their parents/carers (in the form of a Person Centred Planning Meeting if necessary).

Occasionally, outside assessments may be considered at the progress review with parents to inform a future cycle(s) of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period or where the child is working below age related expectations.



The majority of children and young people with SEND will have their needs met within school effectively - at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this 'additional and different' intervention and their needs can be met through the school's SEND budget.

If the child is able to maintain good progress **without** the 'additional and different' resources then he or she will not be identified as having special educational needs and will be removed from the SEND register.

However, when the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources, school will gather all information necessary to request an assessment of education, health and care needs.

Referral for an Education, Health and Care Plan (Statutory Assessment)

If a child has significant long-term difficulties he/she may undergo a Statutory Assessment process by the Local Education Authority, which is usually requested by school (but can be requested by a parent). This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long-term and sustained need for support which cannot reasonably be met by the school's SEND budget.

Section D: Managing pupils on the SEND register

- **General Monitoring**

It is the responsibility of the SENDCo (Mr James Robinson) to update information about pupils on the SEND register through the monitoring of SEND paperwork.

Class Teachers and/or SENDCo will aim to meet with parents at least twice a year during the SEND review process.

1) The Class Teacher

In the first instance, the class teacher should always be the first point of contact should you have a concern with regards to your child.

The Class Teacher is responsible and accountable for progress and development of all pupils in their class, including:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to SENCo
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be 'additional to or different from' those provided as part of the school's differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- Informing parents of concerns and the intervention(s) that are proposed and involving them in any reviews of their child's progress.

- Monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation and liaising with the SENDCo, parents and pupils.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with special support assistants (SSAs), teaching assistants and any other support staff to ensure quality provision for all pupils with SEND (focused on outcomes).
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

2) Teaching Assistants (TA) and Specialist Support Assistants (SSAs)

They are responsible for the following:

- Collecting evidence of progress through observations both formal and informal
- Alerting the class teacher to concerns which have been observed through close working with pupils
- Tracking progress towards outcomes set by a class teacher or SENDCo for specific SEND pupils
- Providing effective feedback to the teacher on interventions
- Collaborating with SENDCo to match classroom provision to specific needs of the pupil
- Contributing to progress reviews or Person Centred Planning reviews

3) Phase Leaders

Phase Leaders:-

Mrs Angela Hilton - EYFS & Key Stage 1;
 Mr James Robinson - Lower Key Stage 2 (Years 3 & 4),
 and Mr Jonathan Ratcliffe - Upper Key Stage 2 (Years 5 & 6)

are responsible to oversee the following in their key year groups:

- Liaison with the SENDCo to timetable and direct work of support staff working in their phase
- Identification of vulnerable learners in their phase who are not on the SEND register to ensure they are making adequate progress
- To monitor the outcomes of additional support for vulnerable learners
- To work with the SENDCo to ensure any Learning Passports and Support Plans are up-to-date
- To lead on termly Pupil Progress meetings
- To support teachers in their phase with parent/carer meetings as requested (and if necessary)

- To ensure that any special arrangements are in place for SEND pupils when taking formal tests: Baseline assessments in Reception, Phonics test in Year One and formal end of KS1 and KS2 tests

4) The SENDCo

In line with the recommendations in the SEN Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintain and monitor the SEND register
- Identify those in receipt of additional SEND funding, including those with statements of Special Educational Needs or Education, Health and Care Plans
- Work with Blackpool Borough Council to ensure that the rolling programme of translating Statements into Education Health and Care Plans is successful
- Coordinate provision for children with special educational needs
- Liaise with and help teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify any barrier(s) to learning
- Manage and support other classroom staff working with vulnerable learners
- Oversee the records on all children with Special Educational Needs
- Liaise with and advise all staff on the graduated approach
- Liaise with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views on progress
- Oversee and support staff in identifying key needs and outcomes
- Review progress against expected outcomes as identified on support plans alongside the class teacher; ensuring learning objectives are revised and reviewed
- Contribute to the in-service training of staff
- Implement a programme of Annual Review/Person Centred Planning reviews for all pupils with an Education Health and Care Plan
- Carry out referral procedures to Blackpool Borough Council Local Authority to request High Needs funding for children with an Education Health and Care plan.
- Oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners
- Working with Early Years staff and Blackpool Early Years Special Educational Needs and Disability Team to ensure successful transition into school/nursery or from other Early Years settings for children identified with a SEN or disability
- Ensuring interventions for SEND pupils are effective and evidence-based
- Evaluate the impact and effectiveness of additional interventions for SEND pupils
- Arrange specific SEND resources
- Be a key point of contact for external agencies, especially within the LEA.
- Attend LEA SENDCo Cluster meetings and training as appropriate
- Liaise with the school Governors, keeping them informed of current issues regarding the provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaise with the school nurse to ensure medical care plans have been completed and information is shared on a need to know basis

- Work as part of the Senior Leadership team to ensure SEND information is shared with staff and the progress of SEND learners is included in the school development plan
- To review the SEND policy and ensure up-to-date information is on the website

5) The Governing body is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN provision
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated
- Ensuring the integration of pupils with SEN in the school community
- Ensuring the budget for SEN is allocated appropriately
- Electing a designated SEN Governor to liaise with the SENCO

Section E - Admission Arrangements

Pupils identified with low-level SEND have the same rights of admission as all other prospective pupils.

Pupils with an Education, Health and Care Plan are admitted following the school's admission policy ensuring that school then works to meet their needs under the SEN Code of Practice (2015).

Section F - Transitions

Early Years staff make contact with other Early Years providers in the term before the child enters into Reception. A visit to the Nursery setting will be made for exchange of information. Additional visits can be made for children with identified SEND.

Close links exist with the local secondary schools to which pupils transfer in September each year.

Meetings are held with the SENDCo of the High Schools at which point, documents are discussed and exchanged.

Additional visits are made for pupils with identified SEND and the Secondary SENDCos are invited to attend any SEND reviews held in the Summer term.

Section G: Supporting Pupils and Families

Blackpool Borough Council local offer can be found on the Blackpool Borough Council website <http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page>

1. Contacts and meetings

Parents and carers are always welcome at the school. At Thames, we recognise that the relationship between home and school is as an essential element in the successful education of all pupils, in particular for those with special educational needs; therefore, we maintain an open door policy.

Day to day contact with parents is verbally at the end of the school day. A communication book could be set up as a more efficient way of sharing information. Written reports are issued at the end of the academic year in July.

For children with Statements or Educational, Health and Care Plans, the annual review will be held around the anniversary of the date of issue and a representative from the Local Authority SEND team is invited to attend. For Early Years children with Educational, Health and Care Plans, there are six monthly reviews. Parents/Guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns, an interim (or early) review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years SEND Team; these may take place in the EYs setting or at home.

Following consultation parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

2. Support and advice

The school recommends and introduces parents to the service of the Special Educational Needs and Disability Advice and Support Service (SENDIASS) who supports parents with SEND issues and is independent of the school and the LEA.

Julie Lavelle Telephone: 07468472929

3. Parent and pupil views

One of the key principles of the 2015 Code of Practice is that it puts children, young people and their families at the heart of this legislation.

At Thames, parents' opinions and aspirations for the children will be taken seriously.

In the four part cycle of the assess-plan-do-review, parents will have the opportunity to be part of the planning process for both short and long-term outcomes.

For formal annual/interim reviews, pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC Plan, part of the formal application is for families to outline their short and long-term aspirations for their child. The SENDCo will discuss this process with them before an application is completed and support can be arranged if required.

4. Dealing with complaints around SEND

Parents/carer complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher and/or Phase Leader
- Referred to the SENDCo
- Referred to the Headteacher
- In writing to the Governing Body
- The parents may contact the LA who will then contact the school
- The parents may go to the SEN/Disability Tribunal.

At any stage in the complaint process, parents may request the advice and support from the Special Educational Needs and Disability Advice and Support Service (SENDIASS).

Section H: Supporting pupils with Medical Conditions or a Disability

Thames Primary Academy recognises that children with medical condition should be properly supported so 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, Thames will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have a statement or Education, Health and Care Plan which brings together health and social care needs, as well as their special education needs provision: Thames follows the 2015 SEN Code of Practice for these children.

Reviewing this Policy

This Policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school website.

Reviewed: November 2019 by Mr James Robinson SENDCo

Seen by Governors:

Date:

Review Date November 2020

Signed by:

Date: