

SEND POLICY

(Special Educational Needs and Disabilities Policy)



‘Therefore encourage one another and build each other up.

Thessalonians 5:11

Our vision

Tenbury C E Primary Academy is a welcoming, inclusive and nurturing family with Christian Values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish.

We aim to ensure that, through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum; encouraging all pupils to achieve their full potential. We will seek to identify the needs of our pupils and respond with a range of teaching strategies, in a supportive learning environment.

Provision at Tenbury Primary Academy is centred on high quality teaching which is adapted, to meet the needs of the majority of our children as well as wave 2 and 3 interventions where required. These are small group or individual interventions led by teachers, TAs or other professionals such as Speech and Language therapists. These interventions may be short, medium or long term and are targeted to the specific needs of our pupils. All areas of school life are inclusive and teaching is tailored towards individual learning offering both challenge and support. We support and value all of our pupils, providing equal opportunities for all.

Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

Aims and Objectives

We plan to maximise the full potential of all children in all curriculum areas by:

- Working within the guidance provided in the SEND Code of Practice, 2014.
- Setting high expectation and ambitious targets for all.
- Identifying pupils requiring SEND provision as early as possible in their school life.
- Meeting individual needs through wave 1 quality first teaching supported by wave 2 and 3 interventions.
- Ensuring parents are informed and involved at all stages.
- Providing support and training for all staff working with pupils with SEND.
- Identifying the roles and responsibilities of staff in providing for children's special educational needs.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definition of SEND

This policy has been written with comprehensive reference to the SEND Code of Practice (2014), the Children and Families Act (2014) and the Equality Act (2010).

Pupils have special educational needs if they have a learning difficulty, which calls for special education provision to be made for them e.g. provision which is additional to or different from adapted curriculum plans. Tenbury Primary Academy regards pupils as having a SEND if they:

(a) have a significantly greater difficulty in learning than the majority of their peers

or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014)

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would so do if special educational provision was not made for them (Clause 20 Children and Families Act).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Family circumstances
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Disadvantaged (being in receipt of pupil premium funding: PP)
- Being a looked after or previously looked after child (LAC or PLAC)
- Being a child of serviceman/woman

The Graduated Response

Quality First Teaching

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored through regular (every 6 weeks), pupil progress meetings between class teachers, Headteacher and the SENDCo. However, class teachers will also discuss and refer any concerns outside of these meetings if needed.

a) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

b) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will all take place within Quality First Teaching and will not necessarily label a child as having Special Educational Needs.

c) If the class teacher continues to have concerns or if the child's progress or attainment is identified at pupil progress meetings, then the SENCO (Mrs Gittens) will be consulted for support and advice.

d) Through (b) and (c) it can be determined which provision the child will need going forward.

e) Parents will be informed fully of every stage and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school. Concerns will be discussed at Parents' Evenings or at other times as appropriate.

SEN Support

If the class teacher has supported a child and offered what is 'ordinarily available' within the classroom to the child and satisfactory progress has not been made, it will be considered whether to place the child on our SEND Register. Very often, advice from other professionals (Speech and Language, Educational Psychologist) is sought at this stage. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a **graduated approach** to SEN support. The support provided consists of a four-part process:

- **Assess** - SEND pupils may be identified through the teachers' observations and assessment, SEND areas of need, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies.
- **Plan** - Where it is decided to provide a pupil with SEN Support, the parents must be notified. The teacher and SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour,

- Do - The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher must still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

- Review- Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. This review will be recorded on the provision map.

The class teacher, in conjunction with the SENCO, will revise the type and level of support and, if necessary, the cycle will begin again. If, however, the pupil has made good progress, they may be removed from the SEND register if it is felt that they no longer need extra support.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

Interventions for children on the SEND register are recorded on either a group provision or an individual Provision Map (IPM), which is also updated on a termly basis. This helps to identify whether provision has been effective and helps to inform teachers of next steps.

Statutory Assessment of SEND

In a very few cases, if a young person continues to demonstrate significant cause for concern, despite interventions at School under the Single Category, a request may be made to the LA for Statutory Assessment – from 2014 this is referred to as an Education, Health Care Plan (EHCP).

- This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Worcestershire Council SEND team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:
 - The schools current provision (Areas of Need form – Appendix 1)
 - Individual Provision Maps
 - Records of regular reviews and their outcomes
 - The pupil's health including the pupil's medical history where relevant
 - Attendance information
 - National Curriculum attainment in literacy and mathematics
 - Educational and other assessments, for example from an advisory specialist support teacher or an Educational psychologist
 - Views of the parents/carers

- Involvement of other professionals' e.g. Social Services, EWO or G.P.

Early Years Inclusion team for pre-school children

- Some of our very youngest children can experience quite complex difficulties, which are often recognised before they come to school or nursery. Such difficulties are picked up by health visitors, doctors or parents can self-refer. There are a number of services available to these children and families, which are co-ordinated by the Early Years Inclusion team led by an Area SENDCo. Referrals for children can be completed and forwarded to Community Paediatrics, Speech and Language or to assessment centres such as the Child Development Centre. The Pre School Forum, a panel of experts, meets regularly to decide the best course of action for these children. This might be a place at the CDC, a place at a Language Unit or enhanced funding to support a child when he/she starts school. Staff from the Early Years Inclusion Team come into school and meet with teachers and families offering advice and support.

The role of the SEN Governor

The SEN Governor will:

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

Role of the head teacher

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensuring SEND provision, resources and funding

Role of the SENDCO:

Our SENDCO is Mrs Rachel Gittens

The Special Educational Needs and Disability Co-ordinator (SENDCO) co-ordinates the Special Needs provision throughout the school and is responsible for the following:

- Raising awareness of all staff re SEND
- Identifying pupils with SEND, using Insight tracking with class teachers and subject co-ordinators
- Maintaining the school's SEND register on SIMS
- Informing and consulting the Headteacher- funding, resources, staff deployment
- Supporting and advising colleagues (teaching and non-teaching) in setting targets and writing Individual/Class Provision Maps.
- Contributing to, and managing the records of children with SEND, including termly reviews of provision maps
- Managing a range of resources, human and material, to support pupils with SEND
- Liaising with parents to explain the Code of Practice, agree achievable targets, negotiate collaboration in working towards targets, provide information about Parent Partnership and other available support, and share outcomes of assessments by other professionals.
- Liaising with other professionals / support agencies, including the School Support Team (SST) meeting at the beginning of each term to plan provision
- Liaising with the SEND governor through half-termly review meetings
- Completing required documentation, including referrals, requests for statutory assessment, Annual Review documentation for pupils with Education Health Care Plans.
- Monitoring and evaluating the provision by liaising with staff at half-termly pupil progress meetings, conducting annual classroom observations, work and planning scrutinies.
- Reporting to the governing body.
- Contributing to in-service training, and identifying SEND training needs of staff
- Maintaining own professional development with regards to SEND

Role of the Class Teacher

The class teacher is responsible for the progress of every child in his/her class including those with special needs or disabilities.

- Delivering quality first teaching.
- To be fully aware of the school's procedures for SEND provision and monitoring, in line with the guidance in the Code of Practice.
- Identifying children with special educational needs as early as possible.
- Consulting with the child and his/her parents.
- Informing the SENDCo of concerns about children with special educational needs within their class.
- Collecting relevant information about the child.
- Monitoring the child's progress through interventions.
- Managing and working closely with TAs.

Role of our Children

Pupils participate in their Annual Reviews by:

- Attending their review meetings (if appropriate for child)
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Accessibility arrangements

Accessibility In line with the Equality Act 2010, our aim is that all areas of the school are fully accessible to children with disabilities. We will make reasonable adjustments to the environment, when and where appropriate, to ensure all pupils have access to the school and the curriculum. Currently the building is accessible to children with physical disability via ramps and we ensure that equipment used is available to all children regardless of their needs. After school provision, including extracurricular activities, are accessible to all children including those with SEND.

Admissions

Local Authority (LA) guidelines are followed for the admission arrangements to Tenbury Primary Academy.

Admission Arrangements

We aim to admit all children to the school and to integrate them fully into life at Tenbury CE Primary Academy, ensuring that they have access to a broad and balanced curriculum. Where a child attends a specialist unit (eg. a Language Unit) we will liaise with that unit and if necessary, a split placement or phased entry to Tenbury will be arranged.

Arrangements for considering complaints about SEND provision

Parents should initially discuss any issues with the class teacher and SENCO. If they have further queries or complaints, they should speak to the head teacher.

Any further complaints should be directed through the school's official complaint procedure, which is available as a hard copy in the school office or can be accessed on-line through the school's website.

Training

Our SENDCO is a member of the Chadsgrove Teaching Alliance alongside Worcester Children First and attends termly meetings and a yearly conference. Training is provided for staff as and when necessary. Teaching Assistants receive CPD delivered or organised by the SENDCo, and other agencies as and when required. All staff attend annual safeguarding training.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Tenbury Primary School's SEND policy:

- Governing Body to review the policy
- Pupil assessments for review meetings
- Pupil Progress Meetings
- Pupil and Parent views relating to the statutory review of the statement need
- Evaluation of group interventions and IPM's and the setting of new targets

SENCO: Rachel Gittens

SEND Governor: Annette Bryant

Date Policy updated: September 2024

Date of Next Review: September 2025