

Thorntree Primary School

Special Educational Needs and Disability (SEND) Policy



Date: October 2018

Review Date: October 2019

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Aims

As outlined in the SEND Code of Practice, 2014

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives

The 2014 Code of practice says that;

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEND Code of Practice: 0-25 Years

At Thorntree Primary School our objectives are:

- To identify and provide support for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
- To create a support structure to enable individuals to achieve.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality First teaching and learning for all pupils.

The SEND team at Thorntree Primary School

At Thorntree Primary School the needs of our pupils are monitored by a team of people including:

- Mrs Emma McDonagh – SENCo
- Miss Jayne French – Deputy SENCo
- Mrs Kath Cottle – PSA
- Mrs Wendy Nelson – Head teacher
- Mrs Nerys Thornton – Deputy Head teacher

The role of the SEN co-coordinator

The Special Educational Needs Co-coordinator for Thorntree Primary School is Mrs E McDonagh (NASENCo Award) who is also a member of the Senior Leadership team.

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend half termly meetings with the SEN team to review progress within each year group.
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services
- Work with Head teacher, SLT and SEN Governor evaluating information and informing them of any issues.

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Parent, Pupil teacher meetings and half termly pupil progress meetings.

We also identify SEN needs through;

- Information given directly by parents
- Data gathered from in school assessments
- Recommendations from other professionals; Health and Social care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at half termly pupil progress meetings where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action agreed.

Class teachers are constantly monitoring pupil's progress. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them fully. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child will be placed at SEN Support on our SEN register.

Identifying children with Special Educational Needs

Level	Trigger	Process
Monitor	If a child has been identified by the class teacher and year group team as failing to make progress they will monitor the child. Discussions will be held at Pupil Progress Meetings.	Areas of difficulty will be identified. Discussions with parents Some strategies and differentiation of the curriculum will be initiated. Wave1 interventions
SEN support	After a period of monitoring, if a child: Continues to make little or no progress over a longer period of time Is working at curriculum levels substantially below the expected of a child at a similar age Has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service Has on-going communication and interaction difficulties which cause substantial barriers to learning. Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN Register.	Specific targeted support will be initiated. Further assessments may be arranged Referral to outside agency e.g. Educational Psychologist Wave 2 interventions
EHC assessment	If a child; Continues to make little or no progress in relation to specific targets Continues to work at curriculum levels substantially below that expected Requires specialist equipment or regular specialist support It may be decided in, discussion with parents and multi-agency meetings that there is a need to apply for an EHC assessment	

Pupil Progress Meetings

Each term, meetings are held with the SEN team to discuss the progress of children identified as having additional needs within each year group. Individuals and groups of children will be targeted for specific interventions to help raise levels of attainment. Discussions are shared on progress and any continuing concerns, where the SENCO will offer support and advice. Discussions are also held with parents during Parent Pupil Teacher meetings where interventions that their child is having in school are discussed.

Teachers also discuss progress in Pupil Progress Meetings with the head and deputy head teacher and any concerns regarding individuals are discussed again with the SENCO to see if additional support can be implemented.

Assessments are carried out throughout the year which inform these meetings and targets are put in place for individuals.

PIVATS

We continue to use PIVATS as a means of monitoring the progress of children whose attainment is significantly below age related expectations. In addition to this, we have developed a case study format that provides an overview for each child to highlight factors that may be a barrier to their progress e.g. attendance, vulnerable groups etc.

SEND Support Plans

SEND Support Plans are put in place for children with specific additional needs. The child's SEND Support Plan is reviewed termly, at Parent Pupil Teacher meetings. This plan records specific and challenging targets for the children to achieve within that term, together with personalised provision (1: 1 or small group) that has been put in place to enable the child to achieve these targets.

Targets are reviewed, evaluated and progress monitored. If a child is seen to be making progress in line with their peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to whether the child needs to remain on the SEN register.

Children with Education Health Care plans

Where the SENCO makes a referral for an EHC assessment to the LA, the children will have demonstrated significant cause for concern. Parents will have been consulted as part of an ongoing dialogue. The EHC assessment pathway will be followed and the schools will carry out the recommendations agreed. (See EHCP Pathway Appendix 1)

Monitoring

The SENCO regularly reviews data for each Year group to highlight those children who are not making adequate progress. This forms the basis for discussion with staff as to which children are to be targeted for additional support. This will be discussed between the SENCO, Deputy and the SEND team. The SEND team has a representative from each year group to ensure that information can be shared appropriately.

Classroom observations and intervention group observations will also form part of the monitoring process to ensure that children are being supported effectively and reviewed regularly.

Intervention strategies to support children with SEN

The SENCo's deputy is responsible for monitoring the impact of interventions within school and there is regular dialogue between the SENCo and Deputy to identify where interventions are working well and where potential issues may arise. Interventions are reviewed termly and discussions around interventions take place within SEND team meetings to ensure that the most appropriate children are being targeted.

There are numerous interventions that are used throughout school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Quality First Teaching	Daily in class support with TA Small group maths and English Rainbow Readers
Wave 2	Outreach support SENCo support Read Write Inc. BLAST Numicon Numbers Count Reciprocal Reading Better Reading Partnership Success @ Arithmetic First Class @Number
Wave 3	Educational Psychologist Hearing and Visual Impaired Service Overfields Speech and Language Support Occupational therapy Learning and Language team CAHMS Workshop Fischer Family Trust - Literacy Reading Recovery Speech and Language therapy

	CATS – Child and Adolescent Therapy Solutions REACH Key worker (MIND)
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External Support Services

When children require additional support the SENCo may also seek advice from other professionals. These include

- Educational Psychologist
- SEN Support team
- Speech and Language team
- Outreach support from other schools
- Counselling services
- School nurse
- Hearing and Visually Impaired service
- Physiotherapy/OT

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies or materials. They may also work support with individuals or groups to support their learning and development. Parents will be kept informed of the support that is being provided.

Higher Needs Funding

Schools receive funding for all children including those with Special Educational Needs and /or Disabilities and their individual needs are provided for through this funding; including resources, support staff etc. We have the opportunity to apply for 'Higher Needs Funding' if we feel that a child's individual needs cannot be met effectively through the usual allocated budget.

Supporting children with medical conditions

Thorntree Primary School recognises that pupils at school with medical conditions should be properly supported is 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 schools will comply with its duties under the equality Act 2010

Supporting children with disabilities.

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must take action in their planning however to ensure that these pupils are enabled to participate as fully as possible with the curriculum and assessment arrangements.

Facilities currently in school are disabled toilets (KS1 and KS2) disabled shower and ramp access to all buildings.

Children with Social, Emotional and Mental Health

Behaviour is not classified as a Special educational need under the revised 2014 Code of Practice. If the child is felt to have long term social, emotional or mental health needs that are impacting on their behaviour in school, the child may be referred to our 'Workshop'. Mrs Dawson – a fully trained HLTA with a background in Behaviour Support supports the children with the workshop every morning in school. She develops trusting relationships with the children and will support them with their individual needs. A referral to the workshop will be discussed with parents prior to their child accessing this service.

In addition – we also have access to a key worker from the charity MIND (A Mental Health charity) who supports children during one afternoon each week and also a CATS therapist (Child and Adolescent Therapy solutions) supporting children with specific Social, Emotional or Mental Health Needs. This will again follow a referral made by school which will be discussed with parents. All children's behaviour is responded to consistently in line with our Behaviour policy

Last academic year, we completed a comprehensive training programme in Attachment Awareness to establish an 'Attachment Aware' culture in school. This programme, involving all school staff, was delivered by Kate Cairns Associates (KCA) who have a proven record in this field of training. Staff also completed e-learning modules to further develop practice. This has been identified as a need within school due to the high number of children with a range of social, emotional and mental health needs due to their vulnerabilities including; trauma, domestic violence, substance misuse, poverty and being in the social care arena. More recently there has been a rise in children displaying challenging behaviours that impact on their learning and that of their peers.

This academic year, we are completing training in restorative practice to further support the increasing number of vulnerable children within school.

English as an Additional language

Children with limited English do not necessarily have a Special Educational Need. If a child is experiencing difficulties which appear to be more than language based then the school will monitor their progress to establish whether or not they have learning difficulties. We also have access to outreach support for these children.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include;

Additional meetings for parents and children with their new teacher.

Additional visits to the classroom environment in order to identify where the toilets are. Coat pegs etc.

Enhanced transition arrangements are tailored to meet individual needs

Transition to Secondary school

In year 6;

The SENCO and /or class teachers will meet with staff from the receiving secondary schools to discuss the needs of each individual child.

We will make sure that all records about your child are passed on as soon as possible.

Children will have access to a number of transition days at their secondary school in the second half of the summer term. In some cases, staff from the secondary schools may visit children here in school.

Training

All of our staff are trained to work with children with SEND. All have access to advice, training, information and resources to enable them to teach all children effectively. We offer training through in-house or Local Authority courses.

Some of our teaching assistants have particular areas of expertise, for example, we have staff trained specifically in ELKLAN to help them support children with communication difficulties. Other members of staff have are trained in Numicon and Numbers Count to support children in Maths. Staff within Foundation Stage have been trained to deliver BLAST, an intervention to develop speaking and listening skills.

All Teaching Assistants have been trained in Read Write Inc. and as Better Reading Partners.

We have access to support from a member of staff from the Learning and Language team who will monitor and assess those children identified with possible dyslexia. She is fully qualified to be able to make a diagnosis if necessary following a period of monitoring.

Through the Middlesbrough Schools Teaching Alliance, we also have access to support from the SEN Network.

Partnership with parents

The school will endeavour to

- Provide clear and accurate information about the child's SEN and purpose of assessments, targets and interventions.
- Ensure that parents have the opportunity to talk with the SENCo and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets.
- Outline provision in the local offer (see appendix 2)
- Inform parents before involving outside agencies for additional advice or assessments.

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher

Depending on the outcome of this meeting the SENCo should be informed or Head teacher

If no agreement can be arrived at the parent can then approach the schools named governor with responsibility for the monitoring of the schools SEN policy. They would also be given the name of the LA identified/nominated person who has been trained to help them deal with the problem, or the parent partnership service.

It is hoped, however, that matters can be dealt with within the school domain.

Governors.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice. Our school governor with particular responsibility for SEND is Mrs Wendy Nelson.

Middlesbrough's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. It is available from:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/home.page>

Equal opportunities

The school is committed to providing equal opportunities regardless of race, gender, faith or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Review framework

This policy will be reviewed annually (or sooner in the event of changes to legislation or guidance)

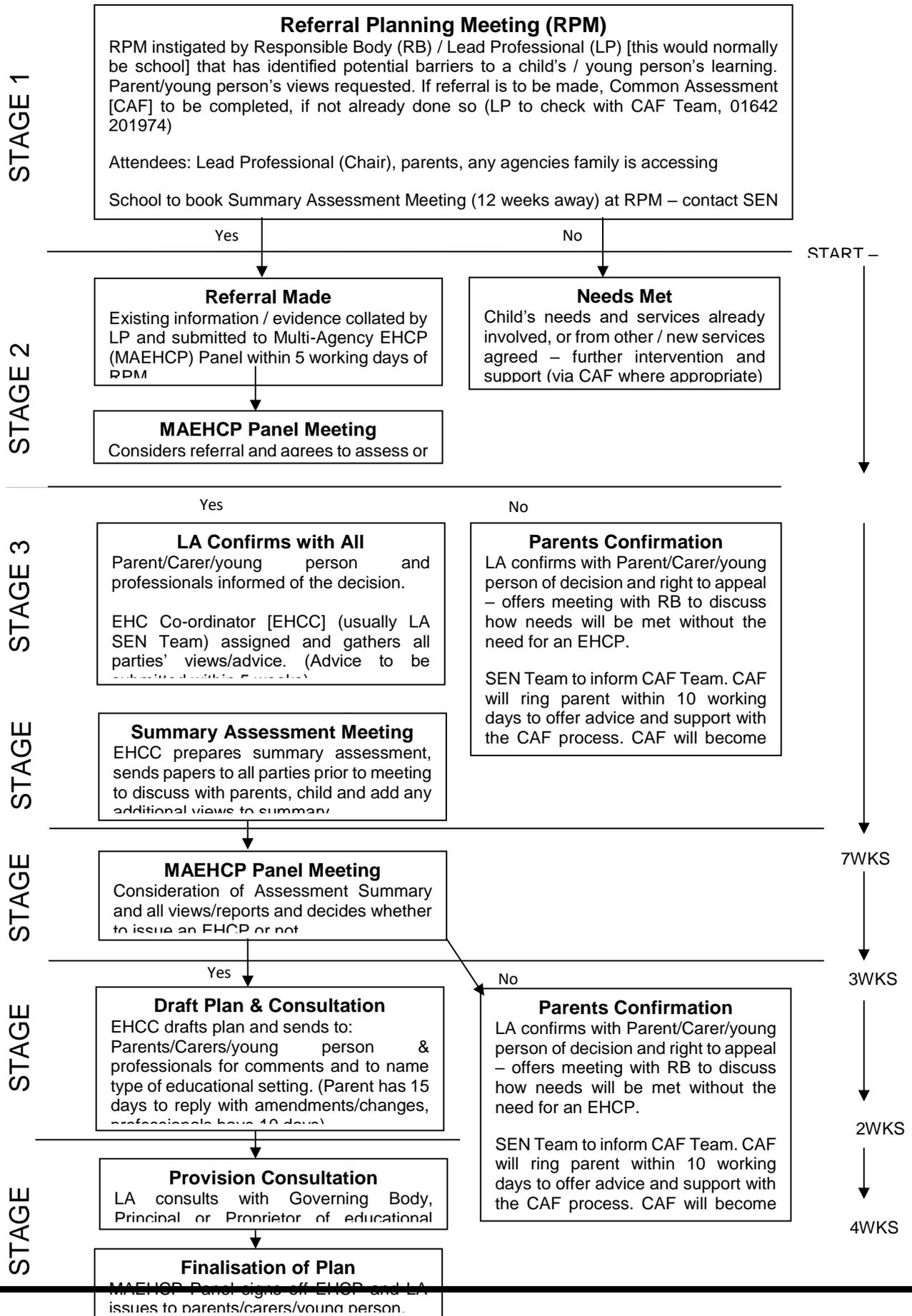
_____ Head teacher Date _____

_____ Chair of Governors Date _____

Review Date

October 2019

Appendix 1



Appendix 2

School SEN Information Report



Special Educational Needs and Disabilities
(SEND) - Local Offer

The Local Offer will provide information about:	Our setting will:
<p>Identification of needs</p> <p>How does the school/college identify children with special educational needs?</p> <p>How do we involve parents in planning for those needs?</p>	<p>Thorntree Primary School is committed to early identification of Special Educational Need and /or Disability. A range of evidence is collected through the usual assessment and monitoring arrangements: if this evidence suggests that a child is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary.</p> <p>Typically, a child with Special Educational Needs and /or disabilities will have a SEND Support Plan which sets out targets that are currently being worked on and what addition provision is put in place for each individual child. The content of the SEND Support Plan is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parent/carers attend our Parent, Pupil teacher meetings each term.</p>
<p>Support</p> <p>Who in the school/college will support my child and how will this be monitored and evaluated?</p> <p>How are the decisions made about the type and amount of provision a young person will need?</p> <p>How will the curriculum be matched to the needs of the young person?</p>	<p>Every half term, the leadership team meets with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed and the most appropriate support put in place. The school offers many different forms of additional provision. This can include additional in-class or out-of-class support, one to one support, flexible groupings; access to specific resources; mentoring, counselling and access to a wide range of outside agencies.</p> <p>Additional provision is overseen by the school's fully qualified SENCO and is designed and implemented by class teachers and teaching assistants. It is important to note that this additional provision very much depends on the need of the child.</p>

	<p>Interventions that we currently provide include:</p> <table border="1" data-bbox="691 394 1386 860"> <thead> <tr> <th data-bbox="691 394 1038 456">English</th> <th data-bbox="1038 394 1386 456">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="691 456 1038 519">PIXL</td> <td data-bbox="1038 456 1386 519">Numicon</td> </tr> <tr> <td data-bbox="691 519 1038 582">Write Away Together</td> <td data-bbox="1038 519 1386 582">Numbers Count</td> </tr> <tr> <td data-bbox="691 582 1038 667">Fischer Family Trust Wave 3</td> <td data-bbox="1038 582 1386 667">Success @ Arithmetic</td> </tr> <tr> <td data-bbox="691 667 1038 730">Reciprocal reading</td> <td data-bbox="1038 667 1386 730">PIXL</td> </tr> <tr> <td data-bbox="691 730 1038 792">BLAST</td> <td data-bbox="1038 730 1386 792">First Class @ Number</td> </tr> <tr> <td data-bbox="691 792 1038 860">RWI Fresh Start</td> <td data-bbox="1038 792 1386 860"></td> </tr> </tbody> </table> <p>Class teachers plan lessons according to the specific needs of all groups of children in their classes; and will ensure that learning tasks are adjusted to enable your child to access learning as independently as possible.</p> <p>Specially trained support staff can implement the teachers modified/ adapted planning to meet the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</p>	English	Maths	PIXL	Numicon	Write Away Together	Numbers Count	Fischer Family Trust Wave 3	Success @ Arithmetic	Reciprocal reading	PIXL	BLAST	First Class @ Number	RWI Fresh Start	
English	Maths														
PIXL	Numicon														
Write Away Together	Numbers Count														
Fischer Family Trust Wave 3	Success @ Arithmetic														
Reciprocal reading	PIXL														
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RWI Fresh Start															
<p>Accessibility How accessible is the school/college environment?</p>	<p>Our building is fully wheelchair accessible. We have disabled toilets in both Key stage 1 and Key Stage 2 as well as shower facilities. We also have a hearing loop throughout the building.</p>														
<p>Parental Involvement How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?</p>	<p>Your child's progress is continually monitored by their class teacher. Half termly progress meetings take place with Senior Leaders to discuss attainment and additional factors impacting on that child's progress such as attendance, engagement in learning, behaviour etc. PIVATS levels are recorded to show smaller but significant steps in progress. Our termly</p>														

	<p>Parent, Pupil Teacher meetings are an opportunity to share your child's Individual Education Plan and discuss their progress. If your child has been identified as needing more specialist support, referrals will be made; with parents' consent, to outside agencies to advise and support the school in enabling your child to make progress. This will help both school and yourself to understand your child's particular needs better.</p>
<p>Overall Well Being</p> <p>What support will there be for the young person's well-being?</p>	<p>The 'workshop' in school is run by a trained HLTA with a background in supporting children with social, emotional and behavioural issues. This provides a valuable opportunity for many children to access 1:1 support for social and emotional behaviour difficulties. In addition, children may benefit from the opportunity to work with our child psychotherapist, REACH key worker or trainee councillor.</p>
<p>Specialist Services</p> <p>What specialist services and expertise are available at or are accessed by the school/college?</p>	<p>There are many specialist services available to children at Thorntree Primary School including; Child and Adolescent Mental Health Service, Educational Psychology, and Speech and Language Therapy. We also have support from a member of the Learning and Language Support Team providing excellent support for children identified with dyslexia and our school nurse, through whom we can make any necessary referrals to services such as Occupational Therapy, Physiotherapy etc.</p>
<p>Staff Training</p> <p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our SENCO and her deputy have achieved the Masters Level National Accredited SENCO Award and take part in a number of Local Authority run training events for SENCOs throughout the year. All staff receive regular training and updates from a number of services including Hearing Impaired Service, CATS (Child and Adolescent Therapy Solutions) therapist and additional services approached where necessary for staff meetings and individual staff support.</p>
<p>Activities outside of school</p>	

<p>How will the young person be included in activities outside of the classroom including school/college trips?</p>	<p>We make every effort to include all pupils in school trips. If an individual risk assessment is required we will complete this in order to ensure that everyone is fully included.</p>
<p>Transition How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?</p> <p>What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and /or Disabilities and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school;</p> <ul style="list-style-type: none"> • We will contact the schools SENCO where necessary and ensure that they know about any special arrangements that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes within school;</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and if necessary a planning meeting held with your child’s new class teacher. • All targets will be shared with the new teacher. • If any specific arrangements need to be made for example, extra opportunities to meet their new teacher prior to transition then this will be made available. <p>In year 6;</p> <ul style="list-style-type: none"> • The SENCO and /or class teachers will meet with staff from the receiving secondary schools to discuss the needs of each individual child. • We will make sure that all records about your child are passed on as soon as possible. • Children will have access to a number of transition days at their secondary school in the second half of the summer term. In some cases, staff from the secondary schools may visit children here in school.

	<p>We will first invite you to visit the school with your child to have a look around and speak to staff. Our Parent Support Advisor will visit you at home to ensure that we are fully aware of your child's needs and ensure provision is put in place before your child starts.</p>
<p>SEND Resources</p> <p>How are the school/college's resources allocated and matched to the young person's special educational needs? How is the SEND budget allocated?</p>	<p>Schools receive funding for all children including those with Special Educational Needs and /or Disabilities and their individual needs are provided for through this funding; including resources, support staff etc. We have the opportunity to apply for 'Higher Needs Funding' if we feel that a child's individual needs cannot be met effectively through the usual allocated budget.</p>
<p>Further information</p> <p>Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who is the SEND Coordinator and how can I contact them?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher initially. You could also arrange to speak to the SENDCo, Mrs McDonagh, via your child's class teacher or by making an appointment at the school office.</p>