

THORNFORD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY



December 2017

Reviewed December 2017

Adopted by the Governing Body January 2016

Policy to next be reviewed by December 2020

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, Mrs Neela Brooking, has overall responsibility for Special Educational Needs and Disability (SEND) in Thornford School.

The designated teacher responsible for coordinating SEND provision for children/young people is Mrs Emma Lewis. She can be contacted through the school office at: office@thornford.dorset.sch.uk.

The Governor with oversight of the arrangements for SEN and disability is Mrs Sarah Weale, who can also be contacted through the school office.

Our school's Golden Thread is: Treat others as you would like to be treated.

This policy was developed and in conjunction with the Headteacher Mrs Neela Brooking, SENCO Mrs Emma Lewis and SEND governor at the time, Mrs Gemma Cheyne.

AIMS AND OBJECTIVES

Thornford School has high aspirations for all children identified as having SEND. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into secondary education.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies which help them to support children with special educational needs or disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability.
- To employ a Special Educational Needs Coordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy.
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing Body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Thornford School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. Policies and practice will be monitored through the Sub Committee of the Governing Body.

Role of the SENCO

The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

At Thornford, the SENCO aims to sustain an effective inclusive school culture that welcomes SEN pupils and their parents/ carers through:

- Keeping an updated register of pupils with SEN which is discussed with staff regularly.
- Liaising with teachers and relevant support staff when writing Learning Support Plans and assessing pupils' progress.
- Monitoring and evaluating SEN provision and reporting to the Head teacher and SEN governor.
- Ensuring that appropriate records are kept – paper and computer based.
- Involving parents and keeping them informed of their children's progress.
- Liaising with other schools to ensure smooth transition and continued SEN support for pupils when required.
- Effectively managing resources.
- Liaising with outside agencies and making referrals as necessary.
- Organising reviews for children with an Education Health and Care Plan.
- Keeping up to date with SEN legislation and Practice by attending termly inclusion meetings and relaying relevant information to all staff.

ADMISSION ARRANGEMENTS

Thornford School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Thornford School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we liaise with the local authority, diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website: www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disabilities as defined by the Act. The school is one level, making it suitable for wheelchair access. Children can have assistance during end of key stage tests if required.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website www.dorsetforyou.com/local-offer. The local offer website holds a

directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and Thornford School staff use a wide range of tools to assess the amount and level of SEN support required. Decisions are made using both formal and informal assessments of your child including:

- Adult observations over a period of time
- Monitoring data
- Discussions with parents, pupils, SENCO
- Advice sought by the SENCO from outside agencies e.g. Educational Psychologists, Speech and Language etc.
- Standardised tests
- Medical information

Learning needs are managed either by providing additional support or by having an Education, Health and Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Teaching staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that

additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

If this is identified, a *Learning Support Plan* will be written and the school will continue to monitor progress. Parents will be kept informed and asked to contribute with supporting their child. This will also be recorded on the school's SEN Register.

School staff will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

If children fail to make sufficient progress with the additional support put in place, and the child's SEN are complex and/or considered to require long-term support, the school may make a referral for an *Educational, Health and Care Plan*. If the authority agrees that the child meets the criteria, then an educational psychologist (and possibly other agencies) would carry out a diagnostic assessment.

From November 2017, a new banded system has come into place regarding EHCP support. Children may be given support under either Band A (lesser support) or Band B (more significant support).

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Pupil premium
- 'Looked After' children
- Service children
- Behaviour where there is no other underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having special educational needs and or a disability, Thornford School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Parents will be invited for a meeting with their child’s class teacher and SENCO where we will talk about your child’s strengths and area(s) of difficulty. A Learning Support Plan (LSP) will be shared, setting appropriate targets. Usually your child will receive support from a teaching assistant or the SENCO. This may be an individual intervention or as part of a small group.

Progress will be monitored by the class teacher, and LSPs will be reviewed each term with you, your child (as appropriate) and the class teacher. The SENCO will sometimes be involved with these review meetings also.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

At Thornford, class teachers monitor all aspects of pupil performance. This close monitoring enables us to identify the children who are not making the expected progress. We use an online tracking system to measure children against age related expectations including end of year National Curriculum expectations and Early Learning Goals.

Parents are invited to Parents Evenings in the autumn and spring terms to discuss their child’s progress and attainment. Where a teacher identifies that a child is not progressing as expected, they will invite you to a pupil progress meeting at an alternative time so that more time can be given to discuss any concerns and agree actions to support the child.

If a child has an Educational Health and Care Plan (EHCP), parents are invited to attend review meetings with the SENCO and class teacher. One of those meetings

will be the annual Child Centred Review where all staff involved and the child will be asked to contribute to the review.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. Some children may require support for particular aspects of their learning which may be due to their underlying learning issues, and they may therefore require continued additional support.

All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an Educational Health and Care Plan (EHCP) will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. This is determined by the local authority where a child no longer requires the special education provision as specified in their Plan.

However, in this case, the child's progress will continue to be monitored using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Thornford School will work within the statutory guidance, 'Supporting Pupils at School with Medical Conditions' – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that we are expected to

make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

Thornford School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

How will the school prepare and support a child with SEND to join school?

At Thornford, we ensure that a child is fully prepared to join our school through a careful, well thought transition plan. We have strong links with Thornford Pre-School and Lower Covey Nursery School. To ensure a smooth transition we will:

- Visit the child in the pre-school setting. If we are unable to do this, we will make sure that we speak to the child's key worker to gain as much information as possible to support the transition.
- Use paperwork sent from pre-schools/ nurseries such as the child's learning journey and any medical/ SEN information.
- Hold a number of visits during the summer term before the child starts school. These are opportunities for parents to find out about our school in greater depth and to meet the class teacher. They will also allow time for the child to explore and feel comfortable in the classroom and school environment and get to know key adults.

Sharing of information is encouraged between settings and if necessary additional meetings can be arranged at this stage to alleviate any concerns which parents may have.

How will transitions be managed between different classes?

Towards the end of the summer term, when the class structure has been confirmed, all the children will spend a session with their new class teacher, getting to know each other and gaining familiarity with the new environment.

During the latter part of the summer term, teachers will talk to each other about each member of the class and pass on important information.

How will the school prepare and support a child to transfer to a new setting / secondary school?

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEND. We do our best to ensure:

- Your child is offered extra transition opportunities, should this be required.
- Meeting with a member of the SEN team of the secondary school to share information.
- Additional agency support (if necessary) to become involved with the transition.
- Providing opportunities for the parents and SENCO of the secondary school (if necessary) to discuss issues surrounding transition.

For children with a current Statement of Special Educational Needs, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCO will provide information on specific needs for new staff.

The SENCO attends meetings with other SENCOs from the area each term, to share expertise, feeding back to staff.

The SENCO attends inclusion meetings each term to keep informed of local and national changes and feeds back this information to staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

Thornford School presents its SEN information in three ways:

- i. by information placed on the school website:
www.thornford.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Thornford School publishes its Accessibility Plan on the school website along with all other policies. Further information about our school's accessibility can be found on the local authority's *Local Offer* website (see p.4).

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Thornford School publishes its Complaints Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually with staff and governors.

LINKS TO OTHER RELATED POLICIES

Supporting children with medical conditions

Accessibility Plan

Equality objectives

Anti-bullying