



Thames View Primary School

Special Educational Needs & Disability (SEND) Policy

Policy Scope: Thames View Primary School

Responsibility: Local Academy Board

Date Adopted: September 2019

Review Frequency: Every Two Years

Next Review date: September 2023

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Introduction

At Thames View Primary School, we are committed to inclusion; we aim to ensure that all the children we educate have equal opportunities at school, regardless of disability, age, race, sex and special educational needs- including children who are gifted and talented. We believe that every child has unique characteristics, abilities and learning needs. Therefore it is our responsibility to create a high quality education, to value and appreciate the learning styles of all the children in our care.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND code of Practice 2014 (including the May 2015 update)
 - ❖ SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - ❖ Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - ❖ Schedule 1 regulation 51 – Information to be included in the SEN information report
 - ❖ Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010: Advice for Schools 2013
- Statutory Guidance on Supporting Pupils at school with medical conditions 2014

This policy should be read in conjunction with the following school policies: Accessibility Plan, Attendance Policy, Behaviour Policy, Complaints Policy, English as an Additional Language Policy, Equality Action Plan, Safeguarding Policy.

This policy also links to both the Schools and Medway's Local Offer.

Definition of Inclusion/SEND

At Thames View Primary School, we recognise that a pupil has Special Educational Needs (SEN) where their learning difficulty or disability is significantly greater than the majority of others of the same age, which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age through Quality First teaching. *SEND Code of Practice 2015*

Some children who have SEND may also have a disability under the Equality Act 2010 that is a 'physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day to day activities.' *SEND code of Practice 2015*

Special Educational Needs can be considered as falling under four broad areas:

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

Behavioural difficulties do not necessarily mean that a child has a SEN and it should not automatically lead to a pupil being registered as SEN. A child will not be considered as having a learning difficulty simply because the language they use at home differs from that taught in school.

Under the Inclusion umbrella we also consider:

- Gifted and Talented
- Children who are Looked After
- Children from an ethnic background, including those for who English may be an additional language
- Children with medical needs which result in regular or prolonged absence from the school; having an impact on their education

Aims and Objectives

We will:

- create a consistent whole school approach to children with special needs. This approach will involve the Governing Body, staff, parents and, as far as possible, the children.
- continuously improve our practices and procedures designed to cater for children with additional and different needs
- recognise the entitlement of all children to be able to access the curriculum at levels appropriate to their need/s
- identify the strengths and needs of pupils as early as possible
- provide appropriate support strategies
- work in true partnership within school and with parents and carers. We will value the views and contributions of parents/carers and will keep them involved and informed in the education of their children.
- involve children in target setting and reviews of targets in their education support plans where possible
- actively support the establishment and maintenance of close links with all agencies working with the child
- help each child to develop a positive, confident self-image through the provision of a secure, happy, caring and stimulating environment
- ensure good liaison within the school
- ensure transfers between year groups are organised in such a way that children actively look forward to the next academic year.
- Liaise with feeder schools to ensure a smooth transition to and from our school

Identifying children with Special Educational Needs

The Inclusion Manager, Miss Stalker, is responsible for co-ordinating the support for children with Special Educational Needs or Disabilities (SEND).

Miss Stalker can be contacted via the school office: Tel: 01634 335490 or Email: office@thamesviewprimary.medway.sch.uk

Parents/carers, class teachers and support staff can be the first to notice a difficulty with a child's learning. A child who has been identified as not making progress or a noticeable change in a child's behaviour may indicate a barrier to learning. At this time one or more of the following will be triggered:

- scrutiny of classroom learning environment. Classroom organisation, teaching materials, resources, teaching style and differentiation will be looked at carefully by the class teacher to see if any changes may be made that will help the child to learn more effectively
- genuine and honest consultations with parents/carers with the intention of sharing initial concern/s and gaining information
- implementation of strategies which will be monitored closely for a period of 6-8 weeks
- consultation with another teacher in the same year group
- more highly focussed observations regarding the child's learning
- a re-examination of information from previous assessments
- referral for hearing and sight tests, if appropriate
- consultation with the Inclusion Manager

If, despite considerations of the above, there continues to be a lack of adequate progress and the child's needs cannot be met within the normal classroom differentiation then the child may be placed on the Special Educational Needs register following discussions between school staff and parents. If a child is placed on the register then the schools follow the legal and advisory guidelines set out in the Code of Practice 2014.

A graduated approach to SEN support

We have high expectations of all children at Thames View Primary and class teachers will ensure high quality first teaching within a lesson and differentiated activities for individual pupils, to ensure children are working on tasks set at an appropriately challenging level. Where appropriate, children have access to apparatus, models, visual representations and carefully scaffolded tasks within lessons. Children may be grouped with children of similar ability or matched with supporting peers in order to meet their needs more effectively.

The Graduated Approach (SEND Code of Practice 2014) involves four steps within a cycle: Assess, Plan, Do and Review.

Assess – gathering more information, through observations and assessments. In some cases, assessments by external agencies (the Educational Psychologist, Speech and Language Therapy Services, Outreach services such as Marlborough Outreach Team or FORTIS Trust) may be requested and undertaken.

Plan – through assessment, barriers to learning may be highlighted which will guide the class teacher to identify clear outcomes to be achieved within a 12 week period (approximately 2 terms).

Do – support carried out and effect monitored by the class teacher. If necessary the plan may need to be adapted and changed within the 12 week period.

Review – after 12 weeks the progress will be reviewed. At this time further support may be needed and the cycle for Graduated Approach will start again.

Educational Health Care Plan (EHCP)

Occasionally, despite the intervention at SEND Support a child may still give **significant** cause for concern. In these rare cases it may be necessary to ask the Local Education Authority to begin the process of statutory assessment. This step necessitates considerable written evidence and assessments by outside agencies. A decision will be made by a group of professionals from education, health and social care about whether the child is eligible for an Education Health Care Plan or not.

A child with an EHCP will have their progress and support outlined in their plan, which will be reviewed annually with parents, relevant agencies and the Local Authority. A report will be written to reflect the successes and needs of the child and targets set for the following year. When pupils are due to transfer to another phase, secondary school, planning for this will start in the year prior to transfer. Liaison with the next school will ensure that effective arrangements are in place to support the pupil.

In School Review

An In-School review (ISR) is held three times a year to discuss a child's educational or emotional needs. It gives teachers the opportunity to ask questions of the Educational Psychologist and any outside specialists who attend. Parents give permission for their child to be discussed and include any concerns they may have. They are sent an agenda and information about the children to be discussed prior to the meeting. Outcomes are fed back to parents, who are not invited to the meetings in accordance with LEA policy.

Evaluating Effectiveness of Provision

There is a continuous cycle in which formal and informal assessments inform planning as part of normal classroom procedures. The attainment and progress of children with SEN is closely monitored and discussed at regular Pupil Progress meetings with the class teacher, Inclusion Manager and members of the Senior Leadership Team. Following these meetings intervention strategies will be implemented.

Transition

Where a child leaves or joins our school from another Primary setting, we work closely with them to ensure all information regarding the child is available to enable a smooth transition.

When the children leave Thames View at the end of Year 6, the Inclusion Manager discusses each child on the SEND register with the receiving school, to ensure any programmes, routines and information is passed on.

We will ensure that our process and procedures are in accordance with GDPR requirements.

Roles and Responsibilities

Class teachers – are responsible for the progress and development of all children in their class. They are the key person in the identification of children's needs and the implementation of any support programmes that are required.

Teaching Assistants – are available to support children’s learning during the mornings in all classes across the school. They support the children with additional or different needs, identified by the class teacher through the Education Support Plan alongside the class teacher.

Inclusion Manager – is responsible for the day-to-day operation of this SEND policy and

- be available for parents and staff to discuss their concerns about individual children
- monitor and evaluate the SEND provision
- contribute to and manage the records of all children with SEND
- take responsibility for the teaching assistants as line manager, after the teacher with whom they are working and undertake their annual performance management
- time-table the teaching assistants within the school alongside the Senior Management Team
- keep an updated SEND register
- organise the agenda for the in-school review
- ensure that annual reviews of EHC Plans are undertaken
- act as a link with external agencies
- manage a range of resources, both human and material , linked to children with SEND
- encourage all staff to update knowledge and expertise
- write a bi-termly report on inclusion for the Governors
- liaise with secondary schools and any primary schools (in year transition) to ensure a smooth transition

Head of School - is responsible for the day-to-day management of all aspects of the school’s work including provision for children with SEND.

The Local Governing Board - works in co-operation with the Head of School to determine the school’s general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school’s work. The named governor is in contact with the Inclusion Manager and may visit the school to see the provision provided during the academic year. The governing body must report to parents annually on the school’s SEND policy.

Professional Development

The school is committed to the professional development of all staff; mid-day meal supervisors, teaching assistants and teachers. There are regular TA meetings which have included updating initiatives in Maths, Reading and marking. All members of staff share their expertise and are prepared to increase their knowledge through private reading, research on the internet and going on in-service training courses.

Partnership with Parents

At Thames View Primary School we have an open door policy, where parents can talk to the class teacher’s at the beginning or end of the day. If an in-depth discussion is required, appointments can be made through the school office. We aim to develop friendly relationships with parents, who we view as partners in the education of their children; therefore, concern and potential misunderstandings are dealt with straight away.

When discussing the progress of children with special educational needs we are sensitive to parental concerns whilst dealing with them honestly. We are prepared to actively listen to parents who obviously know their children best.

There are formal reviews of children's Support Plans three times a year in Term 2, Term 4 and Term 6. These are generally discussed with parents as part of parent consultation meetings. A signed copy of the plan is kept by the school and parents.

Complaints

Should a parent/carer have a concern about provision, we encourage them to discuss this, in the first instance, with their child's class teacher and then the Inclusion Manager. If the concern continues, this should be referred to the Head of School, who will try to resolve the matter and can then advise on formal complaint procedures.