TANKERSLEY C of E (A) PRIMARY SCHOOL

SEND POLICY

"A love of learning in a Christian environment"

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2020

Updated March 2021

Next review September 2022

INTRODUCTION
This Policy outlines the organisation and provision for Special Educational Needs and Disability (SEND) which is set in the wider context of Inclusion, at Tankersley St. Peter's C of E (A) Primary School. It has been drawn up by the Inclusion Manager/SENDCO and has been agreed upon by the head teacher and teaching staff. This policy has also been presented to school governors.

The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school to remove/mitigate these barriers. The barriers can arise as a consequence of a child having special educational needs.

Children have a learning difficulty if they are making less than expected progress given their age and individual circumstances. 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.
- Widens the attainment gap.

(The above definition of SEND is taken from Section 6.17 of the SEN Code of Practice.)

SEN Draft Code of Practice (p.82)
"A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

EQUAL OPPORTUNITIES & INCLUSION
This policy has been updated in line with the SEN Code of Practice 2015 (which takes account of the SEND provisions of the SEN and Disability Act 2001). This policy will be reviewed in the light of any new legislation.

Through high quality teaching we make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to the Early Years and National Curriculum.

AIMS
This policy is in line with the school's aims, where we aspire to promote a 'love of learning in a Christian Environment'.
We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.
We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to "promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others." (National Curriculum, 2000).

OBJECTIVES
1. To identify children with special educational needs or a disability at the earliest opportunity.
2. To record and monitor progress of these children and to set realistic targets for them.
3. To identify and set up high quality systems of support for the children and parents, with support from the Inclusion Manager, to ensure all SEND is met with adequate provision.

4. To work in partnership with parents and the support services - who will have the knowledge and expertise relating to individual children.
5. To ensure parents and pupils are fully consulted at every stage of the SEND process.
6. To ensure that SEND provision is an integral part of the curriculum planning.
7. To ensure that all pupils have access to a broad, balanced curriculum which is differentiated to meet individual needs.
8. To liaise effectively with outside agencies in supporting and meeting the needs of children with SEN.
9. Class teachers, with support from the Inclusion Manager, identify and meet the needs of SEN pupils.

PARTNERSHIP WITH PARENTS/CARERS

The school works in partnership with parents. This is a school priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by;

- Having early conversations with parents as soon as any possible concerns are noted (Code of Practice 6.39).
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Structuring early conversations by using a One Page Person Profile.
- Agreeing outcomes for the child and their next steps. (Code of Practice 6.39).
- Agreement if support can be provided by adapting the school's core offer or whether something different or additional is required. (Code of Practice 6.40).
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as barriers to learning.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for their child.
- Keeping parents and carers informed and giving support during assessment, plus any related decision-making process about SEND provision.
- Making parents and carers aware of the parent partnership services where this would be helpful.
- Providing all information in a 'parent friendly' and accessible way.

PUPIL-CENTRED APPROACH

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and reflecting upon their own learning (self-assessment).
- Individual target setting across the curriculum.
- The self-review of their own progress and in setting new targets.
- Formal reviews, providing evidence and their views (pupil voice) for meetings where appropriate.

AREAS OF SEND

1. <u>Communication and Interaction</u>
   Pupils have difficulties in one or more of the speech, language and communication needs (SLCN). This can include pupils with Autism/Asperger's or Specific Language Impairment (SLI).

2. <u>Cognition and Learning</u>
   Severe Learning Difficulties (SLD) – significant intellectual or cognitive impairment. Require support in all areas of the curriculum and to become independent.
   Profound and Multiple Learning Difficulties (PMLD) – severe and complex learning difficulties plus significant physical or sensory impairments. Require a high level of adult support for education and personal care.
   Specific Learning Difficulty (SpLD) – has difficulty with one or more aspects of learning (dyslexia, dyspraxia, dyscalculia, dysgraphia). A discrepancy between achievement and intellectual ability may indicate SpLD.

3. Social, Mental and Emotional Health
   Includes pupils with anxiety, depression, oppositional behaviour, aggression, self-harming, eating disorders. This category can also include pupils with ADHD, ASD or Attachment issues.

4. Sensory and/or Physical
   Visual Impairment (VI)
   Hearing Impairment (HI)
   Multi-Sensory Impairment (MSI) – combination of VI and HI.
   Physical Disability (PD)

Children may have special educational needs or a disability either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required and make the appropriate provision, based on their identified needs.

Factors which may impact on progress and attainment but are not SEND include: attendance and punctuality, EAL, being in receipt of Pupil Premium, being LAC, challenging behavior.

IDENTIFICATION OF SEND

Every child is individual. They all develop and learn at different rates. This means that Quality First Teaching, using different methods/styles supports individuals and groups of pupils. All planning, teaching, assessment and evaluation takes into account the wide range of abilities, aptitudes and interests of the pupils. Most children benefit from these different approaches and make good progress, whilst other children may require more support.

If parents or school are concerned that a child is not making adequate progress (social or academic) it is possible they may have additional needs or special educational needs. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early by contacting the Inclusion Manager. In particular, parents know their children best and it is important that parental concerns are listened to and understood. Any concerns raised by pupils themselves are also noted.

We believe that identifying additional needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Responses to pupil SEND are made with a graduated response.

Factors which may impact on progress and attainment but are not SEN include:
attendance and punctuality, EAL, being in receipt of Pupil Premium, being LAC, behavior.

We adopt the following procedures for identification and assessment:

- The analysis of data including initial assessment in the Early Years, Foundation Stage Profile, entry profiles, end of key stage SATs, reading ages, and ongoing assessment.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools.
- Information from other services.
- Pupil Progress Meetings (termly).
- SEN and Inclusion Tracking (whole school).
- Teachers registering a concern with the Inclusion Manager.

The Inclusion Manager maintains a record of pupils identified through the procedures listed using SEN and Inclusion Tracking. This is reviewed regularly and any changes discussed with individual teachers. The Code of Practice recommends a graduated approach to the identification and assessment of SEND

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
Identifying and assessing SEN for pupil's with EAL requires particular care. We look carefully at all aspects of pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN.

SEN SUPPORT: PARENTAL CONSENT
Consent to put a pupil on the SEND register is sought after monitoring for at least a half-term and after discussion with the Inclusion Manager. An Entry To Send form is signed and an SFP (School Focused Plan) is created, shared and agreed with by parents, Inclusion Manager and Teacher. If necessary, a referral to an outside agency will be also be completed with parental permission. All SFP's are reviewed termly and targets are monitored and developed as staff work alongside the pupils.

SEN SUPPORT
All staff who work with a pupil are responsible for identifying particular needs and will, with parents where possible, gather information about a child. The class teacher will be responsible for building increased differentiation within the child's normal classroom work. If it is deemed that the child needs additional and different provision, then the SFP is devised, setting out individual targets for the child to work towards. This will help structure learning into small identifiable steps. The SFP is a working document which will be reviewed regularly to ensure targets are modified as necessary. They will be formally reviewed at least termly with; the class teacher, pupil and whenever possible with parents. The SFP will consist of a few realistic small step targets which are delivered and monitored by the Class Teacher with TA support. Whilst targets are pupil driven, EYFS and National Curriculum targets as well as Pre-Key Stage and B Squared documentation are available to support this process. The Inclusion Manager will monitor the completion of SFP's as part of the quality assurance cycle. The diary of intervention and all related documents for a child on the SEN register are kept on the school's secure CPOM's system.

EDUCATION, HEALTH AND CARE PLAN (EHCP)
In some cases a child may not make significant progress with support at the SEN Support stage. If evidence shows that there is significant cause for concern despite the best efforts already made by the school, the school or parents can request a Statutory Assessment (EHCP) by the LA. This is only appropriate for a small number of children. EHCP's outline support and targets for children from 0 to 25 years old.

An application for an EHCP will be completed by the Inclusion Manager, on the EHCP Local Authority Hub. This application is accompanied by supporting evidence. The LA will consider whether an EHCP is necessary. This request will then follow the statutory time scale as stated in the SEND Code of Practice. The school, the Educational Psychologist, medical services and other involved professional bodies as well as the child's parents will be asked to contribute evidence to the LA. If the LA agrees to a pupil requiring an EHCP, then the pupil will be given additional SEN funding within Range 3, 4 or 5.

Children with an EHCP continue to have an SFP in line with objectives and provision identified. This is reviewed termly and there is also an Annual Review of the EHCP with all professionals working with the child and parents, invited to attend. EHCP's are reviewed annually by the SENCO. A report is then provided to the LA reporting on key issues and progress towards long and short term targets. Annual Reviews should be a multi-agency conversation about meeting pupil needs. If pupils make sufficient progress an EHCP may be discontinued by the LA. Year 5/6 Annual Reviews prepare pupils for transition to their next educational setting.

There are implications associated with EHCPs including Personal Budgets.

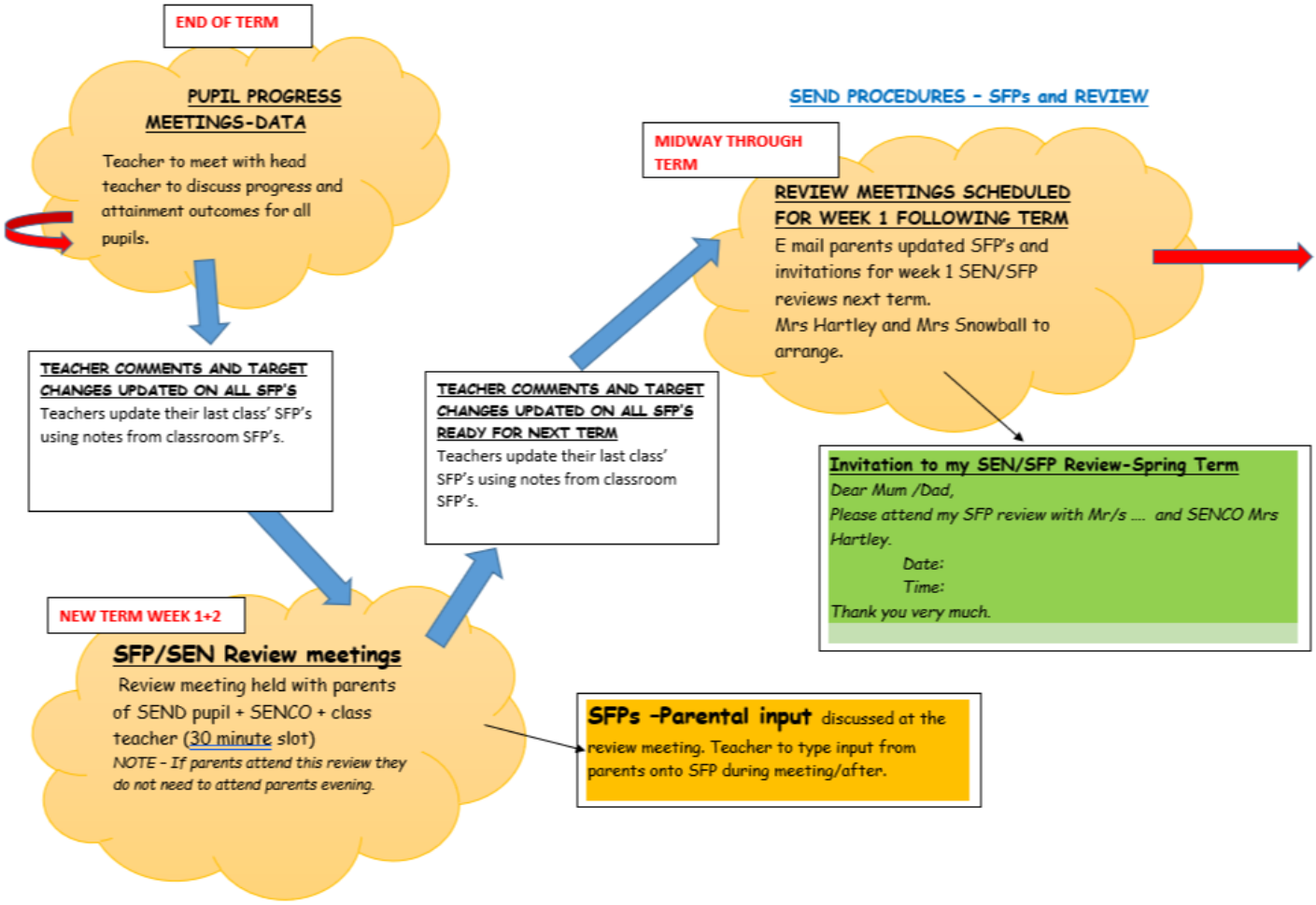
SCHOOL FOCUSED PLANS
SFP's include strategies employed to enable the child to progress and include information about:

- academic progress and attainment
- the short-term targets set for the child
- the teaching strategies to be used

- the provision and interventions to be put in place
- when the plan is to be reviewed
- impact (to be recorded when the SFP is reviewed – Red, Amber, Green based on achieving targets)

The SFP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon approximately four individual targets that match the child's needs and have been discussed with the child and the parents. The SFP is reviewed termly and parents' views on their child's progress is sought. The child's voice is integral to the review process and he/she is involved in setting the targets.

SEN TERMLY REPEATED CYCLE



ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

ACCESS AND TRAINING
The school has wheelchair access to the foundation stage and to KS1 classes via the main entrance. The lower KS2 classes can be accessed via the playground but ramps would have to be provided for upper KS2 if needed.
Changing facilities are available for Foundation stage children not yet toilet trained.

In school there are staff who have expertise and/or have received training in the following areas:

- Working with children with Speech, Language and Communication needs.
- Working with children with Autistic Spectrum Disorder (ASD).
- Working with children with attachment difficulties, using therapeutic language.
- Implementing intervention programmes e.g Read, Write Inc catch up, IDL, Project X, Social Groups, Music Interaction, Time To Talk, Wellcomm and Precision teaching for reading and spelling and Team teach trained staff.
- Delivering 'The Big A' programme to KS2 pupils with an Autism diagnosis, to increase their knowledge and understanding about their ASD.

Staff training has focused on improving provision for SEN pupils both in class and through interventions. There is ongoing training using support from external agencies for ASD. All staff have attended training on Attachment Difficulties and use of Therapeutic Language along with Trauma Informed School's training. Resources are also sent by external agencies following assessment, particularly for pupils with speech and language difficulties or ASD. In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged as well as in-house training from the Inclusion Manager.

CURRICULUM ACCESS AND PROVISION
In order to meet the learning needs of all pupils, teachers differentiate work and plan to meet individual needs and to mark work effectively, informing their planning and judgements.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At SEN Support the following additional support may be provided:

- In class support for small groups with the class teacher or Teaching Assistant (TA)
- Small groups withdrawal with TA or HLTA
- Individual class support / individual withdrawal
- Further differentiation of resources
- Further differentiation of tasks
- Pre and post learning opportunities planned
- Social Groups –for vulnerable pupils to develop social skills, speech and language, social communication skills: F1 and 2 'Stay and Play' lunch time wellbeing club, KS1 lunch time wellbeing/craft club and KS 2 lunch time wellbeing/craft club
- F1 and 2 Wellcomm, Music Interaction, Time to Talk, RW Inc catch up and 1:1 speech and language support
- Jump Ahead – team work, physical development
- Indirect Dyslexia Learning – IDL – web based literacy programme
- Project X literacy intervention
- SFP linked interventions– 1:1 work with TA's on SFP targets
- 'The Big A' programme for KS 2 pupils with an ASD diagnosis, to increase their knowledge and understanding of their Autism

LINKS WITH OUTSIDE AGENCIES
Where a child continues to make little or no progress, despite support matched to their area of need, external support may be sought. External support plays a vital role in helping the school identify, assess and allocate provision for pupils with SEN. The involvement of any outside specialists would only ever be sought with the consent of parents/carers. We aim to maintain effective communication with outside agencies. For pupils at SEN Support any one or more of the following agencies may be involved.

Outside agencies we may have involvement with are:

- Educational Psychology service
- Speech and Language Therapy – NHS
- CAMHS
- School Nurse
- Specialist Nurses
- Health Visitor
- Paediatric Doctors
- Family Support Workers
- Social Care Services
- BESST Inclusion Services: (Social, Communication and Interaction/ Learning and Cognition/ Sensory impairment)
- Family Support Workers
- BSARCS (Barnsley Sexual Abuse and Rape Crisis Service)
- Community Health Service, including Occupational Health/Physiotherapy (Children's Therapy)
- Educational Welfare Service (EWO)

Consultation meetings take place between the Inclusion Manager and the Educational Psychologist, BESST, Paediatric Therapists and Speech and Language services. These are planned for the beginning of the school year and then as and when necessary.

Educational Psychology and Communication and Interaction are traded and core services. The school negotiates an annual contract for their services having used the provision mapping to give an indication of the likely level of need/support for that year. Education Welfare is also a traded service.

The Inclusion Manager attends SENCO network meetings and maintains links with other SENCOs in the local pyramid of schools through regular meetings. There is also liaison with the SENCO at Kirk Balk Community School, Barnsley Academy and Penistone Grammar School to plan for transition at the end of Y6.

MONITORING AND EVALUATION OF SEND PROVISION
The effectiveness of our provision for pupils with special educational needs is monitored and evaluated by:

- Informal feedback from all staff
- Termly SFP co-production review meetings with staff, SENCO and parents involved in reviewing provision and targets

- Pupil voice for review meetings
- Pupil data tracking (Inclusion Manager and Head Teacher)
- Pupil review meetings and records of review meetings (Inclusion Manager/ Class Teacher)
- Tracking progress made specifically by pupils with SEND (Inclusion Manager/Class Teacher)
- Pupil progress meetings
- SEN and Inclusion whole school tracking
- Monitoring SFP's and targets (Class Teacher, Inclusion Manager)
- Movement on the SEND register (Inclusion Manager and HT)
- Attendance records (EWO/FSW)
- Intervention records are maintained by Class Teachers and TAs to show impact
- SENCO observations of SEND pupils in class and their provision; triangulating SFP targets/provision, practice and outcomes for SEN pupils

MONITORING OF POLICY EFFECTIVENESS

We have identified the following to enable the Headteacher, Inclusion Manager, Senior Management team and SEND Governor to monitor and evaluate the effectiveness of the policy:

- The Inclusion Manager has at least one termly meeting with the governor responsible for SEND
- Regular meetings between Head teacher and Inclusion Manager
- Updating the SEND register at least three times a year
- Pupil Progress termly meetings
- Movement on the register, both up and down the levels of intervention
- Prompt actions on concerns raised
- Parents are informed about all expressions of concern
- Pupils with SFP's have their targets reviewed a minimum of termly
- Pupils drive, or are aware of, targets that they need to achieve linked to the SFP where possible
- Relevant members of staff are aware of, and involved in, the development of pupil targets
- SFP targets are SMART and written in accessible language
- Parents are informed of their child's targets at review/parent meetings or informal meetings with Class Teacher or Inclusion Manager
- Parents are invited by e mail/invitation to all review meetings
- Whether parents are able to attend reviews or not, SFP's are still e mailed to them and meetings re-arranged if at all possible
- Parent and Pupil voices are collected and, where possible, acted on in the review process
- Teachers and support staff are aware of procedures and have their attention drawn to this policy
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Intervention records are monitored termly by the Inclusion Manager.
- SEND issues are included in staff development planning
- All staff are aware of their responsibilities for SEND
- SEND is a key section in the school improvement plan

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

This policy will be reviewed again in September 2022, in line with the Code of Practice and LA guidance.

Signed _____ (Head Teacher)

Signed _____ (Chair of Governors)