

TILERY PRIMARY SCHOOL



Special Educational Needs And Disability Policy

The school SENCo is Mrs M Fender for KS1 and KS2, Mrs C McFee for Early Years
The school governor for Special Educational Needs and Disability is Mrs Laura Provett.
Contact either via school, Tel: 01642 673761

Ratified by Safeguarding Committee: 11/10/2024
Shared with Staff: 11/10/2024
Signed by Chair of Governors: 11/10/2024 L Provett
Review Date: Autumn 2026

Tilery Primary School

Whole School Policy for Special Educational Needs or Disability

Introduction

Tilery Primary School has an ethos that values diversity and promotes inclusion. We value the different skills and talents of each pupil and the contribution they make to the school. We want all our pupils, including those with Special Educational Needs or a Disability (SEND), to make the best progress they can and to access a broad, balanced and inspiring curriculum so that they can reach their potential and are prepared for the next stage of their life. Some of our school policies are interlinked and should be read in conjunction with other policies. In particular, the SEND policy is linked to; the Inclusion Policy, the Assessment policy, the Supporting Pupils with Medical Needs Policy, the Equality Policy, Curriculum Policy and the SEN Information Report which are on our school website.

Objectives

To work within the guidance provided by the SEND Code of Practice 0-25.

To identify pupils with SEND as early as possible

To work in close partnership with pupils, parents, the Local Authority (LA) and, when appropriate, external agencies

To provide quality first teaching for all pupils; this means that teachers assess, plan and teach all children at the level that allows them to make progress with their learning.

To provide differentiated learning activities and targeted interventions.

To value and encourage the contribution of all children to the life of the school

To promote inclusion

To meet individual needs

To provide support and advice for all staff working with children with pupils who have SEND.

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Definition of SEN

The 2014 Code of Practice says that:

A person has SEND 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 facilities of a kind generally provided for others of the same age in mainstream schools. *Taken from 2014 SEND Code of Practice: 0 to 25 Years*

There are four broad areas of need as stated in the SEND Code of Practice

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

The SEN Support Register

When a child is identified as having SEND this is discussed with their parents or carers. This is usually during a parental consultation but there are times when a specific meeting with the teacher or SENDCo is arranged. If a parent has a concern about their child's progress or feels that their child has a SEND they can contact school to make an appointment with the SENDCo.

Children identified as requiring such SEND provision are recorded, with parental permission, on the School's Information Management System (SIMS). The reasons for SEND Support, and what will be put in place to support their child, is explained to parents; parents also contribute their

views about what could help their child. This is recorded on a form that the parents sign. If a child makes good progress and at any time it is felt that they should be removed from the register this is usually discussed and agreed with parents at the next consultation.

Tilery Primary School follows the graduated model set out in the SEND Code of Practice; Assess, Plan, Do, Review.

Assess

Ongoing systematic tracking of pupil progress takes place termly through Leadership data analysis meetings. These result in pupil progress meetings with teachers to plan additional support for pupils not making sufficient progress. Their progress is then monitored closely each half-term. The SENCO works closely with the rest of the leadership team to use this cycle of analysis and tracking to identify pupils who, despite quality first teaching and some additional support continue to make less than adequate progress.

The analysis of data includes:

- Reception baseline assessment - Statutory entry profile for FS2 children within the first six weeks of entry into school.
- Entry profile for FS1 children.
- Termly pupil assessments
- Reading ages and Spelling ages
- Results of national tests
- Results of school tests

Other sources of information that may contribute to an assessment of a pupil's needs include:

- Parents' concerns
- Child's concerns
- Teacher/Teaching assistant's concerns
- Pastoral support team's concerns
- Information from previous schools on transfer
- Information from other services

Whilst identifying the needs of a pupil we also consider other factors and circumstances which may also impact on a pupil's progress but do not constitute SEND such as attendance, health and welfare, English as an additional language, being in receipt of pupil premium grant or being a child who is looked after by the Local Authority.

Plan

As part of termly pupil progress meetings the pupil's class teacher, the SENDCo and the leadership team will discuss strategies to further support a pupil with SEND and improve progress.

This may include:

- In class support for small groups with a teacher (T) or Teaching Assistant (TA)
- Small group withdrawal with TA, T, or Learning Mentor (LM).
- Individual class support / individual withdrawal
- Further differentiation of resources
- booster class
- Specific Interventions
- Provision of alternative learning materials/ special equipment

- Staff development/training to undertake more effective strategies
- Access to specialist support services for advice on strategies, equipment, or staff training

Individual Target Setting

The assessment, target setting and reviewing of progress for pupils with SEND is integrated into the whole school arrangement for all pupils. Target setting is ongoing and when a target is achieved another is set. Targets are discussed with pupils and parents at termly consultations. These targets are recorded on SEND Support plans for all pupils on the SEND register. For pupils with an Education Health and Care plan (EHCP), targets and provision will meet the recommendations on the plan.

Do

We use SEND Support plans, individual target sheets and individual timetables to record the support that is provided for pupils with SEND in school. SEND support plans are agreed and signed by the class teacher and the parent/s at the first consultation each term and reviewed at the next consultation. Once reviewed they are scanned and saved into the child's individual folder in the schools CPOMS database. This means that if/when a child transfers to another school with CPOMS their support plans are quickly available for them to see.

An individual costed provision map (ICPM) is used to record the support for pupils who need an additional adult for some of the time or a significantly increased amount of support. It is produced termly and records provision that is additional to or different from the usual curriculum. It includes additional support identified at pupil progress meetings. ICPMs are stored electronically on the school intranet in an area that is only accessed by classroom staff. Class teachers and TA's record progress using their day-to-day records, Insight and evaluations of interventions. For pupils with an EHCP, provision will meet the recommendations on the plan.

Review

The evaluation of the provision and interventions recorded on the SEND Support Plans feed into the termly cycle of pupil progress meetings between teachers and the leadership team.

Progress towards targets is discussed with the child and his/her parents at parental consultations that take place every term. Parents are given an individual appointment and when possible the child attends with them. At the meeting they review progress made, agree the next targets and provision for the next term. When necessary additional time is allocated so that the process is not rushed. Parent's views are recorded at the review. The SENCO may also attend the consultation if requested to by a parent or teacher.

During the review of progress, it may be decided to refer to an external agency for specialist assessment, advice or support. This includes the Educational Psychology Service (EPS), the Local Authority SEND support team, the Speech and Language Team (S<), the visually impaired service, the hearing impaired service, The Bungalow Partnership, Alliance and occupational therapy. Any support or recommendations are recorded as part of the next SEND Support plan.

Education Health and Care Plans (EHCP)

If children fail to make progress, in spite of high quality targeted SEND support and support from external agencies including the EPS, we may apply to the local authority for the child to be assessed for an EHC Plan. This is with the consent of parents/carers and may be appropriate if:

- The child has complex needs or has more than one area of SEN
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that it is likely that they may at some point need special school provision.

If the local authority agree to assess a child the local authority's EHCP co-ordinator will start the process and gather the views of the parents, child and relevant professionals. The parents and child will be involved in the process throughout and if a plan is agreed it will usually be issued within twenty weeks.

Children, who will manage in mainstream schools with support do not necessarily require EHC Plans. Also, having a diagnosis or a disability does not necessarily mean that a child needs an EHC Plan.

Roles and Responsibilities

Provision for children with special educational needs or a disability is a matter for the school as a whole. The governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities.

The Governing Body

The Nominated Governor with special responsibility for SEND is Mrs L Provett. The SENCo meets with Mrs Provett termly to provide a detailed update and produces a written report about SEND for the governors each term.

The SENCO

Mrs Michelle Fender is the whole school SENDCo. Mrs Charlotte McFee works alongside Mrs Fender and is the SENDCo for the children in our Early Years Provision (2year olds to end of Reception)

The SENDCo:-

- Liaises with parents/carers of children with SEND.
- Advises and supports school staff with regard to pupils with SEND.
- Is responsible for the day-to-day operation of the school's SEND policy and the maintenance of the SEND register.
- Writes reports and documentation for presentation to the LA to; request top up funding, request alternative provision for a pupil, request or contribute to an EHCP and for annual reviews of pupils with an EHCP.
- Contributes to the in-service training of staff
- Works with other school staff including the Pastoral Support Team to help pupils and families
- Works with outside agencies such as Educational Psychology (EPS), speech and language (S<), the hearing-impaired service (HIS), the visually impaired service (VIS) and the Child and Adolescent Mental Health Services (CAMHS).

Class Teachers

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. The class teacher is the person with key responsibility for devising and delivering appropriate support within the classroom, which is personalised to the individual's needs, directing the work of the support staff and for setting up regular consultation/review meetings with parents

Teaching Assistants

The school has experienced and skilled teaching assistants who provide daily support for children with SEND. This includes working with small groups within the classroom, withdrawing small groups or individual children for specific interventions and mentoring or counselling children with Social, Emotional or Mental Health needs (SEMH).

Pupil and Family Support Workers (PFSW)

Mrs Emily Hunnan & Ms Claire Daff work closely with families and outside agencies to support vulnerable pupils, including those with SEND. Parents are able to come in to school discuss any concerns with her or if they prefer they may request a home visit. The PSFWs also initiates Early Help procedures and leads Team around the Child (TAC) meetings for vulnerable pupils including some with SEND.

Nurture

The school provides a specific space for children across school who need a nurture style environment during the day to help support them when they are struggling with their emotions, friendships, behaviour or need a space to calm down in before returning to class. This is known in school as the REACH Room.

Other Agencies

The school has service level agreements with Mrs Judith Wise from Psychology Wise, who provides school with her service as an educational psychologist (EP). At the beginning of each term the EP meets with the SENDCo's to look at the needs of the children and plan a cycle of support for the term. The Educational Psychologist works with us to identify barriers that may be affecting a child's learning or development. They also provide advice, support and training for staff.

We also have a service level agreement with the Bungalow partnership who provide emotional therapy and support for our children who we have referred to them. The Bungalow Partnership also provide our Year six children with support around transition to secondary school. This is delivered in small groups of six children, for those who have been identified as struggling with the emotions they are feeling ahead of moving on.

Our school also works alongside Alliance who provide support for children who are experiencing difficulties with their mental health or suffering from low mood, anxiety, lack of concentration. Alliance also offer advice and support for parents and work closely with CAMHS.

We also work with the Speech and Language Team (S<), the hearing impaired service (HIS), the visually impaired service (VIS), Paediatric Occupational Therapy and the Child and Adolescent Mental Health Service (CAMHS) to support the needs of individual pupils.

Parents/Carers and Families

The school values the contribution that parents can make to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active role in their children's education.

Parents are encouraged to help their children at home by making sure any recommendations in their child's support plan or given by other agencies, e.g. speech and language, are carried out. They are invited to consultations and review meetings so that they are kept informed of progress. They receive copies of any reports or information from assessments made by external agencies.

Independent advice is available to parents from Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS). This is a free, impartial and confidential service. They can be contacted by telephone on 01642 527158 or by email at SENDIASS@stockton.gov.uk

Stockton Parent/Carer Forum is a group of parents & Carers of children with Special Educational Needs (SEN) and disabled children. They help parents stay informed about SEND services in Stockton. Their website is <http://www.stocktonparentcarerforum.co.uk/> Contact can also be made

by telephone or text to 07985 245668

Training and Resources

Funding for SEND is included in the general school budget and is used to resource SEND provision throughout the school.

Staff training and continuous professional development (CPD) is planned as part of the annual School Evaluation and Development Plan (SEDP). In school, staff training is used for whole school professional development including training specifically related to SEND. Training is carried out by the SENCo, school leaders or by other professionals who are engaged by the school for their specific expertise or knowledge. Individual training is arranged for staff who need it to support individual pupils (e.g. the use of radio aids for pupils with a hearing impairment) and all staff are encouraged to undertake individual training and development to develop their quality of teaching and respond to the strengths and needs of all pupils.

Monitoring and Development

The school evaluates its effectiveness in the following ways:

- Regular monitoring of the progress of individuals and groups towards the end of year targets and towards the end of key stage targets.
- The tracking of progress of individual pupils.
- The monitoring and evaluation of interventions.
- The analysis and comparison with local and national data

Targets and actions for improvement are included in the annual School Evaluation and Development Plan. (SEDP).

Complaints Procedure

If parents have a concern or complaint about the provision for their child's special educational needs they should make an appointment with the SENCo or with the Headteacher who will do their best to address their concerns. If parents wish to take their complaint further they may telephone the school administrator who will put them in touch with Mrs L Provett (governor with responsibility for SEND). Alternatively, they may write to the Mrs L Provett care of Tilery Primary School.

This policy was reviewed (on an interim basis) and amended 17/09/2024

It will be reviewed again in the summer term 2026.

Signed M FENDER SENDco

Date 17/09/2024

Signed L Provett Chair of Governors

Date 11/10/2024