

TORTWORTH VC PRIMARY SCHOOL SEND Policy

Signed (chair):	Name: Fay Frost	Date: 16.02.21
Signed (Head):	Name: Bethan Adams	Date: 16.02.21
Ratified by: Governing Body on 16.02.21		Next Review: February 2022

Tortworth VC Primary School

SEN Inclusion Policy

Special Educational Needs Co-ordinator (SENCO)

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At Tortworth VC Primary School we are committed to meeting the special educational needs of pupils and ensuring that they make the best possible progress and attainment. We offer a fully inclusive broad and balanced curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

Special education provision will be made for children who have a significantly greater difficulty in learning than the majority of children their age or have a disability which prevents their effective learning in school.

Every teacher is a teacher of every child or young person including those with SEN and as such is accountable for all of their progress and attainment.

This policy was developed through consultation with the parents, children and all staff of Tortworth VC Primary School. It has been shared with Governors and South Gloucestershire Local Authority. This Policy reflects the SEND Code of Practice 0-25 Guidance (2014).

Our School

Tortworth VC Primary School is a thriving school nestled in a beautiful rural setting within the Tortworth Estate in South Gloucestershire. We are a voluntary controlled maintained primary school and as such follow the policies and guidance of South Gloucestershire Council. Our ethos is to provide a caring environment where all can enjoy, achieve and be confident. This happens through respect for each other, our community and the world around us, and by encouraging hard work, curiosity, rights and responsibilities.

We ensure every child is a highly valued individual and we pride ourselves in offering a lively curriculum which puts enjoyment and fun at its heart.

Aims

We aim to raise the aspirations and expectations of all pupils with SEN. Tortworth VC Primary School focusses on outcomes for children and young people and not just hours of provision and support to enable them to reach their potential and succeed in their education. The school recognises and fully supports the statutory rights of all pupils to equal opportunities and that each child has a variety of differing needs. We believe that all children should receive a broad and balanced curriculum, relevant to their individual needs, with access to all areas of the curriculum.

Objectives

Objectives of this policy are guided by the SEN Code of Practice and are as follows:

1. To identify and provide for pupils with special educational needs and additional needs as early as possible, and ensure that their needs are met with appropriate support and clear objectives.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-Ordinator (SENCO) who will work within the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To ensure inclusion of pupils with special educational needs and disabilities in all the activities of the school and receive a broad and balanced curriculum.
7. To have high expectations for all children with special educational needs and ensure that all learners make the best possible progress.
8. To establish good communication and work in partnership with parents, recognising that their knowledge, views and experience are essential for effective assessment and provision.
9. To ensure that learners express their views and are fully involved in decisions which affect their education.
10. To promote effective partnership and involve outside agencies when appropriate.

Identifying Special Educational Needs

The Code of Practice (pg.86 SEND Code of Practice, 2014) describes four broad categories of need:

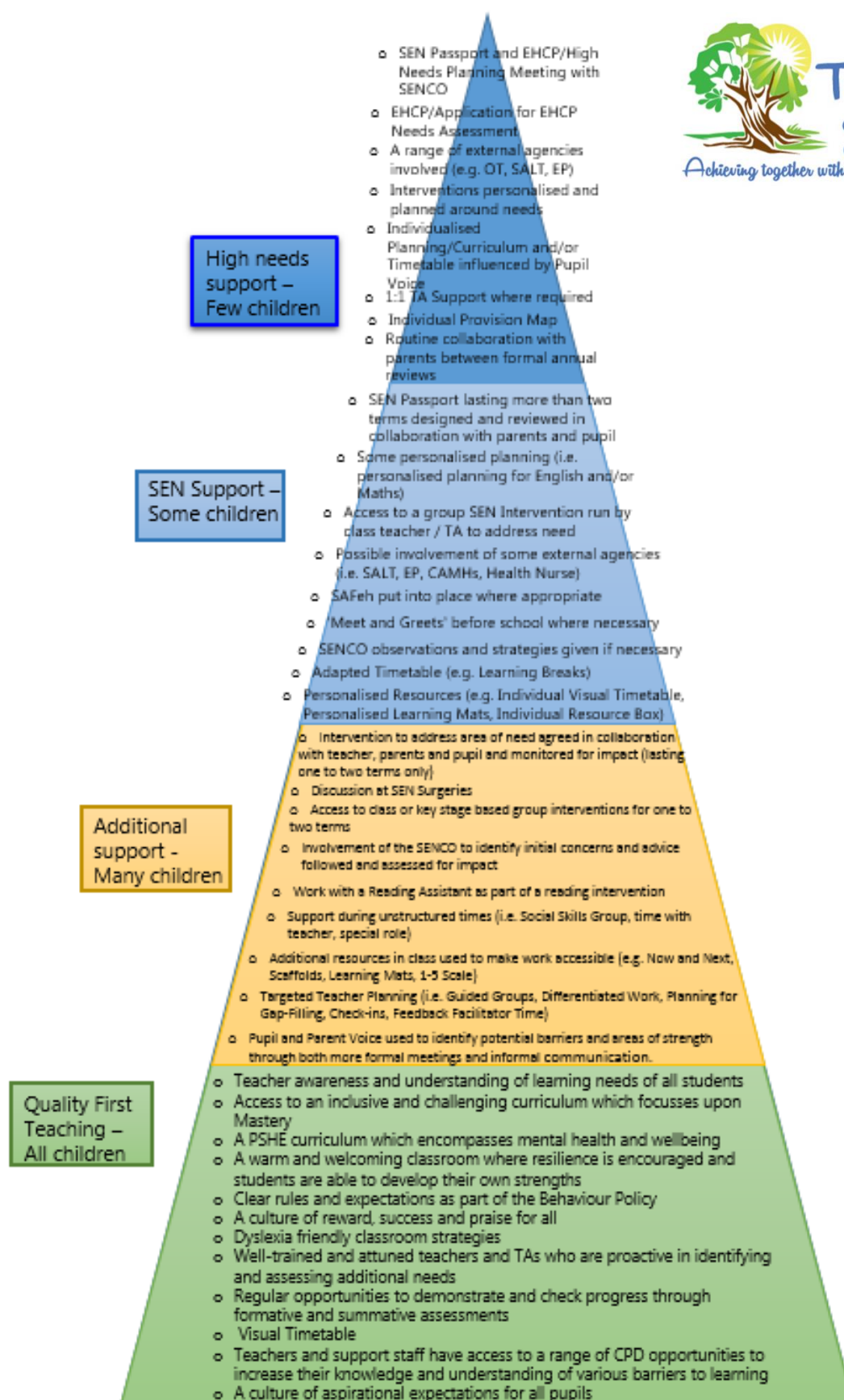
- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that are planned for at our school. 'Behaviour' is not accepted as a way of describing a SEN. Any concerns regarding a pupil's behaviour will be identified as an underlying response to one of the four broad areas of need.

The purpose of identification is to work out the action our school needs to take, not to fit a pupil into a category. At Tortworth VC Primary School we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person. We also consider factors beyond a child or young person's special educational needs, and recognise that many factors impact on progress and attainment, including:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for a school provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium grant
- Being a looked after child
- Being a child of a serviceman or woman.

A graduated approach to SEN Support



Tortworth VC Primary School is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. We are a maintained school and follow the policies and guidance of South Gloucestershire Council. The local authority supports the school to ensure that all pupils, regardless of their needs, make the best possible progress.

All teaching staff at Tortworth VC Primary School are committed to delivering 'Quality First Teaching'. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions / adjustments and good quality personalised teaching.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

We maintain clear systems for tracking pupils' progress and achievement to assist in the identification of pupils' learning needs. Identification of pupils with SEN may also be made through the concern of parents, the child's pre-school setting or of Health and Social Service Agencies.

Pupil Progress Meetings are held three times a year. The Head Teacher/SENCO and class teachers consider all of the information gathered from within the school about the pupil's progress, alongside national and local data and school expectations of progress. Assessments include high quality and accurate formative assessments and teacher judgements. If a child is not making expected progress, a decision is made as to whether additional and / or different provision is necessary.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. This SEN support is a graduated approach, following a four part cycle: assess – plan- do- review. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. More detailed approaches, more frequent review and more specialist expertise are drawn in for successive cycles in order to match interventions to the SEN of children and young people.

Assess – The class teacher working with the SENCO identifies the child's SEN needs drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The assessment is regularly reviewed to ensure interventions are matched to need and barriers to learning are overcome.

Plan - Where it is decided to provide a pupil with SEN support, the teacher and the SENCO in consultation with the parents and the pupil agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The plan includes parental involvement to reinforce or contribute to progress at home. Additional provision is recorded in a Targeted Provision Plan.

Do - The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil and is accountable for their progress. The class teacher and SENCO work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, and advises on the effective implementation of support.

Review - The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly, usually termly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, then revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. A new Targeted Provision Plan is then drawn up.

Where a pupil has a Statement or Education and Health Care Plan, the school along with the local authority review this annually.

Managing Pupils' needs on the SEN register

Pupils' individual needs, identified through assessment and observation, will be planned for through additional provision and action. The Targeted Provision Plan will be written by the class teacher in close consultation with the SENCO and with pupils, parents / carers. It may also involve consultation and advice from external agencies.

The Targeted Provision Plan will set clear outcomes for the pupil to achieve within an agreed time, usually one term. The outcomes will be based on the child's needs and provisions they are receiving, and will detail:

- the nature of the child's needs
- the provision put in place to meet those needs
- the short-term provision targets set for or by the pupil
- the teaching strategies and resources to be used
- when the plan is to be reviewed
- success and/or exit criteria
- cost, related to time and resources

The Targeted Provision Plan will be reviewed by the class teacher and SENCO's at least termly and the outcomes will be recorded. Pupils and parents / carers will be invited to participate fully in the review process. The outcomes will feed into termly Pupil Progress meetings between the Head/SENCO and class teacher where the child's future needs will be discussed. Interventions will be monitored and changed and / or adapted if expected progress is not being made. Further information on provision and support in our school can be found in the school offer on the website.

Wherever possible the provision will be made through the schools own resources and expertise. However if, despite significant support and intervention, there is evidence that a pupil is making insufficient progress we will seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. The class teacher and SENCO will monitor and liaise with the external professionals in close consultation with the parents.

A number of different professional bodies are called upon by the school, these include:

- Educational Psychologist, used for advice on teaching individual pupils and for observation or assessment of children.
- Speech and Language Therapist, advice and assessment on the teaching of specific children.
- School nurse, health related concerns.
- Physiotherapist, specific physical needs for individuals.
- Paediatrician for assessment and diagnoses of medical conditions.
- Behavioural Support providing advice for children with behavioural needs / educational support.
- Occupational Therapist providing advice for children with motor skills needs and sensory needs

In order to access professional support an access and response form (request for service) must be completed as well as a Sharing of Information form which parents need to sign. Parents will be fully involved and informed about the involvement of external agencies and proposed interventions.

If pupils are identified as to needing further support the school will request an Education and Health Care Plan (EHC) assessment. This will be considered by a panel of professionals at South Gloucestershire Local Authority and a detailed response given. If further support is agreed in the form of an EHC Plan then a Case Officer will be allocated to meet with parents, the child and the SENCO to gather information, organise a multi-agency meeting, agree support, and allocate any funding. The allocated Case Officer then becomes the primary contact for all decisions and correspondence.

The school keeps a register of all children with SEN and records are kept of steps taken to meet the needs of individual children. For pupils who have a Statement or Education and Health Care Plan (EHC Plan) progress and their support will be reviewed annually in addition to the review of Provision Plans. This will be led by their key worker, in close consultation with parents / carers and any professional bodies involved.

Criteria for Exiting the SEN Register

It will be deemed appropriate to remove the child from the school SEN register if sufficient progress has been made and achievement is in line with their peers and national data. This decision will be made between parents, outside support agencies, head teacher, class teacher and the SENCO.

Supporting Pupils and Families

We are committed to fully involving parents and families throughout their child's time at Tortworth VC Primary School. During the induction of new pupils, information is gathered from pre-schools, schools and parents. Parents are invited to open days, an introductory evening and EYFS children receive a home visit. Parents are kept informed about their child's progress, informally through regular contact with their class teacher and more formally through regular parent's evenings, Targeted Provision Plan review meetings, annual review meetings (children with a statement or children with an EHC Plan) where their comments are sought, valued and recorded. Parents' views are regularly sought through questionnaires, with the information gathered being acted upon, to inform practice and policy.

Pupils are also included in the review of their Targeted Provision Plan and new target setting process. They are also asked to evaluate the impact of interventions which they undertake.

Governors report on the success of the SEN and Inclusion policy through their annual report.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled. If this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHC (Education and Health Care) Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

We are an inclusive school and we welcome all children. The Governing Body is in agreement with the Local Authority admissions criteria which does not discriminate against pupils with special education needs, disabilities or medical conditions, and its admissions policy has due regard for the guidance in the SEN Code of Practice.

The school is fully accessible with suitable toilet facilities. Please refer to the schools policy for 'Managing Medical Needs' and the 'Equalities Plan'.

Monitoring and Evaluation of SEND

The school regularly monitors the effectiveness and quality of provision offered to all pupils. Audits are used to provide parents of children with SEN the opportunity to feedback and suggest improvements in SEN provision. Children are regularly consulted through pupil conferencing, before and after provision questioning and simple questionnaires.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Analysis of teacher's planning by the Head Teacher/SENCO takes place during routine monitoring and lesson observations. This ensures that a differentiated and flexible learning approach is taken and that targets on SEN Provision Plans are incorporated into whole class learning times.

Interventions are monitored for effectiveness and appropriateness for individuals. If deemed inappropriate then they are developed or changed.

Periodically the school audits SEN provision, highlighting areas for further development and ensuring the best possible outcomes for children with SEN. Priorities for improvement are fed into the School Development Plan (SDP) and reviewed regularly.

Training and Resources

SEN is funded through the High Needs Block and High Needs Statemented Support allocation within the school budget. This allocation directly feeds into supporting provisions, purchasing resources and outside support.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training needs are identified and planned for. Teaching and support staff are kept up to date on SEN issues by the Head/SENCO at staff meetings and training courses and meetings, including support from the Inclusion Support Service or Behaviour Support Service.

All teachers and support staff undertake induction when they start their role. This includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher/SENCO.

The SENCO/Head Teacher will keep fully up to date with local and national updates in SEND through attendance at training and network meetings. In addition, the SENCO will develop their skills through attendance at training, the Local Authority SEN conference, discussions with outside specialists, reading and through subscription to professional bodies. (E.g. NASEN membership)

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs and disability provision in the school and to ensure that the Full Governing Body is kept informed of how the school is meeting the statutory requirements. At Tortworth VC Primary School this role is undertaken by **Paula Hooper** who meets regularly with the Head Teacher/SENCO.

The SENCO/Head Teacher works closely with the Special Educational Needs and Disabilities Governor and staff to ensure the effective day to day operation of the school's special educational needs and disability policy. Areas for development in special educational needs and disabilities inform the School Development Plan.

Teaching assistants specialise in delivering intervention provision. These are overseen and monitored by the SENCO/Head Teacher. If, as part of the child's statement or EHC Plan the requirement is for one-to-one provision, a teaching assistant is allocated as a key person for support.

All teaching and non-teaching staff are involved in the formulation of the special educational needs and disability policy. They are responsible for differentiating the curriculum for pupils with special educational needs and disabilities and are accountable for their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by SEN pupils in their subject area and the effectiveness of resources and other curriculum materials. All staff will work closely with the SENCO.

The Head Teacher is the designated lead for child protection and managing the funding for pupil premium and looked-after children.

Storing and Managing Information

Staff working in school will have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances they will be given highly sensitive or private information. Governors, staff, carers and others should never divulge confidential or personal information about a pupil or her/his family. For more information please refer to the Confidentiality Policy and GDPR regulations.

All SEN documents are stored in a secure cupboard. Copies of documents are transferred to secondary schools on transition. All documents referring to children with SEN are kept until the individual is 25. These documents will be archived in a secure area within school.

Dealing with Complaints

Should parents wish to complain about provision made for their child at school, in the first instance they need to talk to the class teacher. If the concern continues then the Head teacher/SENCO and class teacher will endeavour to resolve the matter.

If the Head teacher/SENCO is unable to resolve the issue, the schools' Complaints Procedure should be referred to and followed.

Bullying

Please also refer to Tortworth VC Primary School Anti Bullying Policy which is provided on the school website.

Bullying will not be tolerated at Tortworth VC Primary School and we recognise that it is not confined solely to relationships between young people but all members of a school community. It is the right of everyone to be able to work and learn in a safe and happy environment where bullying does not take place. The school ethos should reflect a place where individuals have respect for themselves and each other.

All members of our school community work together to ensure and mitigate the risk of bullying of vulnerable learners at our school. An annual weekly focus on bullying involving staff, governors, parents and children ensures that all children including our most vulnerable children are educated about the various forms that bullying can take including physical, verbal, emotional and cyber. Children are presented with strategies for tackling bullying issues within school.

Staff also receive training from the local authority about how to support pupils with Autistic Spectrum Condition (ASC). Staff that support individual children regardless of their individual needs, are provided with training so that they can support children to become more independent and build resilience in their learning. Staff and parents receive specific tuition about the use and understanding of social media so that they are able to support their children at school and at home.

Reviewing the Policy

The Policy will be reviewed annually by governors and will take account of all stakeholder views and any changes of staffing at the school and current legislation.

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

Agreed at pupils & Curriculum:

Agreed at the Full Governing Body meeting:

Date Signed: Chair of Governors

Review Date: January 2022