

# Thorn Primary School



## SEND POLICY

**Incorporating Special Educational Needs Information, in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)**

This policy explains how Thorn Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

---

### Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most students of the same age.
- has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCo).

The SEN Information Report and School's Contribution to the Local Offer provides greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The SEN information Report and School's Contribution to the Local Offer is available from the school office and the school's website: <https://www.thorn.lancs.sch.uk>**

Thorn Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. Good practice for pupils with special educational needs is good practice for all.

### **POLICY AIMS**

At Thorn Primary School we value all pupils equally and we are committed to identifying and breaking down possible barriers to learning to enable our pupils to reach their full potential. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs. We aim to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

### **POLICY OBJECTIVES**

In order to achieve these aims, we will:

- provide a system for the early identification and continuing development of children with SEND;
- ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- use of best endeavours to make sure that a pupil with SEND is given the support they need;
- provide support and advice for all staff working with special educational needs pupils;
- work effectively with parents/carers and other relevant outside agencies to fully meet the

- needs of pupils with SEND and involve parents/carers and pupils in the review process;
- provide a Special Educational Needs Coordinator (SENCO) who will work with the SEND Policy; and
- produce an annual SEN Information Report.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning. Early identification of SEND is essential and as such, it is important that we identify pupils who experience difficulties accessing learning and other general school opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCO is a member of the Senior Leadership Team who work together to analyse data and individually track pupils who are experiencing difficulties.

The first response to low/poor progress in a pupil will be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the teacher will share their concerns in discussion with the SENCO and the Senior Leadership Team and parents. If further action is deemed necessary, the parents are informed.

All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy. Despite good quality teaching, intervention and differentiated learning experiences, triggers for identification of a Special Educational Need could be:

- little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified need;
- working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- communication or interaction difficulties which create barriers to learning and specific interventions;
- social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school; or
- sensory/physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

If, following a sustained period of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services, the Special Educational Needs and Disability Service (SENDs) or similar. Additionally, some children may receive support from our Speech Therapist (Profluence) or National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

## **THE GRADUATED APPROACH TO SEN SUPPORT;**

### **Assess – Plan – Do – Review**

The key principles:

- All class 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012).
- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.

The school is committed to early identification in order to meet the needs of children with SEND. 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 through Quality First Teaching. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, EYFS profile, SATs or PIVATS when needed. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics, the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENCO and parents to review the strategies that have been used. These will be collated onto a one-page profile to ensure all staff are working consistently together for the pupil. Following this, it may be concluded that the pupil requires help that is additional to or different from that which is normally available. This would then constitute Special Education Provision and the child would be registered as receiving SEND support.

We seek to identify pupils 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;
- fails to make progress with wider development or social and emotional needs; or
- fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – **'Assess, Plan, Do, Review'**.

This process is initiated, facilitated and overseen by the SENCO whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will keep updated records of provision and track the impact of that provision. The teacher will maintain the personalised plans and keep them updated.

### **ASSESS**

The teacher and SENCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

### **PLAN**

Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

### **DO**

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

### **REVIEW**

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

### **PROVISION AND PROVISION MAPPING**

The provision which the school makes is fully detailed in the SEN Information Report and School's Contribution to the Local Offer which is available from the school office or on the website:

<https://www.thorn.lancs.sch.uk>

- Provision for any pupil with an existing Education, Health and Care Plan (EHCP) will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENCO. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCO to ensure that the effectiveness and efficiency of provision is maximised.

- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. The SENCO, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

## **SUPPORTING PUPILS AND FAMILIES**

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND). This links back to the school's SEN Information Report and School's contribution to the Local Offer, which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- Pupils with special educational needs will be admitted to school in line with the school's admission policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

## **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 be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, medical information with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class medical register and further details will be held in a secure location in the school office.
- Some pupils may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

## **CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY**

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

## **MONITORING AND EVALUATION OF SEND**

- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above).
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.
- The SENCO collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision.
- The SENCO liaises with the SEND Governor and they jointly produce a report on the quality and effectiveness of SEND provision.
- As part of the School Development Plan, the SENCO produces an annual action plan and updates progress against this on a termly basis.

## **TRAINING AND RESOURCES**

- The overall level of funding for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.
- The responsibility for determining the amount of resources for SEND lies with the school Governors who will seek advice from the Headteacher.
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCO are met from the main school budget.
- 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. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCO is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCO advises as necessary.
- Whole school training on SEND is arranged, as appropriate for all teachers and teaching assistants.
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.
- All teachers and support staff undertake induction on taking up a post and this includes a 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 school's SENCO regularly attends SENCO forum meetings in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND.
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The Headteacher is the school's "responsible person" and manages the school's special

educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school.

- The SENCO is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing One Page Profiles or Individual Pupil Plans (IPPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEND Governor; preparing appropriate reports and liaising with non- teaching staff in relation to SEND.
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IPP and focused in-class support whilst encouraging independence.

#### **STORING AND MANAGING INFORMATION**

- Documents relating to children with SEND are stored in a locked cupboard in school, on an encrypted electronic storage device and/or the online CPOMs system the school operates. Some documents are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical.
- Please refer to GDPR Statement.

#### **REVIEWING THE POLICY**

- This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
  - progress made by students with SEND at the school;
  - the success of the school at including students with SEND;
  - any recommendations from Ofsted or the LA about improving practice; and
  - factual changes, such as names of personnel.

#### **ACCESSIBILITY**

- The school's accessibility plan is available from the school office or the School Website.
- School operates an Open-Door policy so parents can contact the school office (01706 874027 or [admin@thorn.lancs.sch.uk](mailto:admin@thorn.lancs.sch.uk) ) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available every morning before school and every afternoon immediately after school without prior appointment.

#### **DEALING WITH COMPLAINTS**

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCO.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity in accordance with the Complaints Policy.