



Osborne
Co-operative Academy Trust



Special Educational Needs and Disability

Thameside Primary School

Last reviewed: September 2020
Next review date: September 2022

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

SENDCO Mrs L Crouch

THAMESIDE SCHOOL SEND POLICY

This policy describes the ways in which we meet the needs of children who experience barriers to their learning. These may relate to inherent difficulties, disabilities (such as sensory or physical impairment) or to factors within the environment, including those experienced in school learning situations. We see these needs as occurring across the ability range.

Objectives, Principles and Values

We aim to help our pupils to learn the value of and to appreciate their individual strengths and to develop their potential. We provide a broad and balanced curriculum and ensure that each child feels valued within the school community. We do all we can to ensure that every child will leave school with the core skills in literacy, numeracy and social and emotional independence.

We believe that our pupils have the right to access a curriculum where work activities can be completed at a variety of levels and in a variety of different ways to meet individual needs. All teachers and learning support assistants have a role in meeting special education needs and it is important that intervention takes place as early as possible, in order to avoid a negative spiral of failure and lowered self-confidence.

We aim to involve parents at every stage in any plans made to meet a child's special needs. Although staff will do their best to meet every pupil's needs, the school also recognises that there may be times when the needs of the group (the majority of pupils in the class) will have to take precedence over the needs of the individual.

The SEN Code of Practice

The purpose of the SEN Code of Practice is to give guidance on policies and procedures to enable pupils with special educational needs to reach their full potential and to be fully included in school activities. At Thameside Primary, we make every effort to identify, assess, support and review pupils' special needs in line with the Code of Practice.

Roles and Responsibilities

i. The Governors

The Governors of Thameside Primary have taken steps to fulfil their legal responsibilities towards special education needs by appointing a member of the governing body to liaise with the SEN Coordinator (SENDCO); by arranging for regular reports on SEN issues; by arranging governor training; and by familiarising themselves with the Special Needs work done in the school.

ii. The Headteacher

Overall responsibility lies with the Headteacher. They are informed of children's special education needs and the arrangements that are being made to meet them. They are involved, with governors, in determining appropriate staffing and funding arrangements and ensuring that the school meets its special needs responsibilities.

iii. The Special Needs Co-ordinator (SENDCO)

The SENDCO works across the following areas: assessing the pupils' needs with a view to supporting differentiated National Curriculum procedures; liaising with external agencies, where appropriate, including LEA Support Services, primary schools and further education establishments; planning support strategies and individual education programmes; gathering evidence of special needs and helping to make effective provision; updating and co-ordinating records; attending SEN courses and providing feedback and INSET to other teaching staff and Learning Support Assistants; co-operating with colleagues in joint teaching approaches for individuals and groups. The SENDCO also line manages and, therefore, oversees the work of all 1:1 SEN LSAs and the nurture provision lead(s). The SENDCO also holds responsibility for overseeing the medical needs of children in school where a care plan is in place

The SENDCO also has responsibility for contributing to senior management planning on issues of curriculum adaptation, resources allocation and school policy development; keeping the governing body informed of progress; working with colleagues on strategies and techniques for individual pupils, or on curriculum differentiation; maintaining and building a resource bank in school; line managing 1:1 SEN LSAs, which includes carrying out yearly appraisals to set individual targets to be achieved; managing the probationary period for all 1:1 LSAs; responsibility for overseeing the medical needs of all children in school; line management of the Medical Officer, including which includes carrying out a yearly appraisal to set individual targets to be achieved; the management and overseeing of the 'Footsteps' nurture provision and staff.

The SENDCO is also considered to be a member of the Pastoral Team and works collaboratively with other team members on both a regular and 'as and when needed' basis.

iv. Teachers

The Department for Education's Special Educational Needs Code of Practice, recently revised, is very clear about the subject teacher's role in working with the SENDCO to ensure that a child's special needs are identified at an early stage. At Thameside Primary, teachers liaise with the SENDCO to assess children who may require additional support in order to identify strategies that allow the teacher to plan for differentiated teaching, within normal classroom work for such pupils.

Those pupils with special educational needs are supported and monitored in line with the Code of Practice, being considered to need 'School Support' or in receipt of an Education, Health and Care Plan. All pupils on the 'SEND Register' are recognised on a termly SEND register and interventions are profiled on the termly 'Provision Map' which sets objectives to be worked to and the intervention / type of support to be given in order to meet them. Such objectives can be subject based and / or address a socially, emotional or physical need. These objectives are reviewed at the end of each term and are amended or new objectives are set according to progress made. Class teachers are responsible for overseeing the progress made towards these objectives. This will most often be done by liaising

with those other staff members who may also support the pupils.

v. Pastoral Staff

In cases where the main area of need is emotional or behavioural, the SENDCo will liaise and collaborate with the appropriate members of the Pastoral Support Team, either on an individual basis or when attending weekly in-school 'Team Around the Child' meetings.

vi. SEN Teaching Assistants

The deployment of class based Learning Support Assistants is organised by the Senior Deputy Head, Mrs L Billinghamurst. Teachers work in collaboration with the 1:1 SEN LSAs in order to produce on programmes of study for individual children, based on their needs and the subjects being taught in class. Teachers will provide copies of weekly plans, identifying the differentiated programme of study for those children in receipt of 1:1 support. Such support can also be given on an individual basis within a small group or whole class situation. 1:1 SEN LSAs will then annotate planning to inform the teacher of outcomes, which in turn informs future planning for the individual pupil. Teachers, LSAs (class and 1:1 SEN LSAs) and the SENDCo will liaise to discuss individual pupils' progress. All LSAs will attend training sessions and courses and are encouraged to study for accredited certificates and diplomas to further inform good practice.

vii. Footsteps Nurture Provision(s)

The lead of Footsteps will plan for the needs of the children in the group on a weekly basis, consulting with appropriate year group teachers in relation to attainment levels when necessary. They will keep a record of progress towards objectives that will be shared with the class teacher at the end of each week. Books used in Footsteps will be marked and annotated by Footsteps staff in accordance to the school marking policy. The class teacher maintains overall responsibility for the children in their class who attend Footsteps and, on the observations and comments made by Footsteps staff and book looks by the teacher themselves, will be responsible for the termly assessment of attainment of each child in their class who attends Footsteps

viii. Whole-School Involvement.

The SENDCo is involved in relevant meetings and regular SEN reporting ensures that all staff are made fully aware of current developments. Teachers, HLTAs and all LSAs liaise often to monitor and evaluate individual pupils' progress and to ensure that 'Provision Maps' are relevant and kept up to date.

Resources

i. Finance

The running costs of SEN needs are allocated on a needs basis each year. When the governing body approves the school's budget, consideration is given to the amounts delegated to the school for children with special educational needs and to the amounts allocated to special educational needs in the school's budget. Consideration is also given to any funds allocated by the LEA in respect of children who are the subject of EHCPs (see below). The Head teacher and Senior Deputy Head Teacher manage the allocated funds and ensure that the best use is made of these resources.

ii. Staffing Arrangements and Organisation of Resources

Our SEND provision is seen as a whole school issue. Pupils are supported in all areas of the curriculum by a team of Learning Support Assistants. Support provided in school includes in class support, 'Footsteps' nurture provision, withdrawal where necessary, provision of individual learning programmes for home use and monitoring of such provision.

A variety of resources are available and easily accessible to teachers, HLTAs and all LSAs in the SENDCo's as are training materials and other documents. These resources for staff development are frequently updated. We use a range of resources to support pupil development-for a range of difficulties.

The school is accessible to all via ramps that are strategically situated around the building. There are accessible toilet facilities available including portable steps and grab rails in the EYFS toilets, a number of disabled toilets for adult and child use, a wet room that is located in the Nursery and a lift for reaching the second floor where four classrooms are situated.

'Plan, Do and Review'

We recognise some children as having special educational needs. We know that effective identification, assessment and record keeping are essential in order to:

- ensure the effective deployment of resources, both from within the school and from external support agencies;
- ensure continuity of response when the child moves from one class or school to another;
- ensure that parents or carers are involved early on in discussions about the best ways to support the child;
- provide the school with information about areas where the curriculum or teaching approaches may be creating difficulty for pupils.

In line with the Code of Practice, after we have identified children in need of additional support, we follow the 'Plan, Do and Review' approach. This entails the Assistant SENDCo advising on strategies and specific programmes of intervention (often in liaison with the SENDCo), the class teacher taking responsibility for implementing such strategies and / or interventions and the Assistant SENDCo and the class teacher reviewing the impact after approximately 6 weeks of implementation. As a result of the review, it may be decided to continue with effective strategies and / or interventions, pursue new means of approach / intervention or to liaise with the SENDCo to consider the need for outside agency involvement, such as involvement from the Educational Psychologist or Speech and Language Therapy. At such a point in time, the SENDCo assumes responsibility for working with the class teacher in order to provide additional support to the child and their family.

When strategies and / or interventions are put into place, a 'Provision Map' is written. This takes the following form:

- the setting of short-term objectives, to be reviewed between 6 and 12 weeks after the initial start date set
- the provision / intervention to be followed
- who will carry out the provision / intervention and how often

There is a final 'Outcome' column which allows for comments to be made at the point of review in relation to progress made and what the next steps maybe.

Pupils are most often identified by the class teacher as needing additional support and will liaise with the Assistant SENDCo / SENDCo accordingly. However, the SENDCo also studies the assessment data at the end of each term to identify additional children who are working below age related expectations for attainment and who are not making the expected progress. These children will then be referred to the class teacher as possibly needing additional support and it is the class teacher's responsibility to liaise with the SENDCo should they feel the need for additional advice on strategies and intervention. Pupils identified in this way will be considered to be in need of 'School Support' and the above protocol for supporting them will be followed.

The importance of assessment and monitoring the provision and progress of those pupils with special education needs

When we feel the school needs to employ specific strategies to help a pupil make better progress, the class teacher will meet with parent(s) / carer(s). This can happen at the Parent Evenings held in the autumn and spring terms or on an individual basis at any point in the school year. If there are significant concerns then the SENDCo may also be present at the meeting. This kind of conference happens often in school; we find that many children need a little extra help from time to time.

At the meeting, parents are asked to tell us more about the child's strengths and interests outside of school; everyone is invited to share their concerns and their ideas about how to get the best from the child. We use this information, and the information teachers have gained from observing the child in school to decide on a plan of action - things the teacher can do, things the child can do, things the parents can do at home which may help to address the difficulties being experienced. A 'Provision Outline' is written, identifying objectives and provision to meet them. This is reviewed at the end of term when everyone concerned will meet again to see whether the plan has succeeded. At this meeting, another plan may be agreed or ~~we~~ it may be decided to ask for advice from one of the local authority support services such as the Educational Psychology Service or a further outside agency, such as the Speech and Language Therapy Service.

For most of our pupils, this kind of additional help is effective but for a very few the help given through 'School Support' (refer to outline plan below) may be insufficient to enable adequate progress towards the objectives set in the 'Provision Map'. In such situations it may be most appropriate to involve the local education authority in making a fuller assessment, jointly with the parents, of what the pupil needs in order to ensure progress during their time in education

Supporting pupils who require support beyond 'School Support'

School systems for observing and assessing pupils' progress provide information about areas of difficulty. If an individual pupil is not making progress, even though teaching strategies are suitably differentiated through being considered in need of 'School Support', the Assistant SENDCo and / or class teacher will liaise with the SENDCo to consider ways forward. Further support may be sought from the Educational Psychologist and / or other outside when the pupil:

- makes little or no progress even when teaching approaches are targeted.
- has difficulty in developing literacy or numeracy skills resulting in significantly

- lower than age expected standards attainment in these areas of the curriculum.
- shows persistent emotional and / or behavioural difficulties which do not alter after the introduction of the school's usual behaviour management techniques.
 - has sensory or physical problems and makes little or no progress despite the provision of suitable
 - has communication or interaction difficulties which do not improve when intervention has been provided

Parental Involvement

We take parental / carer concerns very seriously; if something is a problem to a child or a parent has a worry then it needs further exploration and action by the school. We are keen to arrange a meeting as quickly as possible and at a time that is convenient for parents / carers. At these meetings, we ensure that the child's strengths as well as difficulties are discussed, that where suggestions as to how the parents can help are feasible and that all parties leave the meeting clear both about the actions to be taken and how the outcomes will be monitored and reviewed

Parents can always find out about SEN arrangements and developments through the school prospectus, the school website and by the governors through the school profile.

SEN Record Keeping

'Provision Maps' are working documents, co-ordinated by the SENDCo. Strategies are put into place and then monitored and evaluated primarily by the pupil's class teacher but which may also include information from the HLTA or class LSA, if they have supported the pupil in a specific way. Clearly defined objectives are set for the pupil and details of strategies and resources are included. Where behaviour is the main area of concern, the Deputy Head for Pastoral Support and / or the Behaviour Improvement Co-ordinator may write a Behaviour Management Plan, which could be worked to and be reviewed alongside a 'Provision Outline'. These are reviewed and updated termly

Pupils' SEN details are regularly updated and are instantly available to all teaching staff through the school's SIMs system. A half termly paper copy of a whole school SEND register is distributed at the beginning of each half term to class teachers, HLTAs, the PE team and other relevant staff. A class SEN folder is held in each classroom and should be accessible to all who may work with pupils from that class. This includes the class LSA, any 1:1 SEN LSAs, HLTAs, Cover Supervisors and Supply Teachers. These folders contain past and present 'Provision Outlines' and other reports or documentation relating to the pupil's individual needs, for example, Speech and Language or paediatrician reports. Our aim is to ensure that there is consistency across the school in the systems used and that records are written clearly and objectively and parents are fully informed of progress and developments. All reports are also saved electronically onto individual records on SIMS

Curriculum and Teaching Strategies

We try to ensure that all children have access to the full curriculum by differentiating the tasks given to groups of children within the same broad scheme of work. There are times during their school careers when children with special needs learn best

from mixed ability groups and others when they are best grouped according to the stage they have reached in their learning. We seek to provide SEN support in the classroom wherever possible, but recognise that there are also some children who learn better when withdrawn for a short period to work without distractions, and also some occasions when withdrawing several children with similar needs from several classes can help to economise on limited support time. In all such situations, we carefully monitor the children's response to the withdrawal teaching and any effects it may have on their self-esteem.

The school complies with the requirements of the 1993 Education Act by ensuring that pupils with special educational needs join in the activities of the school, as we provide all possible opportunities for social integration. The school's CPD Education programme promotes an acceptance of individual differences and a commitment to inclusion rather than exclusion for those perceived as 'different'.

Assessment

The school aims to ensure that assessment is a positive experience for children with special needs. With this in mind, we encourage records which encompass a broad range of achievements, not just the purely academic: self-assessment and self-recording by the pupils play an important part in the assessment process. We give careful consideration to the ways in which support can legitimately be offered to children with special needs in end of Key Stage tests.

Specialist Support from Outside Agencies

The sources of SEN specialist consultation and support, and the links with medical, social and other services can be found on the school's website in relation to the 'Local Offer'

Communication

It is our aim to ensure that all parents are aware of the school policy in relation to 'Special Educational Needs and Disability'. Therefore, we include a summary in the school prospectus, on the school website and in information leaflets.

Complaints Procedure

If parents have any complaints about the additional provision made for their child which cannot be resolved amicably through contact with the school or the SEN department they should follow the School Complaints Procedure, copies of which are available for reference in the school office and on our website.

Implementation

The SENDCo works with parents, pupils, governors and staff to evaluate our effectiveness in meeting special education needs at this school. The SENDCo is a member of the Senior Leadership Team and meets formally to review the progress of pupils with EHCPs and those pupils working at 'School Support' or whom have additional needs. Other liaison meetings are arranged to deal with individual cases. The SENDCo ensures that all staff are kept informed of SEN developments and are advised on the implementation of relevant strategies.

Evaluation

In order to evaluate the effectiveness of our SEN policy we should have regard to a variety of performance indicators. These include pupil achievements and self-esteem, parental views and participation, resources acquired, the effectiveness of their use, staff confidence in meeting particular special needs; planned differentiation of materials and the success of individual 'Provision Outlines'; curriculum breadth for pupils with SEN as well as analysing termly data and formal test results.

Review

Finally, we must consider the time scale and process for reviewing our entire SEN policy. We are aware that new developments, both at national and at local level may have an impact on our policy. As previously stated (in the 'Implementation' section), the Senior Leadership Team and the SENDCo regularly review the implementation of the policy. The SENDCo reviews the whole policy document and submits any modifications to the Governing Body of Thameside Primary on an annual basis.

Last updated in September 2020 and written to reflect the requirements as outlined in

- Schedule 1, Regulation 5 of The Special Educational Needs and Disability Regulations 2014
- and
- Chapter 6 of the SEND Code of Practice January 2015