



**Osborne**  
Co-operative Academy Trust



# **Special Educational Needs and Disability**

## **Thameside Primary School**

**Last reviewed: September 2022**  
**Next review date: September 2024**

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 P. Langevine**

## **THAMESIDE PRIMARY SCHOOL SEND POLICY**

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

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 SEND Code of Practice**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. At Thameside Primary, pupils with SEND are identified on the school's SEND register so that provisions to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

Children are not registered as having a learning difficulty solely because their first language or language of their home is different from the language in which they will be taught.

The purpose of the SEND 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:

- Share any concerns we may have regarding a child with their parents or carers and then seek to work together with them, for the good of the child
- Correctly identify and then seek to overcome potential barriers and challenges to learning or the ability to fully participate in school life
- Make reasonable adjustments to meet children's needs and use a graduated response to address their needs
- Ensure that children with additional or Special Educational Needs or Disabilities are appropriately supported
- Liaise closely with external professionals and other Children's Services involved in the care and support of children
- Identify, assess, support and review pupils' special needs in line with the Code of Practice

## **Roles and Responsibilities**

### **1. 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.

### **2. The Headteacher**

Overall responsibility lies with the Headteacher. The Headteacher is informed of children's special education needs and the arrangements that are being made to

meet them. The Headteacher is involved with governors, in determining appropriate staffing and funding arrangements and ensuring that the school meets its special needs responsibilities.

### **3. The Special Needs Co-ordinator (SENDCo)**

- Determine the school's strategic development of SEN policy and provision in collaboration with the Headteacher
- Improve the inclusion and provision for pupils with SEN in the school
- Effectively manage the school's SEN resources (financial and human)
- Develop and implement whole school policy for SEN, inclusion and disability access
- Lead and coordinate school transitions
- Support teachers to assess pupils' needs with a view to providing Quality First Teaching and targeted support
- Use quantitative and qualitative data analysis to evaluate pupil progress and evaluate the effectiveness of provision
- Organise and facilitate consultations with pupils, parents/carers, colleagues and professionals
- Line Manage all 1:1 LSAs and Nurture Provision Lead(s), which includes carrying out yearly appraisals and managing the probationary period for all 1:1 LSAs;
- Oversee the medical needs of children in school where a Care Plan is in place.
- Contribute to senior management planning on issues of curriculum adaptation, resources allocation and school policy development
- Keep the Governing Body informed of the progress of children with SEND
- Liaise with external agencies, including LEA Support Services regarding the needs of children
- Conduct lesson observations to gather evidence of children's special educational needs and provide recommendations to teachers or referrals to external professionals
- Attend SEN courses and provide feedback and CPD to teaching staff and Learning Support Assistants
- Oversee the Graduated Approach and Response to the needs of students and facilitate Review Meetings
- Monitor Learning Plans and Provisions for children on the SEN register
- Organise and chair Annual Reviews of Education Health Care Plans

### **4. Teachers**

The Department for Education's, Special Educational Needs Code of Practice, is very clear about the 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 the classroom for such pupils.

Pupils with special educational needs who are on 'School Support' or have an Education, Health and Care Plan are supported and monitored in line with the Special Educational Needs and Disability Code of Practice. Teachers are responsible for producing and implementing three Learning Plans a year, for all the

children on the SEND Register. A Learning Plan outlines the child's strengths and concerns (Assess); identifies targets, desired outcomes and strategies to address the concerns (Plan); details the provisions/interventions the child receives (Do) and is reviewed at the end of each term. The targets and desired outcomes in the Learning Plan are based on recommendations from specialist reports, EHCP outcomes or on needs identified by the teacher/parent/carers. The targets, outcomes and provisions are reviewed at the end of each term and amended or changed according to progress made. Class teachers are responsible for overseeing the progress made towards the targets for children in class and children working in the nurture groups. This will most often be done by liaising with those other staff members who may also support the pupils.

### **5. 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.

### **6. SEN Teaching Assistants**

The deployment of class-based Learning Support Assistants is organised by the Deputy Head, Mrs L. Davies. Teachers work in collaboration with the 1:1 SEN LSAs to produce learning programmes of study for individual children, based on their Learning Plan 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.

### **7. Nurture Provisions**

The Leads of First Steps (Early Years) and Footsteps (Key Stage 1 and 2) 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 with the school's marking policy. The class teacher maintains overall responsibility for the children in their class who attend First Steps and Footsteps and, on the observations, and comments made by First Steps and 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 First Steps and Footsteps.

### **8. Whole-School Involvement.**

The SENDCo is involved in relevant meetings which ensures that all staff are made fully aware of current SEN 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**

### **1. 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 manages the allocated funds and ensure that the best use is made of these resources.

### **2. 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, First Steps/Footsteps nurture provision, withdrawal for 1:1 and group intervention 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 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 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 SENDCo advising on strategies and specific programmes of intervention, the class teacher taking responsibility for implementing such strategies and / or interventions and the 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.

### **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 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 class teacher will liaise with the SENDCo to consider ways forward. Further support may be sought from the Educational Psychologist and / or other outside professionals 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 interventions
- has communication or interaction difficulties which do not improve when intervention has been provided

### **Parental Involvement**

We take parents / carers 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 Assistant Head for Pastoral Support and / or the Behaviour Improvement may write a Consistent 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. The folders contain past and present 'Learning Plans' 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 Bromcom.



## **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 links in this policy, 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 'Learning Plans'; 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 2022 and written to reflect the requirements as outlined in

- The Special Educational Needs and Disability (SEND) Code of Practice
- The Special Educational Needs and Disability Regulations 2014
- Part 3 of the Children's and Family Act