



Tatworth

Primary School

Special Educational Needs and Disabilities Report and Policy

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Headteacher	Tracey Hart NASENCO.
SENDCO	Ann Webb NASENCO
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Related Documents	Accessibility Policy Behaviour for Learning Policy Equalities information and objectives First Aid and Medicines (including supporting children with medical conditions) Policy

Amendments

March 2021	SEND report and policy amalgamated per Board of Directors minutes 12 March 2020
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Secure early identification of children with Special Educational Needs and provide them with the support or opportunities that they need
- Ensure that those pupils with SEN have full access to a broad, balanced and relevant education (1996 Education Act) including the EYFS and the National Curriculum, and wherever possible to provide this within the normal classroom environment, together with the implementation of specific intervention programmes where necessary
- Encourage and support children to achieve to their full potential in all areas of the curriculum by creating an environment where their SEND is not a barrier to learning or involvement in school life
- Take into account the knowledge, views and experience of parents and outside agencies and develop positive working relationships with them
- Work within the guidance provided in the SEND Code of Practice, 2014.

2. Legislation and guidance

This policy and information report 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

3. Definitions

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 the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ann Webb.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Contribute to the in-service training of staff

4.2 The SEN governor

The SEN governor will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

Early identification of issues that children may have with their learning is essential. This is initially the responsibility of the class teacher, with support from the SENCO. Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO, SENCO assistant and all other members of staff have important day to day responsibilities. **All teachers are teachers of children with special educational needs.**

Some children have needs already identified by professionals or pre-schools before starting with us in Reception Class. Planning will take place prior to them starting in school, allowing staff to be fully prepared to meet these needs.

Our on-going programme of assessment, observations of children and scrutiny of work throughout school supports us in the identification of children who are making progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Progress for all children is monitored informally daily during teaching and formally at Pupil Progress meetings each term. Where progress is slow, targeted teaching or interventions may be provided to overcome any difficulties a child is having in a particular area. If progress continues to be slow then the teacher or the SENDCO will use observations and assessments to identify any barriers to learning.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer through high quality first teaching, or whether something different or additional is needed.

If your child is receiving support different from or additional to that normally available to pupils of the same age then they are likely to be added to our SEN Register. The length of time on the register can vary: it depends on the amount of support needed and this is monitored through the Assess, Plan, Do, Review process.

If your child's name has been added to the SEN register you will be invited to a meeting to work together with the teacher to develop a Pupil Profile; your child will also be involved with this. Outcomes will be discussed for your child and these will form part of the review process at your next meeting.

Somerset Support Services may also be requested to provide professional support in the form of a Learning Support Teacher, Educational Psychologist or specialist teacher to assess and provide guidance for school staff.

5.3 Consulting and involving pupils and parents

We like to engage in discussion with parents, so we know what they are doing at home and we can share what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

The SENDCO is available to meet with parents to discuss their child's progress or any concerns/worries they may have.

All information from outside professionals is shared with parents and children (if appropriate), or where this is not possible, in a report. The SENDCO will also arrange to meet with parents to discuss any new assessments and ideas suggested by outside agencies for their child.

A home-school book may be considered to help with communication.

SEND Forum meetings are held termly.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Each term, every child's progress is reviewed at Pupil Progress Meetings which take place with the class teacher, the Senior Management team, and subject coordinators.

If your child is then identified as not making at least good progress, the school will discuss this with you in more detail

- To listen to any concerns you may have
- To plan any additional support your child may receive
- To discuss with you any referrals to outside professionals to support your child's learning

When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Meetings will take place each term between pupils, parents, and class teachers to discuss progress toward outcomes and next steps.

The progress of children with an EHCP, EHA or in receipt of High Needs Funding is formally reviewed at an Annual Review with all adults involved with the child's education. Children will also be involved in this review. They may be asked to attend part of the meeting if appropriate; alternatively, their views will be recorded prior to the meeting.

5.5 Supporting pupils moving between phases

We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When your child moves from Pre-school to Tatworth Primary School:

- An annual School Entry Planning meeting takes place between the SENDCOs and Area SENDCO to discuss all children transferring from the local pre-school who have been receiving support under the four broad areas of need, are already receiving High Needs Funding for Early Years, have an EHCP or an EHA in place.
- Any information /paperwork are transferred to Tatworth School.
- Your child is likely to be placed on the SEND register for the start of term in September.
- A meeting is held later in the year, after transition, to follow up on information for these children and reassess the SEN register.

When your child moves year group in school:

- Information about your child will be shared with their new teachers
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

- Children spend some time with their new teacher and in their new classroom before the end of the Summer Term.

When your child transfers to a Secondary School:

- Local SENDCOs work closely together when children transfer to the local Secondary Schools.
- An annual meeting takes place with our SENDCO and the secondary school's SENDCO to discuss the needs of the children on our SEN register.
- For children transferring to our catchment secondary school-Holyrood Academy we have a transition worker who visits our school to liaise with the children for several terms prior to transition. The transition worker is then familiar to the child when they transfer in September.
- All SEND information/paperwork for your child is passed on to the new school.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

5.6 Our approach to teaching pupils with SEN

- Teachers plan lessons according to the specific needs of all children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and/or in groups or the whole class.
- Planning and teaching will be adapted daily if needed to meet your child's learning needs.

Class teacher input through excellent targeted classroom teaching known as Quality First Teaching (Wave 1). This means that the teacher will:

- Have high expectations for all the children in their class
- Ensure that all children can access the teaching
- Put in place different ways of teaching so that your child is fully involved in learning in the class
- Put in place specific strategies to support your child to learn

Specific group work within a smaller group of children, to fill gaps in learning which the teacher has identified (Wave 2). This may be:

- Run in the classroom during class time, or during other sessions
- Planned by the teacher, or an outside professional like a Speech Therapist
- Specific individual intervention: one-to-one work with a Teaching Assistant which follows a plan from a specialist such as Speech and Language or a specific intervention such as Individual Literacy Intervention which focuses on an individual need.

Extra Specialist Support: Some children with specific barriers to learning that cannot be overcome through Quality First Teaching may need some extra specialist support from a professional outside the school. In this case, parents will be asked to come to a meeting to discuss their child's progress and help plan ways forward. Permission will be requested from parents for the school to refer a child to a specialist professional. The professional may then undertake assessments to understand their needs and make recommendations.

Individual support: Children whose learning needs are severe, complex, and lifelong and cannot be provided for from the budget available to the school alone may need an Education, Health and Care Plan (EHCP) which will outline long and short-term goals and what strategies should be put in place. In this case, your child will usually also need specialist support in school from a professional outside the school.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Homework will be adjusted to suit your child's individual needs.

5.8 Additional support for learning

By the school:

- Teaching Assistants
- ELSA (Emotional Literacy Support Advisor for SEMH)

By the Local Authority but delivered in school:

- Educational Psychology Service
- Learning Support Service
- Language & Communication Team
- PIMS
- Sensory Service for children with visual or hearing needs

By the Health Service but delivered in school:

- School Nurse
- Integrated Therapy Service (Speech, Occupational Therapy and Physiotherapy)

Other External Support:

- CAMHS (Child and Adolescent Mental Health Services)
- Family Intervention Service

5.9 Expertise and training of staff

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as speech and language, dyslexia, ADHD etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Examples of recent training includes:

- Individual Literacy Intervention (ILI)
- National Award for SENCOs, a post graduate qualification
- Sensory Needs Training
- Impulsive/ADHD support
- THRIVE
- Attachment and trauma
- Catch-up maths,
- Intimate care,
- NELI

5.10 Securing equipment and facilities

If we need to secure equipment and facilities to support pupils with SEN, we will contact PIMS for advice.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Quality First Teaching

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Children on the SEN Register are monitored through the Assess, Plan, Do, Review process.



Assess - analyse the child or young person's special educational needs

Plan - identify the additional and different support needed

Do - put the support in place

Review - regularly check how well it is working so the amount or kind of support may be changed if needed

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5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

As an inclusive school, we ensure these children have the opportunity to take part in all school activities e.g., trips, residential and clubs because we believe in providing the opportunities and challenges for *all* children to achieve their best academically and socially and to develop their confidence and respect for others.

The necessary risk assessments are carried out for the above. If an individual risk assessment is required this can be carried out in conjunction with the parent, school nurse, outside agency etc.

The school building is fully wheelchair accessible and has a disabled toilet.

We ensure that equipment used is accessible to all children regardless of their needs.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Each class participates in Personal Social and Health Education lessons, following a structured programme. These lessons follow a half-termly theme which is reinforced through assemblies. The programme may be adapted to respond to particular concerns within the class.
- ELSA (Emotional Literacy Support) or Nurture sessions may be offered to individual children as appropriate
- THRIVE assessments may be carried out to gain an understanding of a child's emotional development

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Provided by the Local Authority but delivered in school:

- Educational Psychology Service
- Learning Support Service

- Language & Communication Team
- PIMS
- Sensory Service for children with visual or hearing needs

Provided by the Health Service but delivered in school:

- School Nurse
- Integrated Therapy Service (Speech, Occupational Therapy and Physiotherapy)

Other External Support:

- CAMHS (Child and Adolescent Mental Health Services)
- Family Intervention Service

5.15 Complaints about SEN provision

If you have concerns about your child's progress or SEND provision you should speak to your child's teacher in the first instance.

The concerns may need referring to the SENDCO if your child is still not making progress.

If you continue to feel that your child is still not making progress you should speak to the Headteacher.

Please refer to the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Please [click here](#)

5.17 Contact details for raising concerns

If you have any concerns please contact your child's class teacher in the first instance. If your concerns are not addressed please contact the SENCO (Ann Webb) or Headteacher (Tracey Hart). All may be contacted on (01460) 220565

5.18 The local authority local offer

To find a full list of the type of support offered in Somerset to children with SEND, please refer to the Somerset Choices Local Offer page:

<https://choices.somerset.gov.uk/025/>

Helpful websites:

Somerset Choices provide local care and services to help you choose the right care and support, for children and families.

www.somersetchoices.org.uk

Contact a Family provides support, advice, and medical information for families with disabled children

www.cafamily.org.uk

[Somerset SENDIAS](#) offer free, impartial information and advice for SEN and Disability.

Somerset Partnership NHS Foundation Trust provides a wide range of integrated community health, mental health, learning disability and social care services to people of all ages. This website covers information about the type of work our outside agencies undertake. Including, the Integrated Therapy Service-Speech and Language, Occupational Therapy and Physiotherapy. Also, the Children and Adolescent Mental Health Services (CAMHS).

www.sompar.nhs.uk

6. Monitoring arrangements

This policy and information report will be reviewed and approved by the Governing Body of Tatworth School every year. It will also be updated if any changes to the information are made during the year.