Where Learning Blossoms

Thorney Close Primary School

Special Educational Needs and Inclusion Policy

Person responsible for this policy:	Mrs N. Leyland
Governor with responsibility for this policy:	Mrs L. Palmer
Date of last review:	February 2024
Ratified by:	Full Governing Body
Due date of next review:	Annually – February 2025



Contents

- Policy Review
- Links to Other School Policies/Documents/Guidance
- Introduction
- Definition of Special Educational Needs and Disabilities
- Aims and Objectives of this Policy
- Roles and Responsibilities
- Identification and Assessment
- Reviewing Pupil Progress
- Reviews of Education Health Care Plans
- Partnership with Parent/Carers
- Involvement of Pupils
- Special Provision
- Complaints
- Review of the SEND Policy

Policy Review

The Special Educational Needs and Inclusion Policy will be reviewed annually (or sooner in the event of revised legislation, guidance or working practices)

Review Date	Changes Made
March 2016	Policy developed
September 2017	Policy reviewed – Added link to local offer. (page 8) Changed name of SENCo Update link governor – Miss K Rose
26th September 17	Policy ratified by Governing Body
26th November 19	Changed name of SENCo – Mrs N. Leyland Update link governor – Mrs J. Wake School email updated Link to Sunderland Information Pack
25th November 20	Policy reviewed Update Link Governor- Mrs L. Palmer
November 2021	Policy reviewed - Mrs N. Leyland
December 2022	Policy reviewed and amended to include graduated response flow chart– Mrs N. Leyland
December 2023	Policy reviewed – Mrs N. Leyland

Links to Other School Policies/Documents/Guidance

This policy must be read in conjunction with other related policies, procedures and guidance documents in school (detailed below).

Policies/Documents/Guidance
• Thorney Close Primary School Complaints Procedure
• Thorney Close Primary School SEND Information Report
• Thorney Close Primary School Admissions Policy
• Child Protection and Safeguarding Policy
• Anti-bullying Policy
• The Behaviour Policy

SENCO **Lead teacher of the Deaf**	**Mrs N. Leyland** **Miss B Merritt**
Nominated SEND Governor	**Mrs L. Palmer**

Introduction

The whole team at Thorney Close Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and are equal members of the school.

Definition of Special Educational Needs and Disabilities

A pupil is considered to have Special Educational Needs if they have defined difficulties over and above those generally experienced by the majority of their peer group.

The SEND Code of Practice focuses on meeting these needs within the classroom; all class teachers are responsible for meeting the needs of all children in class. All staff have a responsibility for identifying students with Special Educational Needs and Disabilities. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and scaffolded and delivered in an inclusive way. The Special Educational Needs (SEND) Code of Practice, which was revised in 2014, provides guidance on the duties of school, local authorities and others working with children who have SEND must regard. The Code sets out four areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical and Medical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

In accordance with 2010 Equality Act this policy acknowledges the school's legal duties under the act in respect of safeguarding and of pupils with Special Educational Needs. We acknowledge our duty to make reasonable adjustments regarding pupils with disability.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career and procedures for identification are understood by all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent and adequate resourcing for SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies, parents and schools
- To achieve a level of staff expertise to meet pupil need through CPD

Roles and Responsibilities

We recognise that provision for children with SEND is a matter for the school as a whole. Roles and responsibilities with regard to SEND are designated in the following way:

Head teacher:

- Delegate the organisation of SEND provision to the SENDCo

SENDCo:

- Work alongside the Head teacher in determining the strategic development of the SEND policy and provision
- Lead/organise CPD on SEND in school
- Oversee the day-to-day implementation of the school's SEND policy
- Liaise with staff, support services, parents and pupils to ensure best outcomes
- Assist with and advise on, the teaching and assessment of children with SEND
- Hold annual and termly reviews
- Ensure support plans are accurate, implemented and reviewed termly
- Maintain an accurate provision map and SEND register
- Ensure the impact of SEND interventions is assessed for each pupil
- Meet regularly with the Head teacher to discuss individual children, resources and use of time
- Give advice on the level of support and on appropriate resources and strategies to support learning
- Lead the annual review of the Special Educational Needs and Disabilities Policy
- Liaise with support services including the Educational Psychology, CYPS, CAMHs, SALT, Paediatrics and any required agency in consultation with class teachers and parents
- Meet with parents and pupils to discuss support, individual needs and individual progress
- Report to governors annually

Class Teachers:

- Identify the Special Educational Needs and Disabilities of individual children in their class
- Know which pupils are on the SEND register and their Range
- Have access to SEND files and relevant CPOMS logs
- Write and evaluate Support Plans
- Review Support Plans with parents at least three times a year
- Ensure Teaching Assistants support pupils effectively

- Ensure the SENDCo is aware of the children's needs
- Provide learning opportunities and experiences which are appropriate to the needs of the children
- Attend appropriate CPD

Teaching Assistants:

- Carry out activities and learning programmes planned by the class teacher and SENDCo
- Keep records as requested
- Support children in class – individuals and small groups

Governors:

- SEND governor to meet the SENDCo termly
- Be fully involved in developing and monitoring the SEND policy
- Have up to date knowledge about the school's SEND provision, including funding
- Know how equipment and personnel resources are deploys
- Ensure SEND provision is an integral part of the school

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

The following details the identification and assessment process as well as the graduated response.

Stage 1:

A CHILD IDENTIFIED WITH SEND JOINS THORNEY CLOSE PRIMARY SCHOOL

A child may enter our school by transferring from another school or as a Nursery or Reception child as part of our intake. If coming from a different setting, handover meetings will take place with the transferring SENDco and all paperwork will be handed over and signed for. Appropriate provision will be put in place. If a child with SEND joins as part of our Nursery or Reception intake we will contact professionals, such as Health Visitors, who have been involved with the child and again provision will be put in place

CONCERNS ARE RAISED ABOUT A CHILD WHO IS NOT IDENTIFIED TO HAVE A SPECIAL EDUCATIONAL NEED WHILST IN ATTENDANCE ATTHORNEY CLOSE PRIMARY SCHOOL

Where a child is working below Age-Related Expectations, they will receive Quality First Teaching (QFT) from their class teacher with some support from a teaching assistant, if appropriate. As part of our termly cycle of assessment, these children will be discussed at Pupil Progress Review Meetings with senior leaders in school. Progress data will be analysed. Attainment and progress will be reviewed with parents formally at Open Evenings. Where continued minimal progress is evidenced, pupils will move to stage 2.

Stage 2 – The Graduated Response

ASSESS:

Our school's Special Educational Needs Coordinator (SENDCo), will already be aware of any underachievement as a result of progress meetings. A meeting/discussion will take place with the child's parent/carer and they will be made aware of concerns relating to attainment and progress. Where parents agree, the child will be placed on the SEND register in school and allocated an appropriate area of need – cognition and learning, social emotional and mental health (SEMH), sensory and/or processing or communication and interaction.

PLAN:

Using the SEND Ranges, implemented across Sunderland schools, the child will be allocated a 'Range' according to the 'presenting behaviours' that are identified. The school will use this to graduate the response given to support the child in line with their planned outcomes.

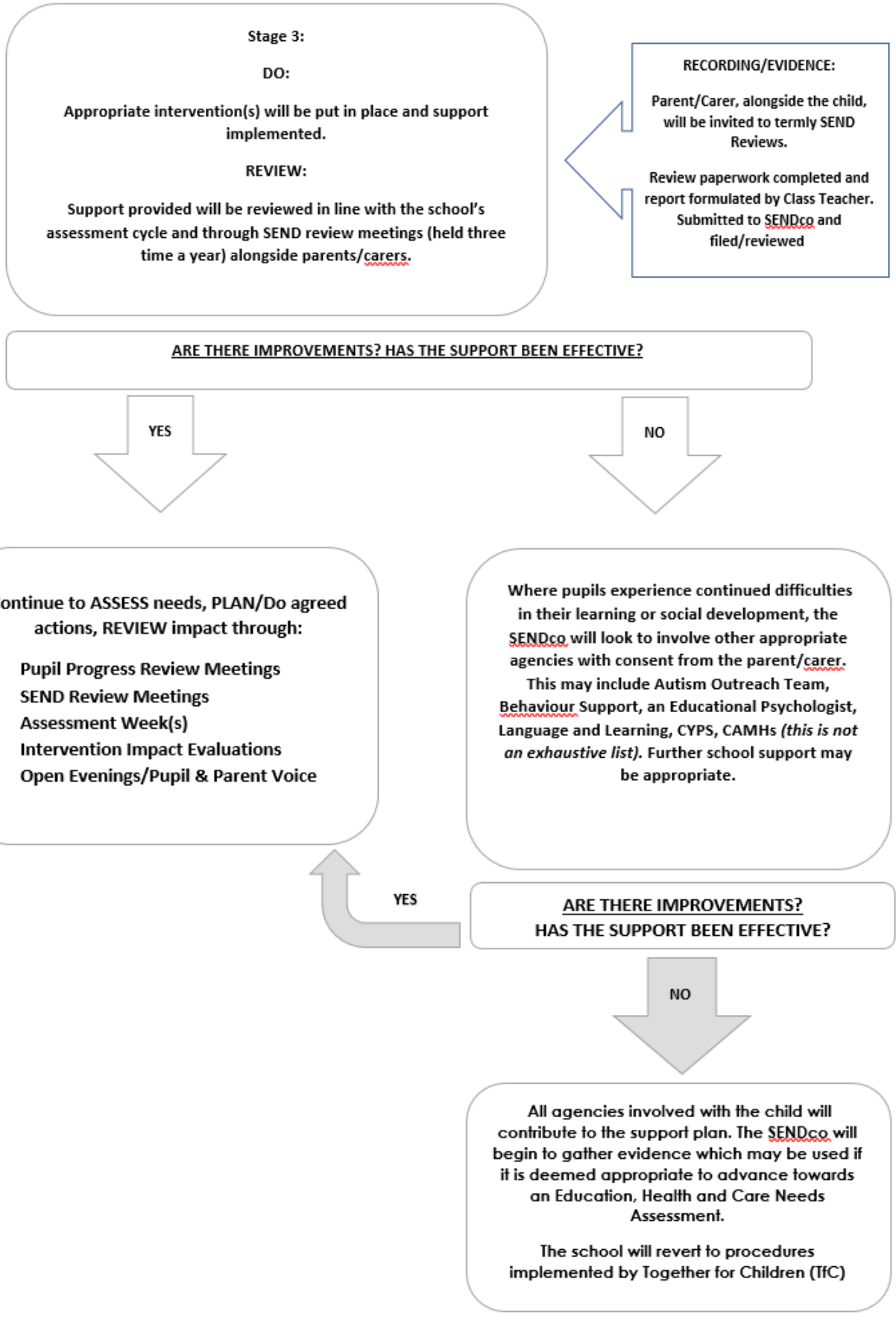
RECORDING/EVIDENCE:

A SEND Support Agreement will be completed by Parent/Carer, Class Teacher and SENDco and the child added to our SEND register

RECORDING/EVIDENCE:

SENDco will hold records of the child's SEND Range.

A support plan will be put in place and targets set.


Stage 3:
DO:
Appropriate intervention(s) will be put in place and support implemented.
REVIEW:
Support provided will be reviewed in line with the school's assessment cycle and through SEND review meetings (held three time a year) alongside parents/carers.
RECORDING/EVIDENCE:
Parent/Carer, alongside the child, will be invited to termly SEND Reviews.
Review paperwork completed and report formulated by Class Teacher. Submitted to SENDco and filed/reviewed
ARE THERE IMPROVEMENTS? HAS THE SUPPORT BEEN EFFECTIVE?
YES
NO
Continue to ASSESS needs, PLAN/Do agreed actions, REVIEW impact through:
Pupil Progress Review Meetings
SEND Review Meetings
Assessment Week(s)
Intervention Impact Evaluations
Open Evenings/Pupil & Parent Voice
Where pupils experience continued difficulties in their learning or social development, the SENDco will look to involve other appropriate agencies with consent from the parent/carer. This may include Autism Outreach Team, Behaviour Support, an Educational Psychologist, Language and Learning, CYPS, CAMHs (this is not an exhaustive list). Further school support may be appropriate.
YES
ARE THERE IMPROVEMENTS?
HAS THE SUPPORT BEEN EFFECTIVE?
NO
All agencies involved with the child will contribute to the support plan. The SENDco will begin to gather evidence which may be used if it is deemed appropriate to advance towards an Education, Health and Care Needs Assessment.
The school will revert to procedures implemented by Together for Children (TfC)

Reviewing Pupil Progress

All pupils on the SEND register must have a personalised learning plan if range 2 or above. These plans are reviewed three times each year, with the parent, and child where appropriate. If a pupil is making good progress, the personalised learning plan can be used to consider removing a child from the SEND register. If targets have not been met and all of the required support has been in place, referrals to external agencies will be discussed.

Reviews of Education Health Care Plans

EHCP's must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- Any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

For further information on the support and opportunities that are available in the local authority, please see the LA local offer:
https://sunderland.fsd.org.uk/kb5/sunderland/directory/home.page

Partnership with Parent/Carers

The school aims to work in partnership with parents and carers.

If you require any further information, you are invited to email Nicola Leyland SEND Coordinator at info@thorneycloseprimaryschool.co.uk

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Personalised Learning Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with outside agencies
- Annual reviews

Special Provision

The school has the following special facilities:

- Wheelchair access;
- Disabled-Access toilets with hand rails;
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for Deaf pupils.
- Blinds and curtains in classrooms to reduce glare (important for lip-reading)
- Access to/from outside doors for wheelchair access on both top and bottom corridor.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual workstations.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

Review of the SEND Policy

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The SEND Governor visits the school termly. The outcomes of this review are used to inform the School Improvement Plan.