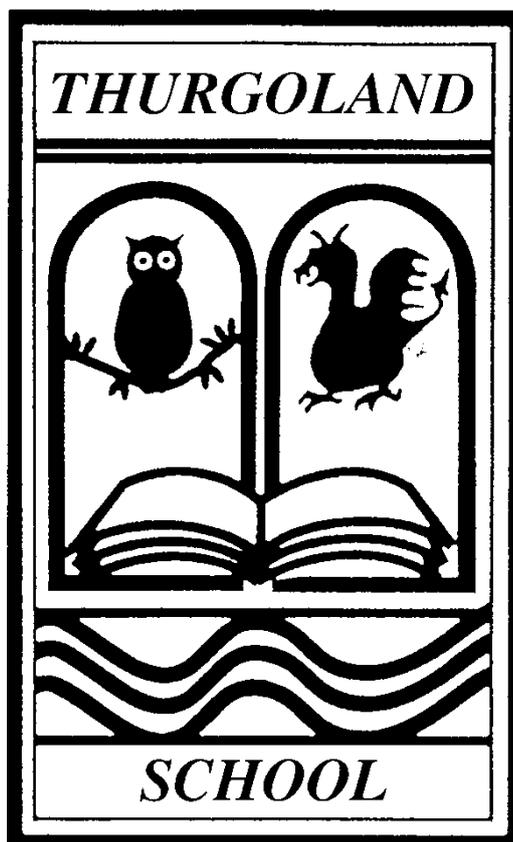


Thurgoland CE Primary

Special Education Needs and Disabilities (SEND) Policy



Approved by:

Headteacher Mr D Jordan

Date: 15.9.21

Chair of Governors Mr N Shiggins

Date: 15.9.21

Review date: Autumn 2022

Introduction

All staff at Thurgoland CE Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential. We aim to use our best endeavours to secure special education provision for pupils for whom this is required, that is 'additional to and different from' that which is provided within the differentiated curriculum to respond to the four areas of need identified in the Code of Practice (2014).

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

We also secure provision for the additional area of transition and independence.

In this policy we detail how we aim to make provision for all such children within our school.

Our Aims and Objectives

- To work in partnership with children and their families at every stage of the special education needs and disabilities (SEND) process.
- To ensure that all children have the opportunity to develop their skills to the fullest extent that they are able.
- To create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

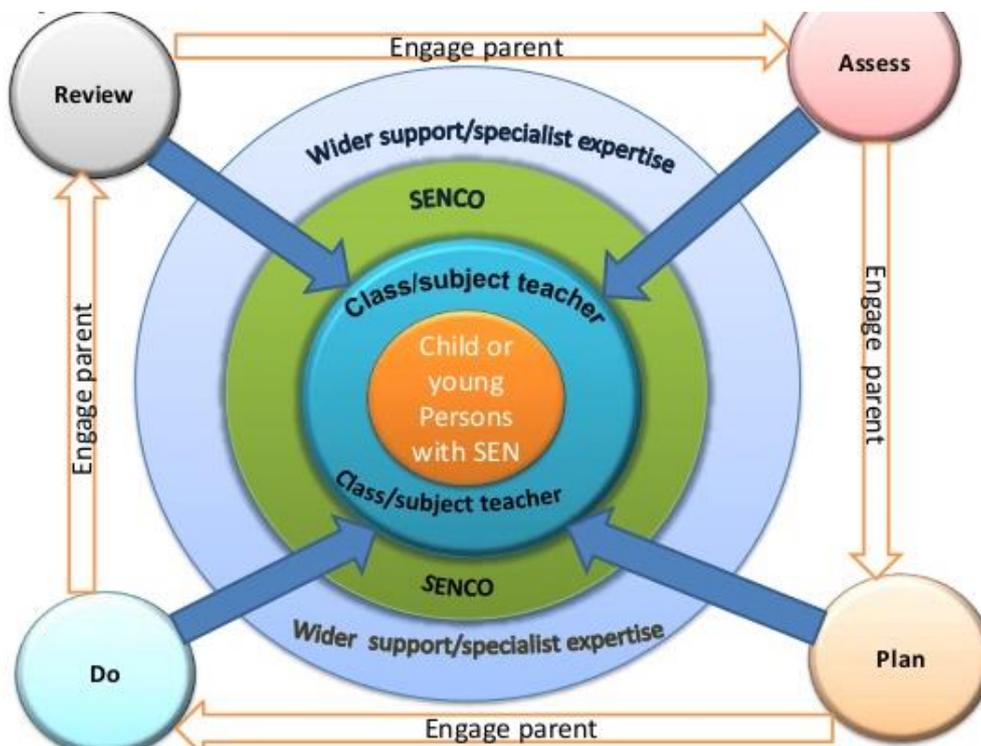
Teachers respond to children's needs by:

- providing support and a differentiated curriculum for children who need help based on their individual need
- planning for children's full participation in learning, through the use of all available senses and experiences
- helping children to manage their behaviour and to take part in learning effectively and safely
- identifying and recording concerns regarding a pupil's difficulties on an agreed pro forma
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- developing a non-bullying ethos
- eliminating disability based discrimination and harassment
- devising and revising, in consultation with parents and special educational needs coordinator (SENCo), a needs analysis or school focused plan based on the child's individual needs
- working closely with the SENCo to discuss and review the progress of children on the SEND register on an assess, plan, do, review basis (APDR - see below for more information)
- discuss with parents decisions to add and remove a pupil from the Special Educational Needs register and invite parents at each stage of the graduated response to discuss what's working well and what could be improved.

Roles and Responsibilities – A Graduated Approach

Classroom and subject teachers are at the heart of the SEND support system, driving the movement through the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The school uses the following graduated approach to respond to children's special educational needs:



The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENCo, who helps to co-ordinates SEND alongside the Headteacher within the school.

Engagement Model

If a child is working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2) then we will use the engagement model to assess pupils.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- significant sensory impairment
- significant communication impairment
- significant motor impairment
- complex medical needs
- dependencies on technology (including augmentative and alternative communication such as Makaton)

The model has 5 areas and we will measure engagement by identifying how established the pupil is against each of the areas of engagement. The 5 areas are: exploration, realisation, anticipation, persistence and initiation.

The Headteacher is Mr Dale Jordan
The appointed SENCO is Mrs Claire Peace
The SEND Governor is Mrs Sarah Waring

The Role of the Special Educational Needs and Disability Co-ordinator (SENCo):

- oversees the day-to-day operation of the policy; helps co-ordinate the provision for and manages the responses to children's special needs
- supports and advises teachers and support staff
- contributes to and helps to manage the records of all children with special educational needs
- helps to manage the school-based assessment and assists in completing the documentation required by outside agencies and the LA
- acts as a link with external agencies and other support agencies
- liaising with parents of children with SEND
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body
- helps to manage a range of resources, human and material, linked to children with special educational needs
- contributing to the in-service training of staff
- maintains and update the school's Special Educational Needs and Disability Register
- monitor and support the completion and review of targets and plans

- co-ordinate and attend provision reviews as needed
- assists in organising and preparing documentation for EHC Plans and annual reviews
- liaise with outside agencies
- review the Special Educational Needs & Disability Policy and Local Offer
- disseminate good practise in inclusion across the school
- establish and maintain contact with the named school Governor

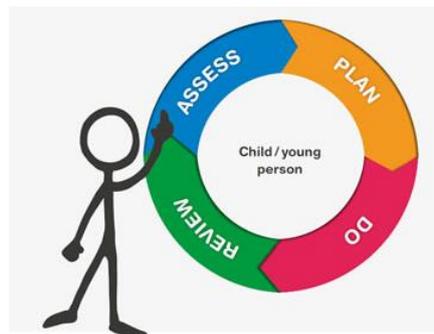
The Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The SEND Process

The process:

- encourages the participation of pupils and their families
- integrates the work of education, health and care providers
- follows a cyclical, graduated approach



In order to help children with special educational needs and disabilities we will adopt the graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a needs analysis or school focused plan. Teachers, the headteacher and SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored. If no progress is noted the child may be added to the school SEND register with parental permission.

The class teacher, after discussion with the SENCo, will provide strategies and provision that are additional to those highlighted as part of the school's differentiated curriculum. The child may be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and / or interaction difficulties, and continues to make little or no progress

The code of practice states: *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.*

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We encourage regular meetings, at least once per term, to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.