

# Thurgoland C. E.

## Special Educational Needs and Disabilities (SEND) Policy



**Approved by:**

**Headteacher Mr D Jordan**

**Date: 25.09.2024**

**Chair of Governors Mr N Shiggins**

**Date: 25.09.2024**

**Review date: September 2025**

## **Introduction**

Thurgoland CE Primary is an inclusive school and believes that all children should be valued and treated with respect. We are part of the Barnsley Local Authority and therefore work as part of 'Barnsley SEND Local Offer' to pupils and parents with Special Educational Needs'. The school works with due regard to the SEND Code of Practise (2014 and the Equality Act (2010) to respond to the four areas of need identified in the Code of Practise (2014):

- Communication and Interaction (C&I)
- Cognition and learning (C&L)
- Social, Mental and Emotional Health (SEMH)
- Physical and Sensory (P&S)

All staff at Thurgoland are committed to ensuring every pupil has an equal opportunity to succeed in their learning, self-development and achieve to their maximum potential to showcase their best self. Our ambition is for all children to do their best, achieve and be confident in their lives so they are prepared to move onto their next stage of education with no limitation. To achieve this we ensure provision is provided for the additional area of preparation for adulthood. Where children require more specialist educational provision, we make referrals to outside agencies. These agencies, alongside parents and school, co-construct bespoke support and provision so support the child's additional needs.

This policy was created after a period of consultation with relevant stakeholders within school. This policy sits alongside our Special Educational Needs and/or Disability (SEND) Offer which follows specific titles and questions that provide parents with a clear insight into all aspects of policy and provision for SEND pupils.

The policy has been formally adopted by governors and reflects our approach at Thurgoland CE Primary School.

Head Teacher: Mr D Jordan

SENCO: Mrs A Roebuck

## **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 education needs of each child so that they can achieve their learning potential and engage in activities alongside their peers.
- To ensure that the special educational needs of children are identified, assessed and provided for and reviewed in a collaborative approach with the class teacher, parents and the child.
- To identify the roles and responsibilities of staff in providing for children with additional needs.

- Through reasonable adjustments enable all children to have full access to all elements of the school curriculum.
- To request, monitor and respond to parents/carers and pupil views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through continuous professional development for all staff.
- 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.

### **Equalities**

- All children at Thurgoland have an equal entitlement to access the curriculum and make progress in order to be their best self.

### **Education Inclusion**

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We respect that pupils have different educational, behavioural needs and aspirations and will require different strategies for learning. Also that pupils will acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences. Thurgoland CE Primary School ensures that all learning and other school day activities (playtimes, lunch times are inclusive and a range of interventions are used for academic, social, emotional and physical objectives) to provide children with additional support. Therefore at Thurgoland, to ensure that our curriculum is inclusive:

- Subject leaders will work alongside SENCO and teachers to ensure that pupils with special educational needs, EHCPs and school focused plans will access the appropriate curriculum and reasonable adjustments will be planned and implemented by class teachers.
- Where applicable children's SEND paperwork will incorporate suitable objectives from the National Curriculum.
- Intervention Groups will take place in order to give further support to children working below national expectations.
- Our environment is adjusted to enable access to all. This includes a wide corridor, disabled toilets and changing facilities, accessible height library shelves, soft play around the trim trails and hand rails. For further information see our accessibility policy.

### **Responding to Children's Needs**

Thurgoland CE Primary School ensures that we provide support and adapted curriculums where needed for children who need extra provision to access their learning. We aim to meet the needs of all children by providing the following:

- A multi-sensory planning approach to meet the needs of the learner

- Inclusive planning for all pupils to engage in quality first teaching within the classroom
- Behaviour support to engage pupils to ensure their learning effectively and safely
- Daily assessment for learning to identify and target pupils areas of strengths and weakness to adapt or inform future planning
- Support pupils with their emotions, teaching self-regulation and providing adult support where necessary to support emotional development
- A zero tolerance policy to bullying across school and eliminating disability based discrimination and harassment
- Regular consultation with the pupil, SENCO and parents to adapt, review and plan Initial concerns, SFP or EHCP documentation to reflect the individual's needs
- Parent involvement with SEND register, with parents invited into school at each stage to discuss the escalation or removal of pupils from the register based on needs, progress

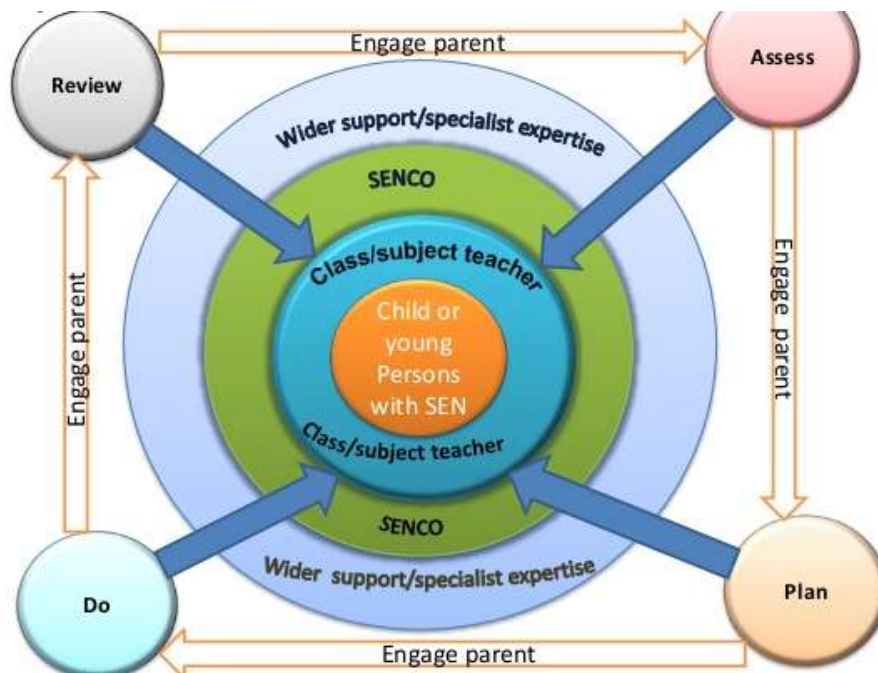
### **The Graduated Approach to SEND**

All pupil at Thurgoland CE Primary School have access to quality first teaching and interventions to support and close any gaps in learning pupils may have. Interventions are provided by the teaching team for both academic and personal development to ensure all pupils make progress in all areas.

We thrive to promote early identification of pupils who may have additional SEND needs and aim to provide the support needed for the pupil in agreement with the child, parents and Local Authority guidance. In order to support children with special education needs and disabilities we implement the graduated approach response within the school. This process encourages the participation of the pupils, families, school and external agencies should there be the need for this with all the correct documentation in place for records of pupils of the SEND register. Teachers, the SENCO and Headteacher will be responsible for ensuring the records are kept up to date and to be available when needed. The aim of the graduated process is to:

- Encourage the participation of pupils and their families
- Integrates the work of education, families and health care providers
- Follows a cyclical graduated approach to track and monitor pupils progress (see image below)

*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.*



### 1. Initial Concern (IC)

When any concern is initially noticed it is the responsibility of the class teacher to take the appropriate steps to address the issue. With parental agreement the child will be given an Initial concern document which will record the steps taken to meet the needs of the pupils and shared with parents to track the progress made towards the small steps targets. Parents and the SENCO are consulted around the issue and individual learning targets are written with specific interventions put into place and progress is monitored. The progress made against the targets will be updated on a weekly basis by both the class teacher and teaching assistants within the class, with adaptations/revisions being made where necessary. Pupils will be monitored under initial concern for a full term, whereby if they have made progress towards the set targets and the support is no longer needed they will be removed from Initial concern. However, if the pupil continues to demonstrate these weaknesses the class teacher, parents and SENCO will escalate the child onto a school focused plan (SFP) to provide further support for the pupil.

### 2. School Focused Plan (SFP)

Pupils identified to have additional provision required or who do not make progress with an Initial Concern will be escalated to a School Focused Plan, these are implemented for pupils who may have a range of additional needs and extra provision is needed to ensure the child makes progress in all areas of their learning and personal development. The SFP are implemented by the class teacher alongside parental and pupils involvement to ensure all views are reflected in the targets and progress of the pupils. Individual and personalised long term (1 year) and short term (number of weeks dependent on target) are written and implemented into the classroom through adapted curriculums, extra provision or interventions to ensure the pupils makes progress against the targets. The targets are reviewed on a weekly basis with the class teacher and teaching assistant and

adaptations/revisions made where necessary. Pupils will remain on an SFP for the duration needed to support the child with accessing the appropriate curriculum and to ensure progress is made. The school may also consider working alongside external agencies after consulting and permission of parents, for professional support to ensure the child receives the provision and support need to make progress. This will only take place after consultation with parents Professional reports will be shared with parents and inputted into the pupil's SFP targets.

### **3. Educational Health Care Plan (EHCP)**

Pupil whom require significant and bespoke support may meet the criteria for an education health care plan (EHCP). EHCP's are requested through a needs assessment whereby provision and needs are assessed by an external panel. If an EHCP is issued it becomes a legal document maintained by/through the local authority. Pupils who have an EHCP will be allocated an EHCP Provision map for the school to record and monitor the progress made towards the Long Term (End of Key Stage) and Medium term (1 year) targets using small steps of short term targets (duration dependent on target). This document is written by the class teacher using the EHCP information to input the agreed targets from the EHCP Annual Review in consultation with parents, SENCO, class teacher and any external agencies involved with the pupil. The class teacher will use small step targets to make progress towards achieving the Medium term target by the end of the year. A record of the progress is made on a weekly basis by the class teacher and teaching assistants with revisions/adaptations made where necessary. A yearly review of the EHCP will take place in an Annual Review led by the SENCO with parents, class teacher and external agencies (if necessary) which will be submitted to the local authority to be reviewed before publishing a new EHCP for the pupil.

### **Needs analysis**

A Needs analysis is implemented in school when a child has a specific additional need that does not require bespoke interventions. Teachers, alongside parents and the SENCO map out the strengths and barriers for the child alongside broad outcomes and reasonable adjustments that support the child to overcome their barriers. Needs analysis are used in school to support a range of needs including children with sensory needs that do not impact their learning and children with dyslexia. Children with needs analysis are not placed on the SEN register and the document is reviewed in September with the new class teacher. If progress becomes a concern for a child with a needs analysis, the graduated response will be followed starting with initial concerns.

### **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.

### **Higher potential learners**

At Thurgoland Primary school we aim to deliver an inclusive and challenging curriculum to all so that all children can be their best self. This includes a curriculum that provides challenge for learners with higher potential. Higher potential learners are pupils who consistently achieve high standards in summative assessments, continue to make progress at a greater depth level of learning and display traits of higher potential learners. These characteristics of higher potential children include having an exceptional long term memory, having an expansive and rich vocabulary above that expected for their age group, reasons well and are able to learn quickly. Higher potential pupils are identified through performance outcomes and pupil monitoring, teacher assessment and discussions with parents. School will extend and develop the potential of individuals through a variety of strategies. In class, teachers will plan lessons that will stretch and challenge higher potential pupils through the use of questioning, encouraging the use of higher-level thinking skills and extension opportunities. This includes the use of NCTEM materials. We also provide enrichment activities aimed at enhancing the higher potential learner's education. This includes the STEM after school club and the Primary maths challenge.

### **SEND Review Meetings**

Each term all parents of pupils with SEND are entitled to 1 progress review meeting scheduled with the **SENCO**, **Class Teacher**, **Parents and Carers**. These meetings will be held on an allocated SEND Parents Evening meetings organised by the class teacher. The meeting will review the child's current progress towards the short term and long term targets and revisions made for the next term (Autumn/Spring meetings) or the next academic year (Summer meeting). Additional meetings may be required and will be organised by either the **SENCO**, **Class Teacher** or by **Parental Request**. Pupils who are on Initial Concern or the SEND register (SFP/EHCP) will all receive a termly progress/review meeting with the **class teacher**. (For further information please see appendix 1)

### **Decisions made during the SEN review meetings (with agreement from Parents);**

- Remove child from initial concern and monitor for one term
- Remove from SEND Register
- Add to the SEND register (and Class Teacher begins school focused plan document)
- Refer to external agency to be made by the SENCO with parent input
- Review Initial concern/SFP/EHCP provision map and make appropriate changes to the SEND documents – Class Teacher
- Implement interventions and targets suggested by external agency - Class Teacher
- Initiate a request for an EHC Plan - SENCO and Class Teacher

### **Direct actions from the meeting:**

- Update SEN Register & inform Parents - SENCO
- Organise support for the next term – SENCO and Class Teacher
- Complete SEN Initial concern/SFP & share with Parents- Class Teacher
- *Parents and child's views captured by the Class teacher.*
- Complete referral to external agency if needed – SENCO and Class Teacher
- *Class teacher to ensure that documents are signed and distributed to parents.*

## **Roles and Responsibilities**

### **The Role of the Headteacher**

The role of the Head Teacher is to ensure all pupils on the SEND register are making progress through pupil progress meetings and assessment data.

### **The Role of Senior Leadership (SLT)**

It is the role of SLT to ensure the pupils with SEND needs are consistently receiving the provision required daily through learning walks and consulting with the SENCO. SLT will also be present in pupil progress meetings alongside the SENCO to track and monitor pupils on the SEND register.

### **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 quality assures 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

### **Class Teachers**

The Class Teacher is responsible for writing and reviewing the SEND paperwork for the pupils in their class and ensuring the correct provision is provided for the child in every lesson alongside quality first teaching. The class teacher will be in contact with the parents of the pupils with additional SEND needs to share the information in the SEND documents and review the progress made by the pupils once a term at the SEND parents evening meetings. Class teachers will review the SEND documents on a weekly basis alongside teaching assistants to monitor and record progress made by the pupil.

### **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.

### **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 graduated approach 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.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p>Class teachers and TA'S implement the provision set up from the previous class teacher.</p> <p>Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate.</p> <p>Parents evening held in October to discuss settling into classes.</p>	<p>Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate.</p> <p>Pupils to be discussed at pupil progress meetings - children identified for initial concerns and school support plans.</p> <p>Interventions to be reviewed by SLT and SENCO.</p> <p>Teachers to review paperwork for the term and interventions to be updated by class teachers in individual plans.</p>	<p>Class teachers and TA'S implement the provision set up from the previous review.</p> <p>Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate.</p> <p>Parents evening held in January for progress and attainment.</p> <p>Mid-year reports provided to parents showing attainment.</p>	<p>Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate.</p> <p>Pupils to be discussed at pupil progress meetings - children identified for initial concerns and school support plans.</p> <p>Interventions to be reviewed by SLT and SENCO.</p> <p>Teachers to review paperwork for the term and interventions to be updated by class teachers in individual plans.</p>	<p>Class teachers and TA'S implement the provision set up from the previous review.</p> <p>Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate.</p> <p>Interventions for September to be reviewed by SLT and SENCO.</p> <p>Teachers to review paperwork against the medium term outcomes. Teachers to write medium term outcomes for the following year, and</p>	<p>Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate.</p> <p>Pupils to be discussed at pupil progress meetings - children identified for initial concerns and school support plans.</p> <p>Interventions for September to be reviewed by SLT and SENCO.</p> <p>Teachers to review paperwork against the medium term outcomes. Teachers to write medium term outcomes for the following year, and</p>

	<p>A meeting to take place with parents and class teacher to discuss the successes and provision for the next term.</p> <p>Class teachers to ensure documents are signed and distributed to parents promptly after the meeting.</p>		<p>A meeting to take place with parents and class teacher to discuss the successes and provision for the next term.</p> <p>Class teachers to ensure documents are signed and distributed to parents promptly after the meeting.</p>		<p>short term outcomes for the first term.</p> <p>Teachers to update the provision map using the new intervention timetable.</p> <p>A meeting to take place with parents, current class teacher and new class teacher to discuss the successes and provision for the next term.</p> <p>Class teachers to ensure documents are signed and distributed to parents promptly after the meeting.</p>
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