

Thorpe Hesley Primary School Special Educational Needs Policy



Taken to
Full Governors Autumn Term 2022
To be reviewed annually / two yearly / as
required
To be reviewed in Autumn Term 2023

Head Teacher: Sarah Hewitt

Inclusion Lead: Lisa Shaw

SEND Governor: Sarah Scott (contacted through the school office)

At Thorpe Hesley Primary School we are committed to offering an inclusive, broad based curriculum within a caring environment, to ensure the best possible progress for all our pupils, regardless of their needs or abilities.

This policy complies with the statutory requirements outlined in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice. The legal definition of Special Education Needs is defined in the SEND Code of Practice:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 (SEND Code Of Practice).

Broad Areas of Need

Special educational needs and provision can be considered as falling under four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However, it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

The legal definition of Disability is defined in the Equality Act (2010) as: '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Objectives of the SEND Policy

- To work within the guidance provided by the SEND Code of Practice: 0 – 25 years.
- To ensure **all** children with special educational needs have access to a broad and balanced curriculum.
- To ensure parents are involved and included within discussions about their child's special needs and provision and that there is effective communication between all stakeholders including parents, school, the child and external agencies.
- To ensure that learners express their views and are fully involved in decisions which affect their education, development and lifelong learning.
- To promote effective partnership with all stakeholders, including outside agencies, involved in the assessment of and provision for children with special educational needs and disabilities.
- To ensure that pupils' special needs are identified early and provision is put in place to support the child as soon as possible.
- To ensure appropriate resources are allocated so that the needs of pupils are appropriately met.
- To ensure personalised targets are set and reviewed on a termly basis.

Roles and Responsibilities

Inclusion Lead: Lisa Shaw

Vulnerable Pupils Lead (PP, Medical Needs & Behaviour): Lisa Shaw

SEND Governor: Sarah Scott

Inclusion Lead:

- Day to day operation of the SEND policy.
- Coordinating, monitoring and evaluating the provision of SEND support in school.
- Providing support and advice to staff about the provision of SEND support in school.
- Working alongside staff to assist them in identifying, assessing, planning and reviewing for children's needs and ensuring that children make progress.
- Liaising with parents, pupils and professionals from outside agencies.
- Coordinating and leading staff training related to SEND, including keeping all staff up to date with developments in SEND provision, policies and procedures.

- Reporting on the provision for children with SEND to the governing body.
- Keeping up to date with new developments in SEND by attending relevant courses, seminars and meetings.
- Organising and running termly SEN review meetings to review targets from Individual Education Plans (IEPs) and SEN Support Plans to ensure the needs of children with SEND are met, ensuring that provision within school is meeting those needs
- Organising statutory annual review meetings for children with an Education, Health and Care Plan
- Ensuring close relationships are formed between school and parents
- Keeping open lines of communication between all involved parties involved, including information on children's progress.
- Ensuring the SEND policy is put in to practice consistently across the whole school.
- Keeping up to date with current National and Local legislation and policies.
- Organising and submitting requests for Education, Health and Care Plans, following the graduated response.
- Supporting class teachers when making referrals to outside agencies.

Teaching Staff:

- All class teachers have a responsibility to ensure that the SEND policy is put into practice.
- All teachers are accountable for children within their class, including children with SEND and are teachers of SEND.
- Plan for in-class support from teaching assistants, ensuring that *all* children are able to benefit from this support.
- Provide quality-first teaching within their classrooms and an inclusive learning environment, making reasonable adjustments where and when necessary to their daily practice and provision within the setting.
- Identify pupils who are making poor progress in spite of differentiated learning opportunities being provided.
- Collect and record information about any children with SEND, including any steps taken to meet their needs, and keep this information updated regularly.
- Deliver children's IEPs, LSPs, PLPs or SEN Support Plans, working alongside teaching assistants and the Inclusion Lead.
- Contribute to termly IEP review meetings with evidence supporting the child's achievements, successes, progress and needs.
- Liaising with the Inclusion Lead when making referrals to outside agencies.

Teaching Assistants (TAs):

- Contribute to the planning, implementation and reviewing of IEPs
- Working alongside teachers and the Inclusion Lead to support groups of children and individuals within class

- Deliver interventions to groups or individuals outside of the classroom where required.
- Feedback regularly to teaching staff and report on the progress of pupils with whom they are working, either in writing or orally, to the class teacher.
- Contribute to the development of resources for pupils with SEND.
- Deliver children's IEPs, LSPs, PLPs or SEN Support Plans working alongside teachers and the Inclusion Lead
- Contribute to termly SEN review meetings.
- Attend and contribute to TA meetings in school.
- Provide pastoral support for individuals as and when it is needed, particularly children with SEMH difficulties but with regard to confidentiality and Safeguarding procedures.
- Keep records including IEP evidence and write ups for individual children up to date.

Governors:

- To ensure the SEND policy is in place, accessible by all staff and in line with the requirements of the Code of Practice.
- To ensure that SEND records are maintained by all staff and kept up to date.
- Have an up to date knowledge about the school's SEND provision.
- Have an awareness of the action plan (strengths and areas for development) in the area of SEND.
- Termly meetings with the Inclusion Lead, creating SEND Governor Reports to share with the Governing Body.
- The Governing Body will receive details regarding the success of the SEND policy and any changes.
- To be aware of current legislation and policies and changes within the area of SEND.
- To have an active role in supporting both the school setting and the Inclusion Lead, including accountability.

External Agencies

In order to ensure that children's needs are being met fully, the school works closely with a number of external agencies involved with the assessment of and provision for children with Special Educational Needs and Disabilities. These include, but are not limited to:

External Agency	Role in school
Specialist Inclusion Team (SIT)	<ul style="list-style-type: none"> - Work on a one to one basis with children in school to assess their needs and provide advice to staff on how best to meet these needs. - Attend termly IEP review meetings for any children that they have current involvement with.

	<ul style="list-style-type: none"> - Provide support and advice regarding SEND to staff in school. - Run whole school training related to SEND where required. - Help develop SEND resources and support materials within school. - Provide training for the Inclusion Lead, including keeping them up to date with new developments in SEND.
Speech and Language Therapists (SALT)	Assess children with speech and language difficulties and provide advice and resources to parents and staff to meet their needs.
Occupational Therapists (OT)	Assess children who have difficulties with gross and fine motor skills and provide advice and resources to parents and staff to meet their needs.
Physiotherapists	Support children affected by injury, illness or disability through movement and exercise, manual therapy, education and advice.
Rotherham Enhanced Action for Dyslexia (READ)	Provide sessions within school for children with a diagnosis of Dyslexia where a severe need is identified.
Educational Psychology Service (EPS)	<ul style="list-style-type: none"> - Work with children on a one to one basis to assess their learning and emotional needs and provide advice to parents and staff to meet these needs. - Work closely with school, children and parents where a request for Statutory Assessment is being considered (for an Education, Health and Care Plan).
Child and Adolescent Mental Health Service (CAMHS)	Assess children with emotional, behavioural and mental health issues and provide advice to parents and staff to meet their needs.
Visual Impairment Team (VI)	Assess children in school with visual impairments and provide advice and resources to staff to meet their needs.
Hearing Impairment Team (HI)	Assess children in school with hearing impairments and provide advice and resources to staff to meet their needs.
School Nurse	Works alongside other health professionals to ensure that all children attain good physical and mental health.
Aspire Outreach	<ul style="list-style-type: none"> - Work with children, on a one to one basis, who have behavioural, social or emotional difficulties. - Provide advice and support to staff on meeting the needs of these children.
Early Help Team	Provide families with support with regards to parenting, financial matters, disabilities, making contact with external agencies and support in the family home. This is a 'whole family' approach where the agency works within school and the home. The service also acts as a link between professionals and external agencies.

Identification, Provision and Review

The school is committed to the early identification of Special Educational Needs and Disabilities. A range of initial identification strategies are used and recorded, these include:

- Observation
- Teacher assessment
- Discussions with colleagues
- Discussions with parents
- Discussions with pupils
- Results of formal termly assessments
- Samples of children's work

Provision begins with the implementation of 'quality first teaching' and following the graduated response. If identification strategies suggest that the pupil is not making expected progress, despite interventions and additional support, and the teacher feels the child requires 'over and above' daily practice, the class teacher will speak and work alongside the Inclusion Lead. If it is decided that the child needs additional provision then an Individual Education Plan (IEP) will be set up for that child.

If a child has an Individual Education Plan (IEP) set up, school will use the **ASSESS- PLAN - DO-REVIEW** model as outlined in the SEND Code of Practice 2015. This will outline both the long term and shorter term targets for the child and the strategies and interventions that will be used in school to help them meet these targets. This will be discussed with parents/carers and their permission to add the child to the school's SEND register will be sought. The IEP will be written by the Inclusion Lead, the Class Teacher and support staff, external agencies involved, parents/carers and the child where appropriate. Advice from the Specialist Teacher from Learning Support may also be sought when writing targets for IEPs.

Termly SEN review meetings are held to review the child's progress against their targets. At these meetings, feedback from the class teacher, TA, outside professionals and parents will be used alongside any relevant assessment data and other evidence (e.g. samples of the child's work) to help review the current targets and help set new targets and interventions. The child's views will also be sought prior to the review meeting, through their One Page Profile which they will be supported to complete by a familiar member of staff, and these will be shared as part of the discussion during the meeting. Their level of support will also be reviewed, so it may then be decided to involve outside agencies and seek professional and specialist support, or if progress has been good, remove them from the SEND register altogether. Children who are removed from the school SEND register are placed on to a separate register and will be monitored by the class teacher and Inclusion Lead.

If it is felt a higher level of support is required, a child may have a Learning Support Programme (LSP) or a Personalised Learning Programme (PLP), provided by the Specialist Inclusion Team (SIT) and this will be monitored and reviewed by the Inclusion Lead and the Specialist Teacher from SIT. Children with complex needs/ high level and intense support will have an SEN support plan. These children are likely to require an Education Health and Care Plan (EHCP) at a later date due to the level of support they require (usually over 13 hours a week support). This would be discussed with parents/carers and their permission would be sought. The school would then request for a statutory assessment to be made from the Local Authority which can result in an Education, Health and Care Plan (EHCP) being issued.

If, at any point in this process, it is felt that the child is making progress below that expected despite significant support and staff feel that more specialist advice is needed, outside agencies will be involved (see table above). Again, this would be discussed with parents/carers and their permission would be sought.

For pupils who have an EHCP, as well as the review of their IEPs, their progress and support outlined in their statement will be reviewed annually through an annual review meeting and a report provided to the LA. When the pupil is ready to transfer to secondary education, planning will begin in Year 5 to allow appropriate options to be considered.

Transition Procedures

The school aim to provide as smooth a transition as possible for children with SEND between schools. This is most commonly the transition from Year 6 to secondary school (Key Stage 2 to Key Stage 3). However, it may also include transition between schools if a child moves schools due to changes in circumstances.

Transition to secondary school:

A member of staff from the secondary school that the child will be attending is invited to attend their SEN review meetings in Year 6 or before if it is felt necessary. This means that the child's new school are made aware of their needs and this also provides a good opportunity for the parents to ask any questions that they may have about the SEND provision at the secondary school. SEND records and data are passed on from Thorpe Hesley Primary School to the secondary schools at the end of Year 6. Information is also recorded on CPOMs and can be transferred directly to their chosen secondary school through their system.

Transition between Key Stages within school:

The Inclusion Lead organises and leads on all the SEN review meetings across all three key stages. This means that parents, staff and professionals are involved and kept informed of the needs of all children. It also gives them the opportunity to meet the parents/carers and discuss the child's needs and the provision available throughout school. All of this information is then shared with the next class teacher, and other staff where appropriate, by the Inclusion

Lead and/or with the child's current class teacher. Information is also recorded on CPOMs, therefore creating an electronic record.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need or disability. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps, and make reasonable adjustments, to provide effective educational provision. The school buildings and playgrounds are accessible for wheelchairs.

Additional Needs

Children who have additional needs but not a learning need, will be identified using the Every Child Matters framework. This is designed to assess the needs of children and young people at risk of not achieving the five key outcomes set out by *Every Child Matters (2003)*. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Additional Needs could include, but are not limited to:

Low attendance, health issues, disruptive home life, family bereavement, emotional problems, behaviour issues, taking medication or a child who has frequently moved schools, recently removed from SEND register or a child who has a diagnosis but do not require additional support that is 'over and above' for their learning or school life.

Monitoring and assessment for this can help to promote early intervention and tackle problems before they become too serious.

A child may be identified as having an Additional Need for a short amount of time or for prolonged periods. Through identification of Additional Needs, the child will be monitored more closely to ensure that the Additional Need they are experiencing has the least amount of negative impact on their learning as possible.

Pupils who have disabilities or medical conditions but no special educational needs will be recorded on Arbour and the school's medical needs register. Please see our Medical Needs Policy for further information.

Pupils with behavioural needs will have an Individual Behaviour Plan and often a Hierarchy of Support. Where required, the school will be working with external professionals to seek further advice from specialists, including behavioural specialists. There may also be other agencies such as Early Help involved with the family. Please see our Behaviour Policy for further information.

Pupils who receive Pupil Premium (PP) funding will be recorded on the school Pupil Premium Register. These children will have a PP record where additional support will be identified. All PP children in school also receive a 'PP voucher' which can be used by families to fund school visits or visitors, extra-curricular clubs and school uniform (see Pupil Premium Policy). For further information regarding how PP funding is spent, please see our Pupil Premium Strategy which is published on the school website.

Pupils who have Safeguarding or pastoral needs are referred to the school's Children and Families Team. These children's needs will be discussed by the Team and assigned an individual to support their needs as appropriate. They will follow a 4-tiered approach of support, starting with class-based interventions leading onto Tier 2 targeted pastoral support on a 1:1 basis for a duration of 6-8 weeks. After an assessment of needs the child with either continue at Tier 2 or move to Tier 3 Child and Family Support by the Children and Families Team. If it is deemed that additional specialised support is needed then the child moves to Tier 4 to access external agencies such as CAMHs, Barnardo's or Early Help.

Children who have SEMH needs will also have access to the 'With Me in Mind' programme based within the school. A designated Educational Mental Health Practitioner (EMHP) will work with low-level and/or emerging mental health problems, focusing on low mood, anxiety, and self-regulatory issues. This work is based around Cognitive Behavioural Therapy principles. The designated EMHPs can work with parents on evidence-based group work programmes addressing self-regulatory and worry difficulties. The designated EMHPs can also offer one-off training sessions (psycho-education) for groups of students, parents and teachers and group intervention sessions for students. They can offer sessions on exam stress, anxiety, transitions, behaviour and conduct and basic mental health awareness.

Staff Training and Development

Staff are kept up to date with developments related to SEND through:

- Staff meetings
- TA meetings
- Emails
- Informal and formal discussions with other staff, the Inclusion Lead, the specialist teacher from SIT or professionals from other external agencies
- Training provided during staff meetings and INSET days
- IEP review meetings
- Training delivered in house, by the Inclusion Lead or SIT, or external CPD events.

Staff training will support the development of the skills of all teachers and teaching assistants in meeting the needs of pupils with special educational needs and disabilities.

The Inclusion Lead is a trained and registered trainer for the Autism Education Trust and has delivered training in supporting children with ASD to staff across all three key stages.

The Inclusion Lead attends termly SEND Network meetings organised by the LA and termly AET Network meetings. She also leads the SEND Focus Group which has been set up across the MAT.

Working with Parents/Carers

The school aim to work as closely as possible with parents/carers of children with special educational needs and disabilities. Parents are involved in any decision making via discussions and meetings, including all stakeholders, about their child's provision. Parents are also informed of any updates or advice given from external professionals and agencies as regularly as possible by class teachers or the Inclusion Lead.

Class teachers or the Inclusion Lead involve parents/carers with their child's SEND provision and discuss any changes to the SEND provision for their child. Permission is always sought from parents/ carers to add a child to the SEND register or to involve any external agencies via referral forms.

Parents/carers of children with SEND are sent a termly questionnaire giving them the opportunity to share any feedback relating to their child's needs and the provision for those needs within school. This is additional to the discussions that take place during the termly SEN review meetings. Where children have been assessed by external agencies, parents are kept informed of any outcomes of this, either by school or by the outside professional themselves, and are encouraged to discuss this further if necessary with their child's class teacher or the Inclusion Lead.

Parents/carers are also kept informed on a more informal basis through discussions with their child's class teacher or the Inclusion Lead.

Parents/carers are encouraged to come in to school to see their child's class teacher, the Inclusion Lead or the Head Teacher if they have any concerns that they would like to discuss.

If, at any point, a parent wishes to make a complaint concerning the provision made in school for their child with SEND, they should contact the Inclusion Lead, Head Teacher or the lead Governor for SEND.

Information about the Rotherham SEND Local Offer can be found here <http://www.rotherhamsendlocaloffer.org.uk/>

Support and advice for parents and carers of children with SEND can also be sought through Rotherham Parent Carers Forum (<https://www.rpcf.co.uk/>) or Rotherham SENDIASS <http://www.rotherhamsendiass.org.uk/>.

Pupil Voice

At our school, we feel it is important that pupils are given opportunities to share their views and feelings. One Page Profiles are completed by all of our pupils who are on the SEND register on a termly basis to capture pupil voice. For this we use visual prompts and child friendly language which allows us to see how the children feel they are progressing in their learning and what they enjoy at school. Children are supported to complete these by a familiar adult. These are shared and discussed with parents and all professionals involved with the child at termly SEN review meetings.

How the school evaluates the effectiveness of its SEND provision

The school constantly strive to ensure that their SEND provision is the best that it can be. This is done by working closely with families and outside agencies and keeping abreast of changes and developments, for example, through attending termly SEND Network meetings, attending AET Network meetings and working closely with the other SENDCos across the MAT through the SEND Working Party. Attainment and progress of these pupils is tracked and analysed, using both internal assessment data and statutory assessments, including tracking raw scores to analyse small-steps of progress, and steps are taken quickly where any concerns are identified through this data. The Inclusion Lead maintains a Position Statement which is updated termly. This includes links to whole school improvement priorities (taken from the SIP), data analysis, steps to success, staff development and next steps. The school's lead Governor for SEND also meets with the Inclusion Lead regularly to review the SEND provision within school.