

Special Educational Needs Policy



Tannery Drift

First School

ROYSTON • HERTFORDSHIRE

Last Review Date: May 2018

Next Review Date: May 2021

Enjoyment – Achievement – Respect

Special Educational Needs Policy

Introduction

Children with special educational needs may have learning difficulties or disabilities that make it harder for them to learn. These children may need extra support or different help from that given to other children of the same age.

We aim to ensure that all pupils have the opportunity to reach their full potential. We are committed to removing barriers for children who may require additional provision and resources to support their learning.

We aim to be an inclusive school and believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced curriculum, both academic and social.

1. Aims

- To create an environment that meets the needs of every child
- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible
- To make clear the expectations of all people in the process; school, parents, child and outside agencies
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable, where possible, for all children to have full access to all elements of the school curriculum, including extra-curricular activities

2. Legislation and guidance

This policy and information report was reviewed and edited in May 2018 and 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, Inclusion/SEN co-ordinators (INCOs/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 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 Inclusion Coordinator

The INCo is Joanne Crisford.

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
- Work alongside the SLT, to 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board 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

4.2 The SEN Governor

The SEN Governor is Andrew Ford

They will:

- Help to raise awareness of SEN issues at governing board meetings
- 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 INCo to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the INCo and SEN governor to determine the strategic development of the SEN policy and provision in 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 INCo 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 and general learning difficulties or delays.
- **Social, emotional and mental health**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, stress and low self-esteem.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and other medical conditions.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate 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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record (CPOMS) and given to their parents.

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**.

The class teacher will work with the INCo 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 and 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.

5.5 Supporting pupils moving between phases and transition to further schooling

Given parents' permission, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Additional support will be put into place including:

- Extra visits to new school
- Small group sessions to discuss transition
- Support for parents during the transition period

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy support in both small group and 1:1
- Numeracy support in both small group and 1:1
- Speech and Language programs
- Social groups
- Talk and Draw therapy
- Access to a wide range of outside professionals

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 are able to 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.
- Providing children with support from outside agencies including Speech and Language, Communication and Autism, Behavior Support, Early Years SEND and therapists to support with SEMH

5.8 Additional support for learning

As well as adaptations to the curriculum and environment we also have teaching assistants in every year group who are trained to support children with SEN. Our staff are trained in a range of literacy and numeracy interventions.

We have lots of external agencies (see below) who work in school supporting children with SEN. These professionals know our children, parents and school extremely well.

- Speech and Language
- Behavior support (NHPSS)
- Communication and Autism Team
- Educational Psychologists
- Art/Drama Therapists
- Literacy Support (Grange SPLD)

- Early Years SEND

5.9 Evaluating the effectiveness of SEN provision

Using the four-part cycle of **assess, plan, do, review** we are constantly evaluating children's progress.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice to gain the view of the child
- Having regular meetings with parents
- Monitoring by the INCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.10 Support for improving emotional and social development

At Tannery Drift First School we are passionate about developing all children's social and emotional well-being.

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

- We teach a relevant and detailed PSHE curriculum across the school
- We have a family support worker who supports both children and parents
- Members of staff are trained in 'Talk and Draw', a therapeutic process
- All pupils are encouraged to join clubs and sports teams
- We have 'Wellbeing Focus Weeks' across the academic year
- Children have access to agencies such as CAMHS and NESSIE
- We provide some children with the chance of attending a School Summer Camp
- We are a STEPS trained school - Hertfordshire Steps is a therapeutic approach to positive behaviour management

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred 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

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

We have a wide range of contact details for charitable and volunteer groups who can support families of children with SEN, to find out more please contact Mrs Crisford, the school INCo.

First initial concerns about your child should be made to the class teacher, you may also request to see Mrs Crisford - Appointments can be made via the school office.

5.14 The local authority local offer

Our contribution to the local offer can be found here: <http://tannerydrift.herts.sch.uk/about-our-school/equalities-and-send/>

Our local authority's local offer is published here: www.hertsdirect.org/localoffer

6. **Monitoring arrangements**

This policy and information report will be reviewed by Mrs Crisford (INCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.



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