



SEND Policy

At Tynsel Parkes Church of England Primary Academy, our vision is for everyone to feel valued and be all they can be whilst embracing Christian values in our daily lives.

We aim to provide high quality learning that challenges and inspires, whilst embracing Christian Values in our daily lives. Our SEND curriculum is designed not only to fulfil statutory requirements but to enthuse **all** children with a love of learning. This will be achieved through a mixture of; exploration, discovery, creativity and a variety of learning opportunities that broaden children's knowledge and understanding. Children will develop enquiring minds and a love of learning encapsulating the school motto 'Loving and Learning together'.

This policy complies with the statutory requirement laid out in the Code of Practice 0-25, September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan

Tynsel Parkes CE Primary Academy has a named SENCO-Mrs. K. Helm and a named LAC member responsible for SEND- T Ward. They ensure that the Tynsel Parkes CE Primary Academy Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

What are special educational needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability, which calls for a 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 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

A child under compulsory school age has an educational need if they fall within the definition at (a) or (b) above would do so if special provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Everyone at Tynsel Parkes CE Primary Academy is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of academy life.

Aims of this SEND policy:

- Have regard to the Special Educational Needs Code of Practice on the identification, assessment and review of special educational needs.
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum, alongside pupils who do not have SEND.
- Endeavour to use resources appropriately and efficiently to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- To work in partnership with the child, parent/carers, all staff, the Local Academy Council and outside agencies.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN, to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

Equal Opportunities and Inclusion

Through all subjects, we ensure that the academy meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared, for full participation in a multi-ethnic society.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intention and staff differentiate work appropriately and use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximize learning, we ask the children to work in small groups, or in a one to-one situation outside the classroom.

The Role of the SENCO:

- Have responsibility for the day-to-day operation of the SEND policy.
- Identify areas for development in special educational needs and ensure these form part of the academy's development plan.
- Work in partnership with colleagues, parents, pupils and outside agencies to ensure that short-term objectives on Learning Programmes and Education Health and Care Plan (EHCP) are set, monitored and reviewed.
- Oversee the records of all pupils with SEND.
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement.
- Liaise with external agencies in matters relating to pupils with SEND.

The Teaching Staff and Support Staff

The teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and ensuring their progress, as with all children, against challenging but realistic targets.

Classroom Support Assistants are to support the SENCO and class teacher in delivering learning programmes to children with SEND throughout the academy. Classroom Support

Assistants may work with individual children or with small groups on very specific intervention programmes. They liaise on a daily basis with the class teacher who meets with the SENCO formally every term and informally whenever is necessary, to plan and review, and to adapt the learning programmes they are delivering, if necessary.

Access to the National Curriculum

The SEND provision at Tynsel Parkes CE Primary Academy is based upon the Inclusion statement in the National Curriculum 2014 document of:

- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets, which are deliberately ambitious.
- Lessons should be planned carefully to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The special educational needs and disability code of practice include advice on approaches to identification of need, which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND and disability code of practice is clear about what should be done to meet their needs.
- With the right teaching, that recognises individual needs, many disabled pupils may have little need for additional resources beyond the aids, which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies, which are used to enable access for all children to the National Curriculum, are:

- Daily use of 'dyslexia friendly' teaching and learning strategies.
- Differentiation of the curriculum to match tasks to ability.
- Use of Classroom Support Assistants to provide additional support where required throughout the curriculum areas.
- Learning Programmes are written and include SMART Targets (Specific, Measurable, Achievable, Relevant and Time Related)
- Advice is sought from Advisory Teachers, Educational Psychologists and many other outside agencies.

- Regular monitoring and review of extra support/ intervention sessions, to ensure impact and effectiveness.

Types of interventions offered at Tynsel Parkes Academy include:

Additional 1:1 support for phonics and reading.

Motor Skills Support

Toe by Toe, Word Wasp/Hornet

Maths-Plus 1 and The Power of 2

Read Write Inc.

Mindfulness

Speech and Language support (Time to Talk and Talking Partners)

Nurture and circle time small group work.

- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment. I Pads and Touchtronic number and letter resources.
- Use of positive behaviour strategies within the classroom and as part of the whole academy Behaviour Policy.
- Access to extra-curricular clubs, and to the social life of the academy.
- In-Service training for all staff on the needs of children with SEND.

Identification, Assessment and Reviews

The SEN Code of Practice gives guidance for identification and assessment and monitoring procedures, which the academy follows.

A graduated approach: 'Every Teacher is a Teacher of SEND', is taken here at Tynsel Parkes CE Primary Academy to ensure all pupils make progress through Quality First Teaching: 'The baseline of learning for all pupils', teaching that is differentiated to meet the diverse needs of all learners.

It is expected that supportive learning environments in the academy will meet the needs of the majority of students, through the processes of differentiation and good/outstanding classroom management strategies, the individual needs of pupils should be met without requiring additional support arrangements.

However, any of the following may trigger a concern:

- Ongoing teacher and classroom support assistant observation and assessment within the classroom, and/or attainment in annual standardised assessments show one or more of the following:
 - The child is working at a level below the national expectation for that Year group
 - The attainment gap between the child and his peers is getting wider.
 - A previous rate of progress is not being maintained.

- Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- Low scores in diagnostic testing.
- Emotional or behavioural difficulties persisting in spite of the use of the academy's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Looked After children, in liaison with Children's Services.
- For a child who is new to the academy, records from the previous academy indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns e.g. from School Nurse, Educational Psychologist, Children Services.

What will happen once identification of need has taken place

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored closely and put on the cause for concern register.

Once a pupil has been identified as possibly having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties. They will receive intervention to support the child's area of need.

The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through the above actions, it can be determined which level of provision the pupil will need. If a pupil has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.

In accordance with Section 6.51 of the 2014 Code of Practice, parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the academy.

The pupil is monitored if a parent or teacher raises concern but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the academy as an aid to further progression and for future reference.

Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a pupil does have SEND, and requires support, parents will be formally advised of this in accordance with Section 6.48 of the 2014 Code of Practice, before inclusion of the individual on the Academy's SEND register. The aim of formally identifying a pupil with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated:

This an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are most effective in supporting the pupil to achieve good progress and outcomes.

1. Assess

In identifying a child as needing SEND support the subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the Academy's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

2. Plan

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

3. Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with classroom support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with

classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

4. Review

Reviewing pupil progress will be made at half termly progress check academic data reviews. This process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development making any necessary amendments going forward, in consultation with parents/carers and class teachers. Where a student is making appropriate progress and barriers to learning are either removed or no longer relevant, in accordance with 6.54 of the 2014 Code of Practice both students and parents/carers will be consulted about removal from SEN register.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process that is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken in collaboration with parents, SENCo and class teacher. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carer
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A group of people will make a decision from education, health and social care about whether the pupil is eligible for an EHC plan. In issuing an EHCP, the LA prescribes the actions the school must adopt in addressing the needs of the student and outline this in the EHCP.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Throughout the academy, we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment.

Early Years

When children entering our Early Years Setting who have an IEP, a transition meeting will be arranged with the Early Years SENCO, the Early Years staff and the academies SENCO. Parents and staff at the child's previous setting will also be invited to attend to pass on information to the academy. This is to ensure that the provision that the child needs is continued through our early years setting.

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies that are additional to, or different from those already being provided in the classroom to help the child to make progress.

The class teacher for the child writes a learning programme. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and with parents/carers. These will be reviewed half-termly and at the end of the term, by the class teacher reviewing them and sharing the outcomes with the parents, by sending home copies of the Learning Programme. Parents are of course welcome to come in and discuss these with the class teacher and or SENCO.

At the IEP review, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) To reduce the amount of help.
- b) To continue with the existing level of help with new targets set.
- c) To increase the level of intervention if there has been little progress.

Evaluating the success of provision for pupils with SEND.

The LAC, in partnership with the SENCO and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for pupils with SEND
- Analyse attendance and exclusion data for pupils with SEND
- Monitor progress against SEND priorities in the Academy Improvement Plan.

The role of the Local Academy Council

The LAC supports and challenges the academy 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 LAC has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The LAC reviews this policy annually and considers any amendments in light of the annual review findings.

Complaints procedure

If you have any concerns regarding SEND provision, please contact the following people:

- Class teacher
- SENCO - Mrs. K Helm
- Principal - Mrs. R Chandler

If you have any complaints, please follow the academy's complaints procedure as outlined on the academy website.

In-service training

We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the Academy Development Plan. The academy has a commitment to staff development in the area of Inclusion & SEND to ensure that both teachers and support staff effectively meet the needs of pupils.

In-house or outside agency training is arranged as indicated in the Academy Improvement Plan.

Links

The academy makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Support and advice may be provided by:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist
- Social Services,
- CAMHS
- Behaviour/Family support
- Community Nurse

Summary

It is the academy's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of all children, including those with SEND, through raising achievement and enabling participation in the full life of the academy.

Reviewed: September 2020

Signed: _____