



SEND Policy

This policy is overarched and subject to the agreed contents and conditions of the Safeguarding Children and E-Safety Policies.

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 (Sept 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 Mr. Liam Cairns 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.

Intent:

- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified early and referred to the appropriate services when needed.
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and make the necessary progress.
- To enable pupils with SEND to achieve their potential and to be prepared for transition to middle school and life in the wider community.
- To engage parents/carers fully in decision-making, assessing progress and determining goals for their children.
- To gain the views of the child and enable them to have a voice in the process.
- To take into account the views, wishes and feelings of pupils/parents/carers.
- To provide support for all staff working with pupils with SEND.
- To implement the advice of experts and professionals involved from outside of the school.
- To direct parents/carers to the best providers of support.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

Implementation:

- At Tynsel Parkes we strive to be open and approachable, with good lines of communication to support all our SEND pupil develop and reach their full potential.
- We will implement and annually review the SEND policy, ensuring its effectiveness and adjusting it necessary.
- On entering Tynsel Parkes staff will identify children in EYFS who may have additional needs. The staff will develop a plan to ensure the appropriate level of support is given.
- The school SEND register will be kept up to date and regularly reviewed.

- The SENDCo and staff will complete relevant paperwork for referrals to other services or applications for funding e.g. Education, Health and Care Plans (EHCP), AEN funding, Inclusion funding, Speech and Language Therapy referrals and other health referrals etc.
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach through regular meetings with parents to capture their views as well as those of the child.
- The SENDCo will liaise with external agencies and help the staff to implement their strategies and advice.
- We will support teaching assistants (when appropriate) with training and expertise to ensure the best outcomes for children with SEND.
- The SENDCo and staff will attend courses to keep up to date with current issues, and share relevant information with colleagues.
- We will ensure that staff CPD needs are kept up to date by contributing to in-service training.
- The SENDCo will report to the SLT and governors on the progress of SEND children and the current strengths and areas in need of developing.
- A flexible approach to the curriculum will be taken for pupils with SEND who may need a more hands on approach to learning e.g. Small group/individual work/practical activities, nurture, and outdoor learning.
- Teachers set high standards for all pupils planning work for every pupil-to stretch those whose attainment is significantly above the expected standard and to support pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- The use of a rigorous online tracking system alongside pupil progress meetings, learning walks and book looks will help to ensure that SEND children are well supported and making progress at Tynsel Parkes.
- At Tynsel Parkes we will strive to ensure that all children are prepared for the next phase of their learning both socially and mentally and that they develop appropriate life skills to help them to become more resilient and independent.

Impact:

- We have safe learning environments where our SEND children are happy and safe. Where differences and diversity are embraced and all pupils are respected and respectful.
- Through restorative practices and emotional support, those children with social, emotional and mental health needs can develop and thrive.
- Children have a voice and feel heard; they are involved in decision made about their support and needs.
- All staff at Tynsel Parkes show empathy and are compassionate and supportive creating effective learning opportunities for all pupils.

- Parents feel listened to, supported and play an important and active role in decision making about their child.
- Early intervention means that we close gaps early and/or identify needs and implement support quickly.
- Relationships with all those involved with the pupil and wider professionals are fostered to provide the best outcome for all our pupils at Tynsel Parkes.

Access to a broad and balanced curriculum

Strategies, used at Tynsel Parkes to enable, access the curriculum

- Daily use of 'dyslexia friendly' teaching and learning strategies.
- Differentiation in all areas of the curriculum to match tasks to ability.
- Use of Classroom Support Assistants to provide additional support where required throughout the curriculum areas.
- Initial concern paperwork completed and reasonable adjustments used in the classroom.
- Individual Programmes are completed online and include SMART Targets (Specific, Measurable, Achievable, Relevant and Time Related).
- Advice is sought from Advisory Teachers, Educational Psychologists and other outside agencies.
- Regular monitoring and review of extra support/ intervention sessions, to ensure impact and effectiveness.
- The use of sensory items and toys.
- Calm reflection areas in all classrooms.
- Positive reward systems.

Types of interventions offered at Tynsel Parkes Academy include:

Play therapy-delivered by a qualified specialist therapist.1:1 sessions/group sessions.

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

Mindfulness

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

Speech and Language targets followed from the Speech and language team.

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 SUAT Behaviour Policy and Tynsel Parkes' Positive Behaviour Expectations document.
- 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.

What will happen once identification of need has taken place?

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 (6/7 week) 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, and 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 an Education Health Care Needs Assessment, 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.

At the Individual Pupil 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 Development 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 qualified play therapist
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist
- Social Services,
- CAMHS
- Behaviour/Family support
- Community Nurse
- SEND Hub
- SUAT-CPD

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 2023

Signed: *Kathryn Helm 01/09/23*