



Thythorn Field
Primary School

SEND Policy

Adopted By School:

November 2023

Review Date:

September 2024

Governor Signature:

THYTHORN FIELD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Aims and Vision

Our vision

We want our pupils to have an equal opportunity to achieve success and reach their full potential; to become independent learners within a safe, caring and happy environment.

Our aim

To provide a happy, secure and caring environment where pupils are valued equally and where they can develop their independence, self-esteem, self-discipline and respect for others alongside achieving their potential as a learner

Compliance

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

- Equality Act 2010: advice for schools DofE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014
- Safeguarding Policy
- Accessibility plan

This policy has been created by the SENDCo and SEND Governor, in consultation with staff and parents/carers of Thythorn Field Primary School.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Child Protection/Safeguarding, Accessibility and the Equality Scheme. It is an essential part of all curriculum policies.

At Thythorn Field Primary School, the Special Educational Needs Co-ordinator, known as SENDCo, is Mrs Sarah Brewster. She has been the SENDCo since 2015 and completed the National SENDCo Award in 2016.

Contact details: 0116 2889040 or email office@thythornfield.leics.sch.uk

This policy can be accessed through the school website (<https://www.thythornfield.co.uk/>) or as paper copy, if requested, from the school office.

All staff have a responsibility to use their best endeavours to maximise opportunities and achievements for all learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice. We consider every teacher to be a teacher of every pupil, including those with special educational needs and

disabilities. We have the highest aspirations and expectations for all pupils, including those with special needs.

Aims and Objectives of this Policy

We endeavour to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- To reach high levels of achievement and progress for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To enable all parents/carers to participate as fully as possible in decisions and ensure they are provided with the information and support necessary to enable this.
- To support pupils to, where appropriate, participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
- To share a common vision and understanding with all stakeholders
- To outline how SEND resources are spent.
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Partnership with Parents/Carers

The school is fully committed to a meaningful partnership with parents/carers of pupils with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways:

- Always making parents/carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents/carers in an accessible way
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND Information Report and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents/carers, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents/carers themselves.
- Class teachers will invite parents/carers of pupils with SEND in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents/carers to share their views. This meeting may be part of, or in addition to, parents evening meetings and may be supported by the SENDCo.
- The SENDCo being available to support through telephone calls, emails, face-to-face or online meetings or drop in sessions.

- Support and guide parents/carers in ways that they can help with their child's learning and development at home.
- As part of the termly review meeting, Individual Support plans will be written to outline the action and support agreed. These will be kept and shared with all the appropriate school staff and a copy will be given to parents/carers.
- Parents/carers of pupils with Education Health and Care Plans will have termly contact from the SENDCo.
- Signposting parents/carers to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with parents/carers of pupils with SEND when reviewing the school's SEND Information Report (see school web site) and the SEND policy (this document). A paper copy will be made available to parents/carers on request.
- Building on positive relationships with parents/carers, additional support and guidance will be available to parents/carers at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Seeking parents/carers' views and opinions and considering adjustments to practice in the light of findings.

Involvement of Pupils

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways

- Self-knowledge is the first step towards effective self-advocacy. With parents/carers, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible, and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils with an EHC plan are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCO and / or SEND Governor.
- Pupils on the SEND register will each have their own pupil passport, which they will help to write and will be regularly updated.

Context

All pupils have a right to learn. For some pupils, they may need support or adaptations in order to be successful in their learning.

At Thythorn Field Primary School, we believe that all pupils have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each pupil's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with pupils, parents/carers and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual pupil. We focus on individual progress as the main indicator of success, taking into account the fact that starting points to measure success from and steps of progress can vary greatly from one pupil to another.

Every pupil is valued. Every pupil is an individual with a personality, needs and interests. We believe in the right of pupils to feel safe and to enjoy their school experience – thus developing the whole person, academically, socially, physically, morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils and young people. Some pupils and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to ensure we are:

- Providing the highest possible standard of education for all pupils
- Raising aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being and to be as independent as possible in their learning
- Making sure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs at the earliest possible point
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents/carers, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting pupils' self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs and leads to good outcomes.

Definition of Special Educational Needs

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 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:

- Have significantly greater difficulty in learning than the majority of children of the same age: or*
- Have 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 child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

This provision is different from or additional to that normally available to pupils of the same age. For some pupils, SEN can be identified at an early age, however, for other pupils, difficulties become evident only as they develop.

Identifying Special Educational Need

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Thythorn Field Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each pupil to achieve their full potential. The earlier action is taken, the more responsive the pupil is likely to be.

The identification of SEN is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all pupils, identifying, in particular, where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Any of the following can trigger a concern:

- Parent/Carer
- Pupil
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers

- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need as outlined in the SEND Code of Practice (2014).

1. Communication and Interaction

This includes pupils with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health

This includes pupils who may be withdrawn or isolated, displaying challenging behaviour or who have difficulties with anxiety or attachment. It also includes pupils who are diagnosed with ADHD

4. Sensory and/or Physical Needs

This includes pupils with sensory, multi-sensory and physical difficulties.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the *whole* pupil will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a pupil's behaviour may be an underlying response to a need which the school would work with parents/carers to identify.

Supporting Pupils with SEND

Quality First Teaching is an entitlement for every pupil. Identifying a pupil's educational needs and adapting teaching to meet those needs is a process that is in place for all pupils in our school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a pupil is not making expected progress or working below national expectations.

The Code of Practice (2014) states that: *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.* This is ensuring that reasonable adjustments and adaptive teaching are used to support the individual needs of all learners. Alongside this class teachers will put in place, if necessary, relevant and timely intervention and/or further in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents/carers to ensure there is a shared understanding of the pupil's needs and gain perspective on any areas of strength and emerging barriers to learning identified at home. School staff use the Graduated Approach of assess, plan, do and review to establish how effective the support in place for pupils is.

The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the pupil is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's attitude and behaviour for learning

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a pupil who despite additional support being put in place:

- makes little or no progress when teaching approaches are targeted particularly in a pupil's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

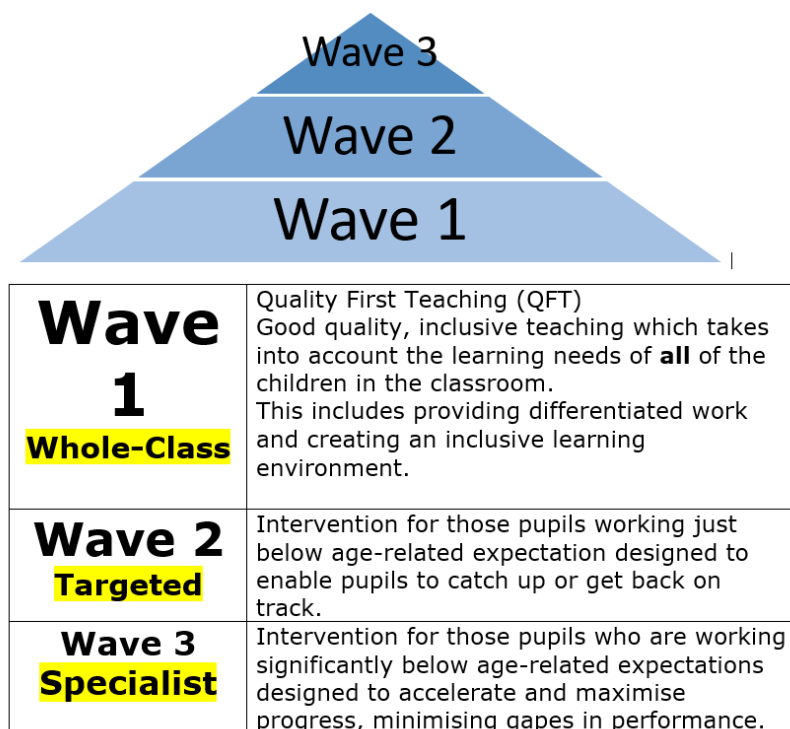
When attainment or progress is still not expected and the pupil is receiving significant additional or differing support to their peers, then an Initial Concerns form may be completed before having the discussion with

the SENDCo and parents/carers to decide whether the pupil should be placed on the SEND register. If it is decided to do so, teachers will identify the specific support needed to address the pupils' weaknesses. Parents/carers may also be asked to meet with the SENDCo to gather further information. A record will be kept of support and outcomes. Progress will be reviewed at parents/carers' evenings each term. For these pupils an individual support plan will be drawn up identifying up to four targets, shared with parents/carers, and identifying approaches to achieve these. At this stage, support is devised and delivered by school staff using formative assessments and early assessment materials and is known as School Support. The school uses *Provision Mapping* online to create and store individual support plans and pupil profiles (which provide a snapshot of a pupil's difficulties and ways to best support them).

The school has access to a range of assessments which may be used to help further pinpoint areas of difficulties. Examples of these are:

York Assessment of Reading Comprehension (YARC), British Picture Vocabulary (BPVS), Phonological Assessment Battery (PhAB), WellComm Speech and Language development screening, Sandwell early Numeracy Test (SENT), Boxall Profile, Goodman's Strength and Difficulties questionnaire, Analysis of Sensory Behaviour Inventory, checklists for different conditions, such as dyslexia, Small Steps Literacy Tracker and other informal assessments from the LA Learning Support Team.

This diagram shows the levels of support provided in school:



Where a pupil continues to have difficulties, despite quality support, advice will be sought from external services. This involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. Records of all external advice and support received are kept in the pupil's SEND file and shared with the class teacher.

Examples of specialists that can be accessed by the school

- Educational Psychologists from Partners in Psychology or the LEA (if undertaking statutory assessment)
- School Nurse
- LA Specialist Teaching Service
 - Vision Support team
 - Hearing Support Team
 - Learning Support Team
 - The Autism Outreach Team
 - Early Years SEN Inclusion Team
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEND budget and will be monitored by the SENDCo and Head teacher. Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist named.

Pupils requiring Additional Funding (SEND Intervention Funding or an Education Health and Care Plan)

Should a pupil fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support (SEND Intervention Funding or SENIF). We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through the Special Educational Needs Assessment and Commissioning Service (SENA). The school will be responsible for managing any funds received.

In some cases, pupils will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an *Education, Health and Care plan*, which will be drawn up in consultation with parents/carers, the pupil (where possible) and relevant services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Accessing Alternative Provision

On rare occasions it may be deemed appropriate for pupils in receipt of SENIF or EHCP funding to access AP (Alternative Provision) in order to have their needs effectively met and/or to meet identified outcomes which school are struggling to achieve with the pupil. This usually involves a pupil attending an alternative setting (not a traditional educational setting) for one or more sessions per week. This is often, but not always, whilst a pupil awaits placement in specialist provision.

Where this is the case an Alternative Provision will be agreed upon by school and parents/carers. We use a list provided by the Local Authority's Inclusion Team. There will be a clear plan as to the outcomes we are hoping the pupil will achieve by accessing this provision. Thorough visits, risk-assessments and safeguarding

checks will be carried out prior to the pupil accessing the provision and regular monitoring visits will be carried out by the SENCo once attendance has begun. School will contact the AP on the day/s that the pupil is attending to check their attendance. School will work closely with the AP to plan what the pupil will be doing, how this links to outcomes for the pupil and request regular progress updates. The decision to access an AP will always be made in conjunction with the wishes of parents/carers and it is their responsibility to transport their child to and from the Provision on the sessions/days they are attending. The Local Authority will not normally support with transport.

Use of Part-Time Timetables

Where a pupil with SEND is finding it difficult to attend school without displaying challenging behaviour which is regularly resulting in fixed-term suspensions (despite all adaptations and reasonable adjustments being in place) it may be felt appropriate for the pupil to attend on a part-time basis. This decision will always be made in conjunction with the wishes of parents/carers and with specialist support (such as an Educational Psychologist, Oakfield outreach team or Inclusion).

A part-time timetable is used to help support the pupil to be more successful at school (i.e. to attend school without displaying behaviour which results in a fixed-term suspension) and to build back up to attending full-time as soon as possible.

If a pupil is on a part-time timetable this will be reviewed weekly with parent/carers using our Part-time Timetable which will be shared with the Local Authority on a fortnightly basis. When pupils are not on site they will be phoned in the morning and afternoon for the purpose of safeguarding. Once a fortnight the Head or Deputy Head Teacher will carry out an in-person visit. Pupils on a part-time timetable will be provided with work (adapted to suit their individual needs) to do at home which we expect to be returned to school in order for the class teacher to look at.

Diagnosing Dyslexia

Where there is a concern that a pupil may have dyslexia this will initially be raised with the SENDCo and parents/carers. If the pupil is in Year 3 or below a record of concerns will be kept and additional resources, such as coloured overlays, trialled to see if this makes an impact. From Year 4 onwards, if evidence gathered in school is indicating that the pupil is displaying dyslexic traits which are having a significant impact on the pupil's ability to access learning or self-esteem, then the school will endeavour to have the pupil assessed by a qualified dyslexia assessor.

Many of the approaches already used in school are dyslexia-friendly but we understand that a formal diagnosis of dyslexia can be useful when applying for extra time in statutory tests or when transitioning to high school.

Diagnosis of other special needs

If we have concerns that a pupil may have a particular special need which requires a medical diagnosis (such as ADHD or ASD) the school may advise you to contact your GP or we may contact specialist services directly ourselves.

Supporting Pupils and Families

We listen to and act upon the concerns of parents/carers. All staff are alert to the pressures that parents/carers and families may be under because of a pupil's needs. We actively encourage parents/carers to support their child through maintaining positive attitudes when communicating with home, giving user friendly information and effective communication. We work in partnership with parents/carers, recognising their knowledge and expertise in relation to their child. We will make parents/carers aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the pupil with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on the LA website (www.leics.gov.uk) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents/carers and pupils with SEND.

Transition

Joining Thythorn

Pupils entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents/carers meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCo and class teacher in pre-school meetings for pupils causing concern. School staff and the SENDCo may also visit pupils in their pre-school settings during their final Summer term. We also work closely with Leicestershire's Early Years SEND team if any of their pupils are identified as due to start at Thythorn.

Transition to the next class

All pupils have a 'meet the teacher' morning in the Summer term where they are able to meet the new staff they will be working with and spend time in their new area. Pupils with additional needs may also benefit from extra, more informal, visits to their new classroom e.g., at story time. They may also be provided with resources to aid their transition, such as photographs of their new area and the staff. An open evening is held which allows parents/carers and carers the opportunity to meet their child's new teacher.

Leaving Thythorn

Pupils transferring to High School have a planned transition programme. Pupils with additional needs, who would benefit from an additional visit are offered a planned programme of additional induction. SENDCos liaise and records are passed on. Where needed, transition meetings are held and transition plans are produced to share with High School staff. All pupils with an EHCP have a transition review held during the first half of the Autumn term, where staff from the pupil's chosen high school are invited to attend.

Managing Medical Conditions (see Medical Policy)

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Thythorn Field Primary School, we support pupils, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Accidents, First Aid & Administration of Medicines in School.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Thythorn Field Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

Facilities for Pupils with SEND (see separate accessibility plan)

There are spaces made available for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled users. Staff are highly trained and have experience of working with a wide range of agencies. Blackout blinds have been installed to limit the light behind the teacher so that pupils with hearing difficulties or visual difficulties can see the teacher more clearly. Noise reduction ceiling tiles have been put up in Foundation Stage and Key Stage 1.

Responsibilities

The Head teacher has responsibility for:

- The overall effectiveness of SEND support
- The attainment and progress of pupils with SEND Providing the SENDCo with adequate time to fulfil his/her role
- Providing appropriate levels of support to meet the needs of pupils with SEND Annual reviews being completed in time and running those reviews (or delegating the responsibility to someone else)
- Ensuring that the SENDCo and other staff are trained effectively.
- Liaising with the SENDCo on a regular basis to keep up to date on issues surrounding SEND

The SENDCo has responsibility for:

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including educational, medical, social and voluntary services
- Drawing up and revising the school's Provision Maps on a termly basis
- Alongside the head teacher, deployment of Learning Support Assistants, Teaching Assistants and HLTAs to meet the requirements of the provision maps
- Monitoring effectiveness of support programmes and services
- Ensuring parents/carers are fully involved in positive outcomes for their child/ren's learning
- Implementing a programme of annual review
- Overseeing records of all pupils with SEND
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers have responsibility for:

- Providing high quality adaptive teaching for all pupils.
- The progress and development of pupils in their class at all stages of SEND support.
- To develop independent, confident learners.
- Responsibility for managing support staff and resources in their class
- Liaising with parents/carers and carers.
- Writing and implementing Individual support plans and Pupil Profiles and sharing these with parents/carers/carers and the SENDCo
- Discussions with outside agencies who come in to school to support a pupil in their class.
- Running appropriate and effective intervention programmes.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Thythorn Field Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- Assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- Ensure pupils with Special Educational Needs and Disabilities are included in activities with other pupils, so far as this is reasonably practical and compatible with good education for all
- Ensure budget allocation takes account of staffing, training, resourcing requirements for individual pupils
- Ensure the school is adhering to current statutory policy and relevant guidance
- Be aware of the implementation and effectiveness of the school's policy by monitoring for example:
 1. The existence of accurate and up to date record keeping, including achievements
 2. The number of review meetings held at least termly for SEND pupils
 3. Feedback from pupils, parents/carers and staff
 4. The standards and progress of pupils with SEND
 5. Awareness of the nature of needs and the demands these make on the school's budget and time.

Training and Resources

Training needs are identified by staff themselves or by the SENDCo to meet the needs of pupils in school or those known to be coming into school.

All teachers and staff meet with the SENDCo on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENDCo regularly attends training meetings to keep up to date with local and national developments and to share best practice.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson drop-ins, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness on pupil progress and performance or evaluated on the impact it has had on the young person (e.g. social groups increasing self-esteem).

Parent and pupil surveys, administered at least annually, feedback on reports and at parent's evenings, and SEND review meetings, inform our work. Provision Mapping is used to review the outcomes of pupils Individual Support Plan targets and interventions.

Removal from the SEND record

In consultation with parents/carers, the pupil will be considered for removal from the SEND record where he / she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the pupil and their peers of the same age,

- or where a pupil's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained, and additional SEND provision is no longer required to ensure this progress is sustained.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents/carers are able to seek advice from Parent Partnership Service.

Also refer to the School Complaints Policy.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked location when not in use. The school also uses *Provision Mapping*, which provides secure online storage of information for pupils on the SEND register.

Also refer to Data Protection Policy and Privacy Notices.

Reviewing this Policy

This policy will be formally reviewed annually. Representatives of parents/carers of pupils with SEND will be part of this process.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all of our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all pupils.