Special Educational Needs and Disability Policy (SEND)

Believe, Achieve, Celebrate

Reviewed October 2020 - F. Nurgat

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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 DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- Children and Families Act 2014

This policy has been created by the school's SENCO in liaison with the SEN Academy Councillor, the School Leadership Team, staff and parents of Thurnby Mead Primary Academy. It reflects the guidance outlined in the SEND Code of Practice, 0-25, September 2014.

At Thurnby Mead Primary Academy the SENCO (Special Educational Needs Co-ordinator), is Miss Fehmida Nurgat. Contact details: 0116 2413086 or email: office@thurnby-tmet.uk

Our School Setting

Our school's mission statement is, "**Believe, Achieve, Celebrate**!" As a staff our mission is to give every child the opportunities to achieve success and fulfil their potential. Every teacher is a teacher of every child including those with SEN (special educational needs). We aim to identify any child with special educational needs at the earliest opportunity and to provide the support they need to succeed.

We have a Specialist Base (DSP) within our school. The children who attend this provision have a statement or EHCP (Education, Health and Care Plan) in which **speech, language and communication** is their primary area of difficulty. We also have children with a hearing impairment in the DSP who have associated speech, language and communication difficulties. The children are taught for part of each day in a classroom run by teachers with specialist training, but they have many opportunities to join the mainstream pupils for lessons or activities. A team of speech and language therapists works closely with the staff and pupils in the DSP. We also have our own Internal Alternative Provision for children in EYFS and KS1 who have significant communication and interaction needs. These children are unable to cope with the demands of the curriculum therefore access a bespoke curriculum.

Aims of this SEND Policy

The aims of our special educational need and disability policy and practice in this school are:

• To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.

• To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

• To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum

• To use our best endeavours and make reasonable adjustments to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.

• To request, monitor and respond to carers and pupils' views in order to evidence high levels of confidence and partnership.

• To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
• To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
• To work in cooperative and 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.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the **SEND Code of Practice (2014).** This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age, or, has a difficulty which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: ***Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.***

There are four broad categories of SEND:

o Communication and interaction (such as autistic spectrum and language disorders)
o Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
o Social, emotional and mental health difficulties (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
o Physical and sensory (such as hearing or vision impaired)

• We have children in all these categories of SEND and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

• We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hope for, the child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.

• All children benefit from 'Quality First Teaching': meaning that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focussed interventions to target particular skills.

• We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice

The kinds of special educational needs for which provision is made at the academy:

- We are a Specialist Base (Designated Specialist Provision) within Leicester City for pupils with an Education, Health and Care Plan whose primary area of need is speech, language and communication. We also have children with hearing impairment needs who have associated speech, language and communication needs.
- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Identifying pupils with SEN and assessing their needs:

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

• Is significantly slower than that of their peers starting from the same baseline (two year delay in reading age, two year delay in spelling age, two year delay in maths age)
• makes little or no progress even when teaching has targeted identified areas of weakness
• Consistently presents emotional or behavioural difficulties which are not reduced by behaviour management techniques usually used in school
• Sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
• Communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum
• Fails to match or better the child's previous rate of progress
• Fails to close the attainment gap between the child and their peers

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SEND Support.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or development, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo.
- Parents may also contact the SENCo or the Principal directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team, the SENCo, external verifiers.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
6. Attendance and behaviour records.

The graduated approach to SEN support

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision of interventions to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to **SEN support** will follow an assess, plan, do and review model:

1. **Assess**: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and

appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

3. **Do**: SEN support will be recorded on a plan (Pupil Outcome Plan) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. Progress and attainment will be reviewed in consultation with parents/carers three times a year.

4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service
2. Learning, Communication and Interaction Support Team
3. Primary School Social, Emotional and Mental Health Team
4. Hearing Support team
5. Visual Support team
6. Educational Psychology Service
7. Educational Welfare Officers
8. Physical and Disability Support Service
9. Social Services
10. School Nurse
11. Other health services which are available

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs (statutory assessment). This may result in an Education, Health and Care (EHC) Plan being provided.

The Engagement Model is used to monitor the progress of pupils achieving significantly below age related expectations (Pre KS1 and KS2 standards).

How will the curriculum be matched to each child's needs?

• Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
• When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. They may also access interventions if appropriate.
• These adaptations may include strategies suggested by the SENCo and/or external specialists
• In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. When allocating additional TA support to children, our

focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing learned dependence on an adult.

How will parents know how their child is doing?

- Attainments towards the identified outcomes on the child's Pupil Outcome Passport will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Meetings with support and external agencies
- Some parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis. All pupils in the DSP have a home-school diary.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0116 2413086

How will parents be helped to support their child's learning?

• Please look at the school website. It can be found at https://www.thurnby-tmet.uk/ and includes descriptions of the topics studied in each year group.

• The class teacher or SENCo may also suggest additional ways of supporting your child's learning. This advice will often be given during the termly parent's meetings or at Annual Review meetings.

• If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

• An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

• Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Academy Councillor for responsibility for this area.

• Small group and one to one intervention to support pupil's well-being are delivered to targeted pupils and groups by our trained Emotional Literacy Support Assistants. These aim to support improved interaction skills, emotional resilience and well-being.

• We have 2 trained Emotional Literacy Support Assistants who can support children who are struggling with their well-being during the day.

• The school receives support from the Education Mental Health Support Team. They deliver workshops throughout the year and work with children when referred by the school.

• We follow the 'Route to Resilience' programme by Steve Harris which is based on several principles of Guy Claxton. We use 'character muscles' to strengthen our muscles of resilience.

What training do the staff supporting children and young people with SEND undertake?

All of our teachers are trained to work with children with SEND. Some are very experienced, and other less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards helpful websites.

In the last three years school staff has received a range of training in the following:

• How to support pupils on the autistic spectrum

• How to support pupils with behavioural difficulties

• How to support pupils with speech, language and communication difficulties
• How to support pupils with a hearing impairment

Training has been provided to Higher Level Teaching Assistants (HLTA):
• ELSA (Emotional Literacy Support Assistant)
• Let's Talk

The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils.
The Speech Language Therapy Service visit our DSP weekly to assess, plan and deliver support for targeted pupils.
The academy councillor with specific responsibility for SEN has completed the SEN academy councillor training.

How will my child be included in activities outside the classroom including school trips?

• Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
• The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations have been made to the school environment:
• Disabled parking spot marked and located next to the school reception.
• All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
• Ramps provide access into school to ensure the site is accessible to all.
• One toilet has been adapted to ensure accessibility for visitors with a disability.
• A medical room has been provided in order to enable a safe place for first aid.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
• The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and to discuss solutions to any perceived challenges prior to entry.
• If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Some pupils may require a bespoke plan in place to support a successful transition into school.

Transition to the next school:

• The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
• The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
• Accompanied visits to other providers may be arranged as appropriate.

• For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
• The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:
• Your child's class teacher
• The SENCo (Fehmida Nurgat)
• The Principal (Michelle Woodhouse)
• The Academy Councillor with responsibility for SEN (Alex Ashcroft). The school office can provide contact details.

Support services for parents of pupils with SEN include:
• The **SEND Information, Advice and Support Service** offers independent advice and support to parents and carers of all children and young people with SEND. The nearest service can be located via https://sendiassleicester.org.uk/
The telephone number for the Leicester service is 0116 482 0870
• Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here https://www.gov.uk/government/publications/appeal-a-send-tribunal-decision-send20

Information on where the Local Authority's Local Offer can be found.
The school website has a link to the Local Offer. Alternatively, it can be accessed on the following web address: https://mychoice.leicester.gov.uk

Equal Opportunities:
The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school

Review Framework

This policy will be reviewed annually.