



Tower Hill Community Primary School

Special Educational Needs and Disabilities (SEND)

Policy

Approved by: Paul Thomas

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INTRODUCTION

Our SEN policy aims to set out how our school will support and make provision for pupils with Special Educational Needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN. This policy is based on the statutory Special Educational Needs Code of Practice and the following legislation

- Part 3 of The Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators and the SEN information report.

SCHOOL PROFILE

Tower Hill Community Primary School is a smaller than average-sized primary school. About two-thirds of pupils are from White British backgrounds, with the remainder from a number of different minority ethnic backgrounds. The number of pupils known to be eligible for pupil premium funding is well above average. The proportion of disabled pupils and those with special educational needs is also well above average.

OFSTED

In September 2018, Ofsted Inspectors judged the overall effectiveness of the school as 'requires improvement'. Inspectors' comments regarding support for pupils with SEND were good:

- The Special Educational Needs Coordinator (SENCo) has strong subject knowledge that she uses to support to a good standard pupils who have special educational needs (SEN) and/or disabilities. She works closely with other professionals and external agencies to tailor the care appropriately. Effective communication and close working between the inclusion team and class teachers ensure that provision for this group of pupils is good.
- Everyone at Tower Hill has the children's best interests at heart, and none more so than the dedicated inclusion team of the SENCo, the 'home-school link' worker and the attendance officer. These well-trained, nurturing staff members go above and beyond to support vulnerable pupils and children.
- Additional funding, including the pupil premium grant, is being spent well.
- Typically, the support provided by teaching assistants is of a good standard. They demonstrate appropriate subject knowledge and maintain high expectations of the pupils with which they work. Frequently, with patience and care, they provide clear explanations and additional effective guidance to help pupils achieve more successfully.

SECTION A: SCHOOL ARRANGEMENTS

A1 DEFINITION:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child 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 child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

The Governors and staff of Tower Hill Community Primary School have a firm commitment to and a firm belief in inclusion, where all children have the right to a full and rounded, relevant and differentiated curriculum. We pride ourselves in being a happy, safe, caring and progressive values-based school, where staff and families work together to nurture self-belief and inspire a love for learning; a place where every child will reach their own unique potential through high expectations and where all of our children, families and staff are valued, respected and supported; a place where the educational, physical and emotional and spiritual needs of every child will be met; a place where we encourage our children to do and be, the best they can

We aim to develop a whole school ethos that:

- ensures each child receives appropriate support to overcome any barriers to learning
- promotes positive attitudes and individual confidence, through a nurturing environment, ensuring all children experience success.
- identifies, assesses, records and regularly reviews pupils' special educational needs.
- encourages parents/carers to be involved in planning and supporting at all stages of their child's development.
- promotes positive links and relationships with a wide range of support services, making effective use of their expertise

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

Headteacher

The Headteacher, Mr Paul Thomas, has overall responsibility for the management of provision for children with special educational needs. He keeps the Governing Body fully informed and works closely with the SENCo.

SENCo

The Special Educational Needs Coordinator is Mrs Hannah Staniford. She can be contacted on 01993 702599 or via email on senco@towerhillsschool.org.uk. She works closely with the Headteacher, the Inclusion Team, teachers, support staff, governors and outside agencies (e.g. Educational Psychologist, Speech and Language Therapist, etc.) ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy and strategy
- coordinating provision for children with SEND
- ensuring the involvement of parents and carers from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing, planning for progress and review
- maintaining the school's Special Needs Register
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- undertaking intervention and classroom observations and supporting self-review.
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

Teaching Staff

Class teachers work closely with the Inclusion Team to implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working directly with children on a regular basis and monitoring children involved in interventions away from the main class.

Teaching Assistants

Teaching Assistants carry out activities and learning programmes planned by the class teachers and the SENCo. They keep registers and notes, as requested, supporting children

in class or by withdrawing individuals or groups. Teaching assistants work closely with the teachers and the SENCo to assess the impact of support and interventions and they help the children to make links to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEND issues.

The SENCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and Pupil Progress meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school.

This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with Education, Health and Care Plans; they have an Annual Review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the SEND Information and Advice Support Service (SENDIASS). If the situation becomes more worrying, the Early Help Assessment (EHA) process would be used to identify areas for change and engage support from other professionals. (Please refer to the Safeguarding and Child Protection Policy.)

A4 ADMISSION ARRANGEMENTS

Tower Hill Community Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account, in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan, subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

The SENCo and Governor with responsibility for Special Needs liaise at least three times a year to discuss provision and progress within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff, including TAs, are reviewed as part of the CPD process in school. In recent months, staff have attended training on working with children with Autism, leading Precision Teaching interventions and implementing the Zones of Regulation curriculum.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements Education, Health and Care Plans.

Tower Hill Community Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. The school provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

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

- The progress of every child is monitored at termly 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.
- Class teachers are continually aware of children's learning. If they observe that a child, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and again, a plan of action will be agreed with the SENCo
- Sometimes parents will raise concerns about their child's learning. We take all parental requests seriously and investigate them. Frequently, the concern can be addressed through Quality First Teaching, or some parental support. Otherwise, further investigation will be undertaken.

Criteria for identifying SEND may include:

- Child's early history and/or parental concern
- Low entry profile, or low Foundation Stage profile
- Significantly slower progress than that of their peers starting from the same baseline
- Lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum (i.e. significantly below the suggested level for their age)
- Requiring greater attention in class due to social/emotional/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical difficulties

When further investigation is required, the Class Teacher and SENCo refer to the Local Authority Guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' to help them decide if the child has a special educational need. If this is the case, after discussion with the parents, the child's name is added to the school's Special Educational Needs Register.

The SENCo and the Class Teacher, together with specialists, if necessary, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress is reviewed regularly.

Reviews of children with SEND support are held at least three times a year and led by the class teacher. Parents and children are invited to be actively involved. The meetings provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Where, despite the school providing SEND support, a child, who has education and health care needs, has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority (LA). The LA will expect to see evidence of the action taken by the school as part of SEND support. If the child's needs are educational only, school may consider applying for additional funding from the LA, in order to provide support to meet the child's needs.

Provision

Provision for children with SEND is additional to, or different from that provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on provision maps and the SEND Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs, Autistic Spectrum Disorder including Asperger's and Autism

- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

Supporting vulnerable pupils

Some children present with social, emotional and mental health needs. Tower Hill Community Primary provides nurture support throughout the school on a 1:1 and small group basis, delivered by the Assistant SENCo, Home School Attendance Officer and Teaching Assistants.

The Inclusion team work very closely with parents of the children they support.

B3 CURRICULUM ACCESS AND INCLUSION

Tower Hill Community Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive and nurturing ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

All extra-curricular activities and school visits are available to all our pupils, including before and after school clubs. All children are encouraged to go on residential trips and take part in sports days/school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children with disabilities are welcomed and supported at Tower Hill Community Primary School. If a child is joining us we will endeavour to gather as much information about the child and their needs before they start so we can ensure they have a successful start and time in school. Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware, as appropriate. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy). For example, where a child has a visual impairment, careful consideration is given to the placing of their seat and resources, and learning tasks are presented in an appropriate way for them to be able to access (larger font, darker lines, larger paper etc).

We ensure children with disabilities are not treated less favourably than others by ensuring the physical environment and curriculum are accessible. Our school values that are taught across the school provide children opportunities to talk about and celebrate their differences to each other.

The schools' accessibility plan statement can be found under the policies section of the website.

B4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, Deputy Head, SENCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils, for cohorts and for vulnerable groups
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor at least three times a year

- Reporting to the Full Governing Body three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The parent support service (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a wide range of support services. These support services are approached after consultation with the Headteacher, or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, additional information may then be required e.g. the service's own checklist, and information about strategies already in use.

The Inclusion Team holds contact addresses and request forms for other agencies and support services. Tower Hill Community Primary School works hard to establish and maintain good working relationships with outside agencies.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents' Evening meetings and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible,

parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties, if necessary.

Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress, or behaviour. Information about the parent support service (SENDIASS) is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Tower Hill Community Primary School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process, as well as addressing any difficulties. Pupils are encouraged to be part of the evaluation of their successes and needs.

C5 TRANSFER ARRANGEMENTS

Year 6 children with SEND, transferring to local Secondary Schools, have the chance to visit the new school for a day (or more), with their peers. Prior to this, vulnerable pupils are also offered additional visits in small groups, where they have a guided tour of the school and grounds, meet some staff and some pupils from other schools, who are also having additional visits.

Representatives from the Secondary Schools visit Tower Hill Community Primary to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher, or school.

For pupils Education, Health and Care Plans (EHCP), the child's EHCP should be amended in the light of recommendations from the most recent Annual Review by 15th February in the year of transfer, to ensure that time is available to make necessary transfer arrangements regarding needs and provision. The SENCo of the receiving school will be invited to the final Annual Review at Tower Hill Community Primary School when a school has been named in the EHCP.

Records of children with SEND moving to another school during their primary education are transferred to the new school at the earliest opportunity and a telephone conversation takes place between the SENCos, as a minimum.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes, as required.