



TCMS

SEND – Policy

SEND Policy

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Aims

Our aim is to create an inclusive school, sensitive to the needs of all individuals. We strive to create an atmosphere of encouragement, acceptance, and respect, where every child achieves their full potential. We ensure we achieve this through:

- Identifying at an early age individuals who need extra help and attention;
- Enabling each pupil to reach his or her full potential, both curricular and extra curricular;
- Enabling each pupil to partake in and contribute fully to school life;
- Endeavouring to meet the individual needs of each child;
- Developing a feeling of self esteem in the individual;
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual;
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- Providing access to and progression within the curriculum;
- Working with parents and other agencies to provide support and opportunities for those children with SEND;
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children;
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
- Ensuring access to a range of resources to support staff in their teaching of children with SEND;
- Including the voice of the child in monitoring and reviewing pupil profiles.

Objectives

- Identify and provide for pupils who have special educational needs and individual needs;
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;

- Provide a special educational needs co-ordinator (SENCo) to ensure adequate rigour and challenge in meeting the needs of identified children;
- Provide support and advice for all staff working with special educational needs pupils;

TYPES OF SEN

- **SEN is divided into 4 types:**
- **Communication and interaction** – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/ or Physical Needs** – this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

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 provides a relatively low threshold and includes more children than many realise ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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 be covered by the SEN definition.

As a school we observe two key duties:

- 1) **We must not directly or indirectly discriminate against, harass or victimize disabled children and young people.**
- 2) **We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.**

The schools Equality Policy and objective and the Accessibility Plan can be found on the school website.

IDENTIFICATION, ASSESSMENT and REVIEW

- The Code of Practice outlines a graduated response to pupils' needs, recognizing that there is a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The school uses a SEND register and provision mapping to maintain information about the identification, assessment and provision for each pupil. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Once support is reviewed the class teacher will then liaise with the SENCO to agree next steps.

Reviews of pupils on the SEND register take place three times a year, in line with pupil progress meetings at the end of each term.

For pupils with Education, Health and Care plans an annual review meeting has to be held in addition to this. Pupil profiles are used to record areas of strength and challenge and suggested strategies together with additional provision for pupils on the SEND register.

A Graduated Approach to SEN Support

We adopt a "Quality First" approach to teaching and learning. The key characteristics of Quality First teaching in our opinion are:

- Staff being familiar with and planning for the needs of all pupils;
- Staff using assessment data to inform their teaching;
- Highly focused lessons with clear objectives;
- High levels of interaction for all pupils;
- Progress, pace and challenge as a key feature of all lessons;
- Appropriate use of teacher questioning, modelling and explaining;
- Regular assessment and quality feedback to students.

Teachers are responsible and accountable for the progress of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We carry out baseline assessments on all students upon entry to Middle School and use this in conjunctions with transition information from previous settings and carry out half termly monitoring assessments on all pupils to inform our planning. The assessments should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or improve the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful

transition into adult life.

What is the graduated approach?

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on the monitoring list, their progress being carefully tracked and reviewed.

Level 2: Additional School Intervention

Continued or increasing concern may lead to children receiving additional, time- time limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENCo and class teachers may be advised by specialists on effective teaching strategies, appropriate equipment, assistive technologies and interventions to facilitate the child's learning and progress. If despite this level of support the child does not make progress the school will consult with parents and other professionals and may request an Education, Health and Care Needs Assessment from the Local Authority. Parents can at any point also approach the Local Authority to request an EHC assessment.

Our cycle of SEN support.

We use a Assess, Plan, Do and Review model for our support and interventions.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENC should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform assessments. Where professionals are not already working with school staff the SENCO should contact them (subject to parental consent).

Plan

If a child is placed on our SEN register their parents will be informed. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments,

interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should include feedback into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care Plan, the local authority, in cooperation with the school, must review that plan at a minimum of every 12 months.

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

- Monitoring of classroom practice by the Senior Leadership Team
- Analysis of pupil tracking data
- Monitoring of the procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND register will have a Pupil Profile which contains a Pupil Intervention Plan, which details important information about the child, including their areas of strength and challenge, strategies to help the child to learn and any interventions either past or present that are being used to support the child. Details of other professionals and agencies

working with the child should also be listed. Class teachers, pupils and parents will all contribute to the Pupil Profile; it should be a working document that is regularly updated to reflect the needs of the child.

Group intervention plans will be used to support children receiving targeted group interventions. Children may access these interventions whilst not on the SEN register, as such additional parental meetings/ reviews to the regular school reporting schedule may not be held. The decision to include the child in the intervention but not place them on the register will be made by the SENCo and class teacher. Parental permission for certain interventions will always be requested if required.

Formal review meetings will take place regularly in line with identified needs and intervention/supports put in place. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers/ intervention leads are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers/ intervention leads to ensure consistency cross the school and appropriateness and quality of outcomes.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If we feel that your child no longer needs support that is additional to/or different from the support that is available to all pupils through high quality teaching then the class teacher and SENCO will discuss this with the child, parents and any other stakeholders as necessary. If it is agreed by all to take the pupil off the send register then all records will be kept until the pupil leaves the school, they will then be passed onto the next setting. The pupil will continue to be monitored through the standard school progress reviews. IF it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

PLEASE SEE Northumberland County Council's Local Offer ([link on webpage](#)) for details of services available to pupils and families.

Class teachers along with the SENCo are responsible for ensuring that pupils can access assessments within their class. If a child's needs mean that they are unable to access standardised tests then the SENC will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school provides pupils with medical conditions support so that they have full access to education, including school trips and physical education. Some children 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 may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher, office staff or SENCO. Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at our school. For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place. Please also let your child's class teacher and the SENCO know if your child develops Page 9 SPEC EDUC NEEDS SEPT 2014-15 medical needs during their time in school. The school has a separate medical policy that it strictly adheres to and under certain circumstances medicines can be administered after consent forms have been completed. You can request paper copies of this policy in school. First Aid training and specific medical training for supporting children with medical needs is co-ordinated by the Headteacher and reviewed regularly.

TRAINING AND RESOURCES

The governors will ensure that the needs of pupils are met by employing a SENCO. The Head and SENCO will use the child's EHC plan to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. The SENCO will identify areas for development according to the needs to staff and pupils. Support staff and teachers are able to access support and advice from the SEN team. The school also receives training, advice and support from specialist services including but not limited to:

- NCC SEN specialist support services
- Occupational Therapists (OT)
- Educational Psychologists
- School Nurse
- Children and Young Peoples Service (CYPS)
- Counsellors (Choices for Growth)
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO will keep fully up-to-date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop their skills through attendance at specialist training discussions with outside specialists, reading, and through subscriptions to professional bodies. Teaching staff will be kept up-to-date informally by SENCO and formally at staff meetings/INSET. Support staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge.

ROLES AND RESPONSIBILITIES

The Headteacher

- the daily management of all aspects of the school's work, including provision for SEN children;
- working closely with the school's SENCO;
- keeping the governing body fully informed about SEN/inclusion;
- leading and developing a vision for inclusion within the school;
- ensuring that the school improvement plan and subject plans include a SEN and inclusion priority;
- ensuring SEN and inclusion features on key meeting agendas;
- checking the quality of teaching and learning. SENCO/INCO Role
- Advise on curriculum differentiation and accessibility issues
- Support teacher planning to meet pupil diversity
- Advise on inclusive teaching and learning approaches
- Model good SEN and inclusive classroom practice
- Monitor the quality and effectiveness of SEN/Inclusion policy and provision
- Support the implementation of the NC inclusion statement of principles
- Advise on the efficient and effective deployment of TAs, SEN staff
- Help other colleagues to sustain constructive working relationships between pupils and staff
- Contribute to SEN/Inclusion INSET and monitor its impact on pupils' learning
- Maintain productive partnerships with parents of SEN pupils
- Collaborate with other subject coordinators and develop their skills Teachers
- Measure and monitor the ongoing progress in learning, behaviour and PSD for pupils with SEN

- Identify and reduce barriers to learning
- Differentiate the curriculum to provide maximum access
- Follow the guidance of national strategies
- Discuss planning with additional support staff

- Discuss progress of pupils with SEN with SENCO, TAs, Learning Mentors
- Utilise a range of teaching strategies to match pupils' preferred learning styles
- Devise strategies with the SENCO to support pupils IEP implementation
- Ensure pupils know their IEP targets
- Link IEPs to teacher planning
- Understand the collaborative partnership of TA and teacher, in meeting the diverse needs of pupils in the inclusive classroom
- Understand and follow the graduated approach for pupils with SEN
- Teach pupils how to learn
- Have high expectations of pupils with SEN
- Use appropriate assessment Teaching Assistants roles and expectations
- Know all about the special needs of pupils they support
- Enhance access to the mainstream lesson
- Make use of open questioning and encourage pupils to talk about their knowledge and understanding
- Provide opportunities for pupils to share ideas and demonstrate their knowledge and understanding
- Keep pupils on task
- Provide a balance between intervention and encouragement of pupil independence •
- Briefly record the nature and impact of support provided to pupils
- Know what the objectives for the lesson are and the teachers expected learning outcomes for pupils with SEN
- Plan with teachers for effective differentiation of the curriculum
- Discuss jointly pupil progress and achievements Devised from Special Educational Needs and Disability Code of Practice
- Meet regularly with the TA to discuss planning and pupils' targets
- Make good use of the TA's knowledge of pupils with SEN
- Value the TA's contribution by utilising their talents and strengths
- Discuss pupil progress with the TA
- teachers will value the contribution of parents/carers in relation to the knowledge they have about their own child;
- the school will give the parents/carers the opportunity to consult with relevant staff
- Teachers/TAs understand their child's SEN and/or medical needs;

Governing Body

- ensure that the necessary provision is made for SEN pupils
- ensure the pupils' SEN are made known to those teaching them
- ensure teachers in the school know the importance of identifying and providing for pupils with SEN
- ensure SEN pupils join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical
- report to parents on the implementation of the school's SEN policy
- ensure parents are informed that their child is receiving SEN provision
 - Involved fully in developing and monitoring the quality and effectiveness of the school's SEN policy and provision

- Are knowledgeable and up-to-date about the school's strengths and areas for further development in relation to SEN provision
- Know how funding, equipment and personnel resources are deployed, and their impact on raising standards (value added)
- Meet regularly with the SENCO/INCO to receive regular updates on progress in SEN/inclusion
- Are aware of the priorities and the school's Accessibility Plan, and the progress made towards meeting these
- Check the impact of SEN/Inclusion INSET on improving classroom practice
- Check that the school is supporting parents/carers of SEN pupils
- Check that SEN and inclusion is an integral part of school improvement

COMPLAINTS

The complaints procedure for SEN mirrors the school's other complaints procedures which is available on the school website. Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO will be involved in the discussion. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the concerns should be put in writing to the SEN Governor and Chair of Governors, Mr Gilchrist.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and 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 (July 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
 - Statutory Guidance on Supporting Pupils at School with Medical conditions (April 2014);
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards 2012

REVIEWING THE POLICY

THIS POLICY WILL BE REVIEWED BY THE GOVERNORS ON AN ANNUAL BASIS.