



Tickford Park Primary School

*Special Educational Needs
& Disability
(SEND)
Policy*

October 2016



Under Review - Autumn Term 2016

Tickford Park Primary School
Special Educational Needs and Disability (SEND) Policy

Introduction

Tickford Park Primary School has a named SENCO and a named Governor responsible for SEND. They ensure that the Tickford Park Primary School policy works within the guidelines and inclusion policies of the Code of Practice (January 2015), the Local Education Authority and other policies current within the school.

At Tickford Park Primary School it is our vision and belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours 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 better respond to the four areas of need identified in the new Code of Practice (January 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

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. 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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2015)

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at TPPS, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to be fully included and join in with all school activities.

Legislation

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)

We comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. (January 2015) Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Aims

The aims of this policy are:

- To have due regard to the Special Educational Needs and Disability Code of Practice. (Jan 2015)
- To create an environment that meets the special educational needs of each child in order that they can achieve their full learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership,
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupils needs, through well targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCO and individual teachers to ensure all children have equal access to succeeding in all subjects.

All the teachers in the school are teachers of children with Special Educational Needs. As such Tickford Park Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. School staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be segregated from their class teachers and peers but included as much as possible within their class. However, some children may need to work outside

of the class for planned interventions on a 1:1 basis or in small groups.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes children who require extra support to meet their additional needs, on an Educational Health Care Plan (EHCP) and those others with less significant problems.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Children are identified as having SEND through a variety of ways including:

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO
- Concerns raised due to behavioural difficulties or poor self- esteem which is affecting performance
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis

How Special Education Needs are provided for at Tickford Park Primary School.

We are a fully inclusive school and encourage children with special educational needs, disabilities and medical needs to join our school community. We are happy to meet with parents and discuss how we can meet their child's needs.

Support for a child identified as having SEND may include:

- Quality First Teaching (the teaching and learning in the classroom will meet the needs of all children)
- Strong and positive relationships with all children on an individual basis - knowing a child's interests, home life, strengths, weaknesses, learning styles and friendships
- Partnership and relationship with parents/carers by involving them in setting SMART targets in their PPP's to move their learning on.
- The effective inclusion of all pupils in high-quality everyday teaching - use of appropriate language, resources, support, structures.
- Thoroughly planned lesson with focused and differentiated teaching and learning
- The use of lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning.
- Lessons based on clear objectives that are shared with the children and returned to during the lesson. (AFL)

- Lessons start with a recap and sharing of previous work, with reference to individual progress and targets.
- Offering a variety of ways to record information: mind maps, sound buttons, pictures, photographs, writing frames, ICT
- High (but appropriate) demands of pupil involvement and engagement with their learning
- Appropriate and differentiated use of teacher questioning, modelling and explaining
- An emphasis on learning through talk, with regular opportunities for pupils to talk both individually, with partners and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently but in an ethos where children know how to help themselves and get help if needed.
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Carefully explain new vocabulary. Adapting and simplifying language where necessary.
- All lessons, where possible, to have a focus on Maths and English skills, so that basic skills are embedded throughout all areas of the curriculum.
- Use ICT in every lesson if possible.
- Use phonics to spell words and reinforce writing whenever the opportunity arises.
- Where appropriate, to orally rehearse sentences daily in relevant lessons.
- The use of talk partners to support all children to be active participants in learning.
- Effective questioning is used to develop thinking and extend learners.
- Peer marking takes place regularly, particularly with written work. This includes use of marking codes/writing checklist/targets (see marking policy).
- Visual timetables and learning prompts
- A clear and consistent behavior policy, including positive handling strategies, with rewards and sanctions
- The use of random selection (lolly sticks) and appropriate questioning.
- Varied ways of grouping children when is flexible and changes according to children's needs.
- A curriculum that engages children and meets the needs of all children.
- Use of our vast outdoor environment (Quiet Garden, 2 playgrounds, allotment, Roman Garden,, Supergrounds (including climbing wall, Amphitheatre, secret path, wooden animals, trees), 2 trim trails, very large field, pond, Foundation Stage outside environment, 2 courtyards). Each classroom has a door to the outside area.
- Each year group have their own area with 2 classrooms, own cloakroom, middle room and toilets.
- Clear labelling of equipment and areas within the classroom.
- Clear routines which are discussed with the children each day but are also specific to times of the day (assemblies, playtimes, lunchtime)
- Carefully planned and thought out seating plans which are flexible, appropriate to children's needs and changed regularly.
- Deployment of additional adults (teachers, TAs, volunteers, parents, students, trainee teachers) is regularly reviewed and changed according to need.

- Use of the Crystal Room for planned, structured breaks, calming down time, intervention groups and use of work stations for children who are finding it different to work in class (on a temporary basis).
- Displays which celebrate all children's effort and work, are interactive and engaging and promote learning.
- An understanding of working memory and the need for clear, short and concise instructions and explanations
- Pre and post teaching, especially when new topics are introduced.
- Individual and/or targets based on literacy and numeracy but also any area of the curriculum or personal skills.
- Flexible classroom organisation to meet the needs of the children in the class
- Teacher mentors for children who may benefit.
- 'Team around the Family' support for vulnerable children.
- Practical and/or real life learning and experiences - visits, visitors, role-play, special days
- Learning which involves scaffolding and /or modelling
- Reading material which are suitable and of interest level for SEND children (including text on coloured paper, books which match chronological age and reading age), fiction and non-fiction books, newspapers, comics and magazines)
- Use of interventions - Numicon (Maths intervention), Play as individual support, Drawing and Talking, Social Stories, Read Write Inc, Rainbow Road

The role of staff to meet the needs of SEND children

School Governors/Inclusion Governor

- Making sure that the school has an up to date SEND/Inclusion Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure children achieve his/her potential in school.

Headteacher

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.
- She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SENCO

- Is responsible for all children with SEND

- Ensuring that all members of staff working with each child in school are aware of every child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that the school's SEND Policy is followed in all classrooms for all the pupils with any SEND.
- Organises TA distribution and timetables according to the needs of children
- Organises, monitors and evaluates intervention groups
- Monitors progress and assessment of SEND children; analyses data and writes reports for Governors and Staff.
- Refers to and liaises with outside agencies (specialist teachers, health, speech and language etc)
- Liaises with parents
- To organise and conduct the review of children's EHCP'S at least on annual basis.

Class teacher

- According to the SEND Code of Practice (2015) (6:36) teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TA's or specialist staff.
- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet every child's individual needs (also known as Quality First Teaching and differentiation).
- Ensure that SEND children are included in all activities and that the majority of additional support takes place within the classroom environment.
- Ensuring that all members of staff working with each child in school are aware of every child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Checking on the progress of every child and identifying, planning and delivering any additional help each child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing Personal Pupil Plans (PPP), reviewing and setting new SMART targets on a regular basis (at least every half term). Share and involve parents in setting new targets for the next term. To make sure that parents have a copy of the PPPs.
- Ensuring that all staff working with each child in school is supported in delivering the planned work/programme for each child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching assistant - *Under the guidance of the teacher/SENCO -*

- Teaching of small groups and/or individuals
- Working with children on individual/group targets
- Using intervention programmes groups.

- Assessing the progress of the children in intervention groups and reporting this information back to the SENCO.
- Liaison with teachers and the SENCO.
- Feedback to teacher/SENCO progress of individuals /targeted groups

Monitoring children's progress

- The Headteacher and SENCO report to Governors every term (progress, attainment, interventions, numbers)
- PPP reviews and new PPPs every half term as a minimum; PPPs are a working document and are amended as needed.
- Parents have termly Parents Meetings which include discussing and setting new SMART targets in the child's PPP. Parents are welcome to contact class teacher and/or SENCO at any time.
- Children are involved in the writing and review of their PPP and targets.
- SENCO and assessment manager collect, collate, evaluate and analyse termly results for SEND children both as groups and individuals. Actions are created and distributed.
- Teachers continually assessing SEND children (using target tracker, own targets and PPP targets) and making adjustments to provision, teaching and learning.

Support offered to ensure the well-being of the child who requires extra help or SEND

- Every child's well-being and self-esteem are paramount at TPPS, however there is an awareness that a child with SEND may need support to maintain a positive well-being and self-esteem.
- Staff know the importance of enabling a child to be challenged whilst also feeling successful; the self-esteem and well-being of a child is always at the forefront of all teaching.
- A child's well-being and self-esteem will be discussed at each parent consultation meeting.
- If a parent has a concern about a child's well-being and self-esteem they can contact the class teacher immediately.
- Specific interventions are available for children who need support: Play as Individual Support, Drawing and Talking; Socially Speaking; Social Stories; Emotional Literacy.

Partnership with parents

- When a teacher or a parent has raised concerns about a child's progress, learning, behaviour, social interaction or emotional well-being and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.

- If the teacher has concerns about a child's progress, learning, behaviour, social interaction or emotional well-being they will make an appointment with the parent to discuss any concerns, further interventions or referrals to outside professionals to support the child's learning and how the school and parents can work together to support the child at home and school.
- Termly meetings will take place to review each child's PPP (Personalised Pupil Plan); these could take place during parent consultations. Parents will receive a copy of the PPP.
- Parent consultation meetings will take place each term - the child's progress and targets will be discussed and given to parents in the form of a report.
- Parents may contact the school to make an appointment to see the class teacher or SENCO at any time during the school year. They may also ask for the teacher or SENCO to telephone them for a conversation at any time during the school year.
- All information from outside professionals will be discussed with parents, or where this is not possible, in a report. If parents would like to discuss a report further they must not hesitate to contact the class teacher or SENCO.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- setting learning targets; (Maths/English targets as well as any targets in their PPP)
- the annual review

Graduated Approach

We feel it is vital that pupils with special educational needs and disabilities are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: **Assess, Plan, Do and Review**.

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENCO with the agreement of the parents.

Plan

When it has been decided to provide SEN support all parties will decide:

- the expected outcomes
- what interventions and support that is required
- the expected impact on progress, development or behaviour
- on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The Class Teacher and the SENCO oversee the implementation of the interventions as part of the agreed SEN support.
- The Class Teacher supported by the SENCO assesses the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the Class Teacher and the child's parents. The SENCO may also attend.
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress and fulfils the EHCP criteria.
- If a child has an Education, Health Care Plan a review will take place annually.
- Detail records will be maintained by the SENCO and teacher which will be available to the child's parents.

The use of outside agencies and support

Advice can be sought from the MK Specialist Teachers, via a telephone advice service; as well as medical professionals through the NHS.

- Behaviour Support/Emotional, mental health
- Social Communication
- Cognitive and Learning
- Hearing impaired
- Sight impaired
- Speech and Language
- Occupational Therapy

- Physiotherapy
- School Nurse
- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Charity organisations/support groups

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's PPP targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PPP continues to be the responsibility of the class teacher.

School Request for an Education Health and Care Plans (EHCP)

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Personalised Pupil Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for an Educational Health Care assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

SEN Information Report

Annually we will publish information about the implementation of the policy for pupils with SEN which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the kinds of SEN that are provided for

- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the Inclusion Leader
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting children with SEND and involving them in their education
- arrangements for assessing and reviewing children's progress towards outcomes including the opportunities available to work with parents and children as part of the assessment and review
- arrangements for supporting children in moving between phases of education
- the approach to teaching children with SEND
- how adaptations are made to the curriculum and the learning environment of children with SEND
- the expertise and training of staff to support children with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children with SEN
- how children with SEND are enabled to engage in activities available with children in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school
- arrangements for supporting children who are looked after by the Local Authority and have SEND
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- details of the broad and balanced curriculum provided in each year
- admission arrangements for disabled pupils
- accessibility plans

Accessibility at TPPS

- We have a whole school accessibility plan
- We have two disabled toilets; one in Martin building and one in Aston building.
- The building is fully wheelchair accessible.
- There are blinds in every room, along with lighting which assists children with vision difficulties.
- There is a disabled parking bay in school car park.
- Steps and possible hazards in the outside are have been painted with yellow paint or highlighted with high-viz tape.

- We can create individual work stations if needed in the classroom or have access to individual work stations in the Crystal room.

Training

All school personnel and governors:

- * have equal chances of training, career development and promotion
- * receive training on this policy on induction which specifically covers:
 - the SEN Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEN
 - Safeguarding and Child Protection
 - intervention programmes
- * receive periodic training so that they are kept up to date with new information
- * receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the SENCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually