



Whaley Thorns Primary School
Part of the TEAM Education Trust

SEND Statement

Whaley Thorns Primary School

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1. Introduction

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014

- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Children's and families Act 2014, Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

This policy works in conjunction with the SEN (Special Educational Needs) school offer. Our school endeavours to ensure that all children can access the curriculum despite any learning needs or disabilities to a reasonable extent. We ensure this by differentiating class teaching and learning, by making the necessary alterations and adaptations to the environment and by providing rich and diverse opportunities for all children.

2. SEN Support

Some children may be put onto SEN support within the school: A child may be on SEN support for a short period or they may be on for a longer period, dependent on their needs. SEN support means a child needs a little bit extra than other children within the class to fill in gaps in their learning, to boost their academic achievement, to ensure their needs are met effectively or to attempt to diminish barriers to learning. This could be in the style of extra differentiation within class, extra group sessions with a teacher or teaching assistant or it may mean an extra opportunity using the highly-qualified and excellent special needs staff within our school or within TEAM Education trust.

3. Inclusion Panel Funding (IPF)

For any child that requires more help to access the curriculum than what the school resources can offer (so above the universal offer), Inclusion panel funding can be applied for. Sufficient evidence is needed for this and requires outside agencies to be involved.

4. EHC Plan

An Educational Health Care Plan (EHCP, previously known as a statement of educational need) can be applied for through Derbyshire County Council for any child that needs more than SEN support, whose needs look to be life-long and where a plan will help them access the curriculum. Extensive evidence is required for this in conjunction with a diagnosis of need or medical evidence and/ or a series of temporary funding (IPF) that has already been in place for at least a year to be evaluated.

5. Aims of this policy

The aims of this policy are:

- To ensure that the environment meets all the children's specific and diverse needs.
- To ensure that the environment meets all the special educational needs of all SEN children.
- To ensure that all children's learning needs are identified, assessed, monitored and provided for.
- To ensure that any child on SEN support is provided with interventions to boost learning and are given opportunities to thrive and achieve.
- To ensure that any child with barriers to learning (where the school fund is not enough) that applications for more funding are achieved through GRIPs.
- To ensure that any child who has specific learning needs, whose needs promise to be long term or life- long that EHC plan applications will be made.
- To ensure that the SEN children are identified, assessed, monitored and provided for.
- To ensure that both the child and the parents are involved in their child's learning, assessment and monitoring.
- To ensure that once the child is old/ mature enough that their voice is heard and their thoughts acknowledged.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for all children's needs.
- To enable all children to have full access to a full and diverse school environment.
- To ensure that the school works in partnership with external agencies.

6. Inclusion for All

We ensure throughout the school that children, despite their learning differences and needs can access the curriculum, can take part in wider opportunities and strive to be a passionate and talented learner. We aim to achieve this by removing barriers to learning and promote participation. We create an environment where every pupil can feel they are a valued and respected member of our school community.

Inclusion is not just about SEN children but all children. Through appropriate curricular provision, we respect that children:

- Have different educational, behavioural and socio- economic needs.
- Have different strengths, talents and aspirations.
- Acquire, assimilate and communicate information at different rates.
- Require diverse teaching methods and approaches to learning.
- Have collected different experiences.

Therefore we respond by:

- Providing multi- sensory teaching methods.
- Teachers are aware that all children learn differently and adapt their teaching accordingly.

- Providing support for children with communication and language (this can be within school with members of our highly- trained excellent team or with an outside agency).
- Planning intervention programmes for English and Maths.
- Develop children’s understanding through the use of senses and experiences.
- Helping children understand any emotional needs they may have especially children suffering from trauma or stress.
- Helping children understand their behavioural needs so they can learn effectively and safely.
- Adapting teaching or structuring activities to ensure that English and Maths difficulties do not affect other subject areas.

7. Admissions

At Whaley Thorns all children have an equal right to inclusion and we adhere to Derbyshire LA Admissions procedures for admissions (see Admission Policy, available on the school website). The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENCO in order to allocate resources or contact relevant support services.

8. Special Educational Needs (SEN)

All SEN means is that additional help is being provided to ensure that the child can access the curriculum and take part in all opportunities the school community offers. Any child may require some additional provision at one time or another; this could be simply to close a gap in their learning or to boost their learning in an area. Sometimes children are classed as SEN support for just a term or so until the provision is not necessary anymore. Class teachers make day to day assessments to make decisions on how long a child needs SEN support for. The SENDCo will monitor the provision during and after the intervention to ensure that the child is now working on track.

A child with a learning need, where SEN support could be more long term and IPF funding or an EHC plan could be applied for are children that:

- Have a significant greater difficulty in learning than the majority of children the same age.
- Have a disability which prevents or hinders them from making use of the educational facilities that are provided for all children.

If a child appears to fall into the above category, many assessments within school and sometimes with the support of outside agencies can be used to assess where the children’s barriers are. When the learning needs are assessed we can begin to plan a differentiated curriculum for the child that will ensure access to the curriculum.

In the event of learning, sensory and behavioural difficulties we deploy a range of strategies that make full use of all available classroom and school resources. We have highly- trained and excellent positive play leaders who offers excellent nurturing

sessions which help children work through any emotional or behavioural needs in a measurable focused way.

9. Individual Educational Plans (IEP)

If a child remains on SEN support long term, a child has been assessed to have a specific learning need (like dyslexia) or a child has IPF or an EHC plan they will also have an Individual Education Plan (IEP.) An IEP has three short term targets that are specific to the child's learning needs. These targets are measurable so the child's progress can be monitored and the provision can be altered accordingly. An IEP will be sent home and parents will be invited in to discuss the learning targets with their class teacher and or SENCO if necessary. IEPs are reviewed termly and their progress shared with the SENCO. New IEPs will be written for the beginning of every term.

10. Pupil's Voice

Once a child is old enough (usually year 3) or mature enough they will discuss these targets with their teacher and will choose what they think they need to work on, helped of course by the adult. It is very important that children make an active choice in their learning- they know how they learn best most of all. Once old enough, the child is the driving force within our school to specify how they would shape their own provision. Teaching assistants and class teachers will assist all children with this.

11. External Agencies

Occasionally it is necessary for us to ask advice from outside agencies that are specifically qualified in areas for their help and advice on children's needs.

These agencies can include:

- Speech and language Therapy (SALT)
- Physiotherapist
- School nurse
- Occupational health
- Educational Psychologist
- Clinical psychologist
- School Doctor
- SSEN
- Behaviour Support
- Early Help

Any advice these agencies offer are implemented into the IEPs for the children.

As mentioned earlier, if the child continues to demonstrate significant cause for concern, a request for an Education Health Plan (EHC) is made to the LA. A range of written evidence about the child will support the request. In most cases parents are asked to give evidence to go towards the case for an EHC plan. In most cases, evidence needs to be extensive in order to help towards receiving an EHCP.

12. Class Teacher Role

It is the class teacher's role to ensure that all children within their class can access the curriculum. That full inclusion is ensured for all children. Any learning needs that are causing a child to find it harder to access the curriculum must be identified by the class teacher and this information must be passed onto the SENCo. The class teacher and SENCo will then discuss what the learning needs are and to what extent does the child need extra support. The class teacher is then responsible for providing the necessary provision and to keep the SENCo updated on progress.

13. SENCo Role

Our designated SENCo is Laura Brooks. It is the SENCo's role to identify the specific learning needs, to assess children, to invite outside agencies in if necessary and to find out as much about the learning needs as possible. The SENCo will then monitor the provision that is put in place to evaluate if it is having the desired effect. A child will be closely monitored by the SENCo, once they have been identified by a class teacher, even long after the intervention may have stopped to ensure gaps have been closed or barriers have been eliminated. The SENCo will also ensure that parents are informed about their child's needs and progress through IEP meetings or annual review meetings. It is also the SENCo's responsibility to decide whether a IPF or EHC can be applied for. The SENCo will make the applications.

In our school the SENCo:

- manages the day-to-day operation of the policy.
- co-ordinates the provision for and manages the responses to children's special needs.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to head and SEN Governor.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Organises meetings if several agencies are involved with a child.
- Organises annual reviews for children on EHC plans.
- Updates provision mapping to identify special provision and assess its impact.
- Supports the staff body (teachers, teaching assistants, leadership team, mid- day supervisors) to feel confident, knowledgeable and resourceful when helping children learn and in their day-to-day care/ self-help skills.

13.1 Role of the Trust and Deputy Trust SENDCos

As a part of Team Education Trust, the trust SENCo's offers support and guidance by;

- Running termly SENCo networks to ensure best practice is being observed.

- Quality assures SEN provision.
- Gives staff additional training opportunities on additional needs.
- Engages training from external agencies to share expertise with staff.

14. The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs.

The nominated Governor for SEN in this school is Mrs J. Hill. The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

15. Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

16. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCo works closely with parents and teachers to support an appropriate program of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed indicators.

The Local Inclusion Officer (Derbyshire County Council) seeks a range of advice before assessing an EHC plan. The needs of the child are considered to be paramount in this.

17. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that ensure success and achievement.

Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that is made in the school. By breaking down the existing levels of attainment into finely graded targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximize learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

15. Disability

The school has a positive policy for inclusion (see Inclusion Policy). The school aims to provide appropriate access to facilities for pupils with special educational needs and disabilities. This includes facilities which increase or assist access to the school by pupils who have a disability. We have a disabled toilet and access through the school to all areas.

16. Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents are included in all decisions and planning regarding their child's educational journey.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention. Half-termly coffee mornings are held with parents to offer additional support.

Any concerns regarding SEN provision for their child should be discussed with the SENCo and/or the Principal.

17. Pupil Participation

Children are involved at an appropriate level in setting targets in their IEP's and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

18. Monitoring and Evaluation

The SENCo monitors the movement of children with SEN in school. The SENCo provides the staff and SEN Governor with reviews of the impact of the policy on the practice of the school as appropriate.

The SENCo and the Principal review the work of the school in this area. The Trust SENCo provides another layer of quality assurance.

The Governing Body reviews this policy regularly and considers any amendments in light of the review findings.