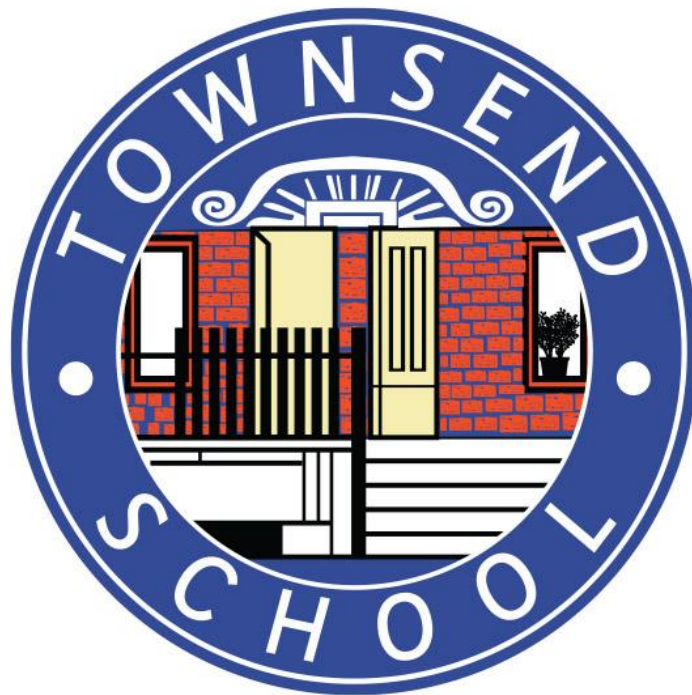


TOWNSEND PRIMARY SCHOOL

Agreed Whole School Policy

Special Educational Needs and Disabilities (SEND)



STATUS:	DRAFT	<input type="checkbox"/>	AGREED	<input type="checkbox"/>
Date Drafted:			September 2014	
Last Revision:			December 2014	
Review Date:			September 2018	
Cycle:			2 Years	
Agreed by Governing Body (Curr. s/c)			September 2016	

Filename: SEND

Signed Name Date

INTRODUCTION

Townsend Primary School has a duty to ensure that special educational provision is made for pupils with special educational needs and disabilities, and that all staff are aware of the importance of identifying and providing for pupils with special educational needs.

The Code of Practice (2014) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16.

This policy supports the 2014 code of Practice and the school's aims and ethos. Thus it supports all pupils' needs, encouraging them to do their best; to want to learn and enjoy all school activities; to be confident enough to make choices; and to be proud of what they do in a school context where children feel safe and special.

This policy work in conjunction with the following documents

- School information report
- Local Authority Offer
- **Accessibility Plan**
- **Admission Policy (including admission for disabled pupils)**

Principles

This policy supports the principles put in place with the introduction of the SEND 2014 code of practice. We subscribe to Section 19 of the Children and Families Act 2014. This act makes it clear that in order to fulfil our duty at Townsend we must carry out our functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), having regard to the following principles;

- a. the views, wishes and feelings of the child or young person, and the child's parents
- b. the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- c. the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- d. to support the participation of children, their parents and young people in decision- making
- e. to support the early identification of children and young people's needs and early intervention to support them
- f. to support the greater choice and control for young people and parents over support

- g. to support the collaboration between education, health and social care services to provide support
- h. to support the high quality provision to meet the needs of children and young people with SEN

2. Definition of SEND (Special Educational Need and Disability)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (2014 Code of Practice)

The difficulties may fall into one or more than one of the following categories:

- Cognition (learning)
- Communication (speech and language including dyslexia)
- Social, Mental and Emotional Health
- Physical and or sensory abilities

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Townsend works within the principle that pupil's behaviour is the product of other issues which may be a response to one or more of the four areas of SEND.

3. RESPONSIBILITIES FOR PROVISION

Headteacher - Anne Stonell

The Headteacher has responsibility for the high quality provision for all children across the school. The Headteacher will liaise with the SENCo, Class Teacher and the SEND Governor to ensure consistency of provision for all children.

SENCo - Judith Evans

The Special Educational Needs Coordinator has overall responsibility for coordinating SEND provision throughout the school whilst also working with outside agencies to use their specialist support. The SENCo ensures that the involvement of parents is paramount and that the evidence based interventions put in place impact on the progress of all children.

Class Teachers

Class teachers take responsibility for ensuring the delivery of agreed provision on a day to day basis and work closely with the SENCo and TAs (Teaching Assistant) to ensure delivery of a curriculum that support the needs of every child.

School Governor responsible for SEND

The school has appointed a Governor who has responsibility for monitoring the provision of SEND and ensuring that the school meet the requirements in the 2014 code of practice.

4. Support Plan for the Identification of SEND (see appendix B)

At Townsend we subscribe to a graduated approach to support the needs of all children. Where a pupil is identified as having SEND. The school will take a graduated approach to take action to remove barriers to learning and put effective special educational provision in place.

This SEND support will take the form of a four-part cycle.

ASSESS - PLAN - DO - REVIEW (appendix A)

In using this cycle earlier decisions and actions can be revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

5. ACCESS TO THE CURRICULUM

Arrangements are made for providing access by children with SEND to a balanced and broadly based curriculum. The curriculum is planned to meet the known individual needs of all children and is further modified on a short term planning basis to meet specific individuals' SEND. Differentiation (personalised) approaches are normally provided as part of the teaching process of all learning activities within the primary curriculum framework. This helps the school meet the learning needs of all children including those with SEND. Additional support is available to enable access by children with SEND to the curriculum.

6. INCLUSION

Children with SEND are full members of the school community and the provision made for them is inclusive so that they will full access to the environment, resources, staff and activities. The Class Teacher has the responsibility to ensure and is accountable for the progress and development for all the children or young people in their class. This includes pupils who receive additional and or specialist support.

7. MONITORING AND EVALUATION

Planning and pupil's work is reviewed regularly by the SENCo, Senior Leadership Team and Subject Leaders

Pupil progress meeting are held once a term with the Headteacher, Class teacher and SENCo at this meeting all pupil and their progress and achievement are discussed. A provision plan which includes interventions is put in place and this is reviewed in the next pupil progress meeting.

The Headteacher makes regular reports on pupil's achievements to the Governors

Personal Learning Plans are written, reviewed and updated once a term by the SENCo and Class teacher. During this process of review, the Class Teacher alongside the SENCo will look at the impact of provision and progress for the child.

Pupils views are shared on the Personal Learning Plan this ensures that the views of the child are included with regard to the provision in place.

At the end of each financial year a 'moderating team' consisting of LEA staff and representative Headteachers' evaluate the use that the school has made of additional funding to support provision of EHCP and the graduated SEN provision.

8. PARENTAL AND SCHOOL RELATIONSHIP

Townsend Primary School is committed to ensuring an open communication relationship with our parents. This will include informing parents as soon as a concern around the pupil's access to learning arises. In the first instance the class teacher and parent will discuss any concerns regarding a child. This discussion will involve the class based provision and what further support the child may need.

Where additional and specialist support is required the SENCo will meet with parents to discuss the options available and explain the function of the specific agency that will give support

Any concerns about SEND provision should be addressed to the SENCo who will discuss the matter with parent/carers. If the concerns is in the nature of a complaint and is not resolved by discussion with the SENCo, then the complaint should pass to the first level of the general complaints procedure.

9. SEN/LDD STAFF

All staff present and new receive relevant training to support SEND. This will take place over the school year and will involve and include the following

- Staff Training led in school
- Meeting and Support from Outside agencies to include (Speech and Language, Educational Psychologist)
- Offsite specialist training (Makaton, Mental Health)

10. OUTSIDE AGENCIES

The school has links with education, health and social services agencies including:

SEN Administration (the key contact for SEND mainstream support within the borough)

SEND Inclusion Team

Social Services

Educational Psychology Services

Family and Adolescent Services

Occupational and Physiotherapy Service

Speech and Language Therapy

Social Communication Clinic

Visual and Hearing Impairment Service

Play Therapist

Specialist Dyslexia Teacher

CAMHS

11. ROLE OF PARENT/CARERS

The school aims to encourage the participation of parent/carers by empowering them to play an active and informed role in their child's education.

At teacher /parent consultation parents are given the opportunity to discuss their child's PLP and educational needs and achievements

12. Transition

A Transition Plan is set up for children with SEND who are transferring from an Early Years Setting to Townsend Primary School and or are moving to another setting including Secondary School. At Townsend we ensure that the class teacher or SENCo meet with the parents of the child prior to the transition date and if possible for the child to make a visit to the new setting with a Key Worker or SENCo on a number of occasions prior to entry. Where possible teaching staff from Townsend Primary School will visit the setting to discuss successful strategies employed by the former setting.

Appendix A

At Townsend we believe that **Good teaching is the first stage of support for ALL children.**

THE GRADUATED APPROACH

ASSESS.

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

PLAN

Where it is decided to provide a pupil with SEND support, the parents will be formally notified by the class teacher. However any prior concerns will have been raised with the parent during meeting with the teacher so that they are involved in forming the assessment of needs

DO

The class or subject teacher remains 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 will 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

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed this will be completed daily by the class teacher and more formally in the pupil progress meetings held once a term with the Headteacher and the SENCo.

Appendix B

Support Plan for the identification of SEND

Name of Child	Date	Year Group	Current Levels		
			R	W	M
			Tick to indicate that this is in place		
Teacher to ensure good practice in class			Date		
Parents Informed of initial concerns			Date		
Monitor child in class			Date		
Put dyslexia/ASD friendly support systems in place			Date		
Target child in planning and with use of Teacher support and Teaching Assistant (Assess - Plan - Do - Review)			Date		
Parent informed of progress after a term			Date informed		
Look at child's achievement over <u>1 term</u> -			R	W	M
Discuss concerns with SENCo			Date		
SENCo to observe and work with child			Date		
Put interventions in place to support child's learning (12 weeks/ one term)			Date		
SENCo and class teacher to monitor any improvements			Date		
Referral to Speech and Language Therapist or other agency as required			Date		
SENCo, SaLT, parent and class teacher to monitor any improvements (scheduled meetings/ review data)			Date		
Assess child using Lucid Rapid (dyslexia screening test) if applic			Date		
CAF to be completed with parents and SENCo (TAC meeting)			Date		
Refer child for full Dyslexia Screening with a Specialist			Date		
Put in place recommendations from Screening			Date		
Review child each term (CAF/Provision to be reviewed)					
Date of Review - Autumn outcomes					
Date of Review - Spring outcomes					
Date of Review - Summer outcomes					