

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 (2015) 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 the pupil becomes 16.

This policy supports the 2015 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 works in conjunction with the following documents

- School SEND 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 2015 Code of Practice. We comply with Section 19 of the Children and Families Act 2014. This act makes it clear that in order to fulfil our duty at Townsend Primary School 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
- d. the need to help the child achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- e. the need to support the participation of children, their parents and young people in decision-making
- f. the need to support the early identification of children and young people's needs and early intervention to support them
- g. the need to support informed decision-making by young people and their families about their education and life beyond school

- h. the need to support the collaboration between education, health and social care services to provide support
- i. the need 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 them.

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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (2015 Code of Practice)

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

- Cognition and learning
- Communication and interaction
- 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 Primary School works within the principle that often a 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 of education 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 – Nicola Jones-Ford

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 key 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 supports the needs of every child.

School Governor responsible for SEND

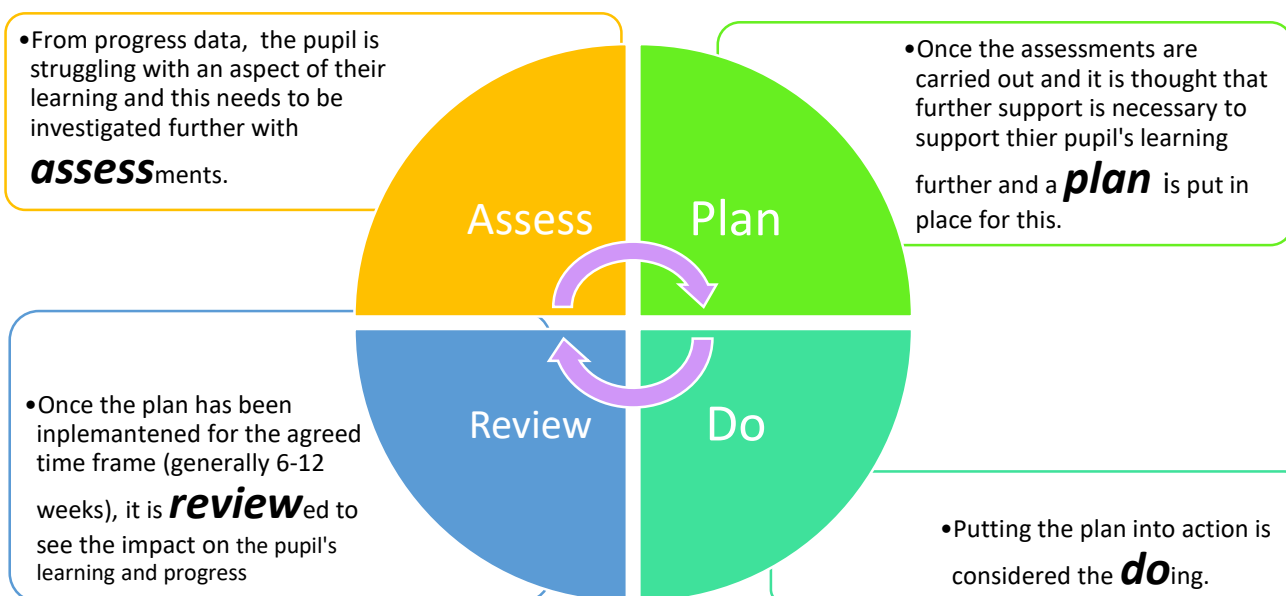
The school has appointed a Governor who has responsibility for monitoring the provision of SEND and ensuring that the school meet the requirements in the 2015 code of practice.

At Townsend Primary School 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 graduated approach has three tiers of response. We know that support that helps pupils with SEND is supportive to those students not identified with SEND, with this in mind our graduated approach starts within each classroom at Townsend Primary School.

The first tier of the graduated approach is that of **Universal**, this is ensuring that Quality First Teaching with respect to all children's needs is happening in all classrooms throughout the school. The responsibility for ensuring that all teachers cater for the needs of all students within their classroom is clear from Teacher Standard 5 (2011). This is achieved by informal and formal support, training, signposting to appropriate resources, observation of colleagues, progress meetings, problem solving sessions and work with colleagues from outside school.

The second tier of the graduated approach is that of **Targeted**, this is where the Quality First Teaching needs some extra support to help the child make progress. This is likely to be in a specific identified area for many children. The Targeted approach uses the Assess, Plan, Do, Review Cycle (see below).



The third and final tier of the graduated approach is that of **Specialist**, this is when the targeted work has not had the expected impact on progress for the pupil. As part of this approach, specialist help, and support would be sought for the pupil to investigate if there are any further assessments or programmes that could support the pupil. When a pupil is at this tier a request for an Education, Health and Care plan may be considered as part of this tier of support. The specialist help for the pupil is likely to be from outside school for example, educational psychologist, CAMHS, paediatrician, autism support service, occupational service etc.

5. ACCESS TO THE CURRICULUM

Arrangements are made for providing access by children with SEND to a balanced and broad 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 have 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 (*universal* tier). This includes pupils who receive *targeted* or *specialist* support.

7. MONITORING AND EVALUATION

Planning and pupils' work are reviewed regularly by the SENCo, Senior Leadership Team and Subject Leaders

Pupil progress meeting are held once a term with the Deputy Headteacher (Assessment lead), Class teacher and SENCo. At this meeting all pupils 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 pupils' achievements to the Governors.

For some pupils who are within the *specialist* tier of the graduated approach they will have a Personal Learning Plan which are reviewed at the same time as the progress meeting to look at the impact of the extra provision that has been put in place for the pupil alongside the progress made. (Example as appendix one)

At the end of each financial year a 'moderating team' consisting of LA staff and representative Headteachers evaluate the use that the school has made of additional funding to support provision of Education Health and Care plan and the graduated SEND 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 a 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 (*universal* and *targeted*) and what further support the child may need.

Where *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 are 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. HIGHLY KNOWLEDGEBLE AND SKILLED STAFF

At Townsend Primary School we know that to work with pupils with a wide variety of SEND needs and difficulties we need to have staff that are highly trained in supporting these needs. Throughout the school year there will be training for all staff at all levels in a variety of ways, this will include short discussions/ problem solving within regularly planned meetings, meetings that are wholly focussed on SEND, informal training of staff members or year group teams, formal training of individuals or phase teams, the use of external agencies to train staff, INSET days and relevant specialist external courses.

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 whether the child has SEND or not.

At teacher /parent consultation parents are given the opportunity to discuss their child's progress along with 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 Primary School 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.



Personalised Learning Plans

Appendix 1

| | | | |
|--|---|-------------------------------|--|
| Name : | Fred Brown | Date of birth /(Birthday) : | 1/1/2012 |
| I will leave Townsend School in : (Year 6) | 2023 | Class teacher: | Ms Red Y3 |
| Grown ups I work with in school : | Scarlet Cerise Mr Pink Ms Red | In the future I want to..... | Be a footballer Live in Camberwell Be a dad and have four children with the same birthday like triplets Have a cat and a pug dog |
| I like..... | Playing PS 4 – fortnite Spanish, Art Football, Basketball Playtime Chicken meat and big potatoes Doing things with cameras Doing what I like with my big brother | Things that help me in school | Scarlet sitting near me Scarlet making learning a little bit fun Looking at the picture when I am reading At home I like to relax and use the cool down heating |
| I don't like..... | Homework Fishfingers Learning Journey Music Pattie going into year 4 When your big brother doesn't let you play with their phone | Things I find hard at school | My Music Learning some things Telling Bob to listen to Ms Red or Mr Pink I like to be in charge |
| I want get better at..... | At home – doing climbing, Doing stunts with my remote control car, Making dinner for everyone so when its Christmas I can invite my friends At school doing hard work, Football Reading books so that I can read bedtime stories to my children (all four of them) | | |



Personalised Learning Plans

Appendix 1

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|---|--|---|--|---|--|--|--|---|
| Name: Fred Brown | | | Area/s of need : | | | Severe SALT – slow progress with little independence in learning | | |
| Autumn | | | Spring | | | Summer | | |
| Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths |
| 13 | 11 | 17 | 14 | 11 | 17 | 15 | 12 | 18 |
| Current Concerns | Fred– concerned about level of independence, needs lots of prompting to start his work and stay on task Needs differentiated work. Lacks confidence. Suggestion to use a now and next board because he is motivated. How independent is Fred allowed to be? Level of support given? Maths better than literacy Needs a lot of repetition, doesn't seem to retain much, Sucks fingers/ Self soothing Low phonics score in screening | | Current Concerns | Fred is still struggling with his independence with his learning. Scarlet and Cerise trying to support independence but it's hard to get Fred to be independent. High Frequency words working well – securely knows 15 words – need to build on this success and link it to writing as well. Still needs a lot of repetition for the learning to stick. Use of visual timetable helping with focus a little | | Current Concerns | Fred is starting to become slightly more independent especially in maths tasks he feels he can do. Memory and retaining still a big issue for Fred as seems to get it in the lesson but next day it seems to have gone, except for the HFW activity, so daily practice is helping. – Ask EP about working memory ? | |
| Outcomes | | Impact | Outcomes | | Impact | Outcomes | | Impact |
| <ul style="list-style-type: none"> Fred will be able to start a task in class independently at least once a day Fred will be able to focus on his maths task for at least ten minutes with little adult support Fred will be able to read 10 HFW independently | | <p>Achieved</p> <p>About 8 minutes before distraction</p> <p>Exceeded – 15 HFW secure</p> | <ul style="list-style-type: none"> Fred will be able to start a task in class independently at least twice a day Fred will be able to focus on his maths task for at least 10 minutes with only one adult reminder Fred will be able to read 25 HFW independently | | <p>Achieved</p> <p>Achieved – sometimes not needing the adult reminder</p> <p>Achieved – 32words</p> | <ul style="list-style-type: none"> Fred will be able to start and focus on a maths task for 10 minutes each day. Fred will be able to read 40 HFW independently Fred will be able to write 15 HFW independently and use them in his writing | | <p>Achieved</p> <p>Achieved</p> <p>Only 10 words secure needs to continue</p> |
| Provision | SENCo – observe and support SALT (Ind assessment and group) EP consult Individual Visual Timetable Checklist Wobble cushion Close adult presence Individualised work Daily HFW reading practice | | Provision | SENCo –support SALT (Ind assessment and group) Individual Visual Timetable Checklist Wobble cushion Close adult presence Individualised work Daily HFW reading practice | | Provision | SENCo –support EP consult about working memory concern SALT (Ind assessment and group) Individual Visual Timetable Checklist Wobble cushion Daily maths work for independent focus Individualised work Daily HFW practice reading and writing | |
| * Outcomes reviewed termly at Pupil Progress Meetings | | | | | | | | |