



Thornhill Primary School
Special Educational Needs and Disabilities Policy (SEND)
September 2020



At Thornhill Primary School all our policies, procedures and practice have regard to the SEND Code of Practice 2014 and the Equality Act 2010, regulations 51 and schedule 1 of the Special Educational Needs and Disability regulations 2014 and Section 6 of the “Special educational needs and disability code of practice: 0 to 25 years”. Also, section 69(2) of the Children and Families Act 2014. A copy of the SEND Code of Practice 2014 is available in school for parents to read. This policy will be available to all parents and prospective parents on request.

The Special Needs and Disabilities Co-ordinator (SENDCO) is **Mrs Davies** (on Maternity Leave until June 2021)

The Assistant Special Needs and Disabilities Co-ordinator is **Mrs Bruce-Hillman**

The Additional Educational Needs and Inclusion Governor is **Mrs Cooper**

Aims for children with Special Educational Needs and Disabilities.

Thornhill Primary School is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and/or disabilities (SEND). All pupils have a right to a full and balanced curriculum, which is both relevant and differentiated to meet their individual needs. We welcome pupils of all abilities. We believe the early identification, assessment of and provision for pupils with special educational needs and disabilities is a critical factor in helping every child to reach his/her full potential. The earlier the action is taken the more responsive a child is likely to be. We aim to work in a culture of co-operation with parents, teaching and non-teaching staff, the LA and other professionals, all making valued contributions. Partnership with parents is a key element in best enabling our children to achieve their potential. We believe that pupils with SEN and/or disabilities should be fully included alongside their peers in both the classroom and playground. We would seek to ensure that every child is fully included in our school community.

Inclusion of children with SEN and/or disabilities

We focus on identifying and minimising barriers to learning and participation, making lessons accessible to all. We will encourage children to be actively involved in their own learning, co-operating with others and developing respect for their own contributions and those of others. We believe that pupils with SEN and/or disabilities should be supported within the classroom so that they are able to work alongside their peers. However, it may be necessary to support a child outside the classroom temporarily, in small groups or one to one, to enable more rapid progress in a particular area, or to work on a particular programme set by support services or school staff. Every child will have the opportunity to be involved in the school day which includes extra-curricular activities, educational visits, lunchtime and playtimes with an appropriate level of supervision / support. The playing and working together of children with and without SEN and/or disabilities provides the opportunity for shared learning experiences to the benefit of both groups.

In order to help children feel as inclusive as possible and not treated less favourably than others pupils, the school gives disabled pupils or pupils with SEN the same opportunities as those in school. They are encouraged to take part in after school clubs, become members of the school council and sports teams.

SEND Code of Practice 2014

Thornhill Primary School supports pupils with a wide range of SEN and/or disabilities. Admission arrangements for pupils are in line with the SEND Code of Practice 2014 and the SEN Disability Act 2010. The school shall make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We also make arrangements to support pupils with medical conditions. The school welcomes children with disabilities. We aim to provide:

- A safe, enabling environment

- Academic, social, emotional and spiritual development
- Access to the full curriculum; by adapting wherever possible the school environment and providing auxiliary aids and services

Local Offer

As part of the local offer, Thornhill Primary School has published a SEND information report that can be found on the schools website <http://www.thornhillprimary.org.uk/>

While Rotherham's Local offer can be found at <http://www.rotherhamsendlocaloffer.org/>

Access to the Curriculum

The teachers and support staff adopt a flexible approach to curriculum access. Teachers set high expectations for every child, whatever their prior attainment with regards to setting targets which are deliberately ambitious. Accessibility to the curriculum is achieved on an individual pupil basis. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove and barriers to pupil achievement. The school aims to provide appropriate materials and equipment to best enable children with SEN and/or disabilities to access the curriculum.

Access to Facilities

Pupils are able to move around school with ease and doors are the correct size for those who need a wheelchair. The school has a lift which gives access to the 1st floor of the school's building. Walls around school are painted accordingly with regards to those children who are visually impaired. There is an accessibility plan which complies with paragraph 3 of schedule 10 of the Equality Act 2010.

Identification of Special Educational Needs and Disabilities.

Thornhill Primary School has a clear approach to identifying and responding to SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to the normally available to pupils of the same age. Children progress at different rates during the Early Years and Foundation Stage. We do not assume that children who are making slow progress must have SEND. Such children are given carefully differentiated learning opportunities to help them progress. They receive regular and frequent careful monitoring of their progress. It is sometimes necessary to take some additional or different action to allow a child to learn more effectively. A child is identified as having Special Educational Needs or a disability when the teacher, parent or other professional has expressed concerns. There must be evidence for the concern.

Children who are SEND have an educational need where their progress is:

- ▶ Significantly slower than that of their peers starting from the same baseline.
- ▶ Fails to match or better the child's previous rate of progress.
- ▶ Fails to close the attainment gap between the child and their peers.
- ▶ Widens the attainment gap.
- ▶ A need to make additional progress with wider development or social needs

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development of social needs in order to make a successful transition to adult life.

The initial concern may be raised by

- The child's parent or carer
- A member of the inclusion team
- The class teacher
- Another professional e.g. Speech Therapist, Doctor, Educational Psychologist, School Nurse etc.

A graduated approach to SEND intervention

Thornhill Primary School aims to help pupils with SEN and/or disabilities to achieve their full educational potential by using a 4 phase cycle: assess, plan, do and review, as described in the SEND Code of Practice 2014.

Thornhill Primary Schools uses waves of intervention to help plan for appropriate intervention:

- Wave 1 – Teachers provide quality first class teaching that is differentiated for all.
- Wave 2 – Is when pupils require additional interventions to enable them to work at age related expectation or higher. Interventions used in school at this stage: Talk Boost, First Class Maths and Phonic Booster Session.
- Wave 3 – Pupils need additional highly personalised intervention. For example: Learning Support Programmes (LSP), Speech and Language programme and other additional 1:1 sessions.

Provision for a child with SEN and/or disabilities should always match the nature of his/her needs. At every phase there is regular recording of a child's special educational needs, the action taken and the outcomes.

Children from Early Years (Below 5 years of age) through to the end of KS2 (11 years) will use the terms:

- School monitoring using class observation sheet from LSS
- School Action
- School Action Support
- Education, Health and Care Plan
- The movement of children between phases is flexible and matched to the child's needs. A child on School Monitoring may make significant progress and not need further intervention, or a child on School Action Support may move to School Action.

Summary of SEND Phases

School monitoring using class observation sheet from LSS

Gathering of information, initial identification and noting of a child's SEND and increased differentiation in the ordinary classroom

School Action

The class teacher along with the child's parent/s conduct a structured conversation which identifies strengths and needs of a pupil that are additional to and different from the usual differentiated curriculum. Structured conversations are updated termly at parents' evenings and pupil's views are collected and recorded on the pupil voice section. Funded by school SEND budget.

School Action Support

The SENDCO and class teacher, in consultation with parents, ask for help from external agencies. Additional and different strategies are put in place. Funded mostly by notional SEND budget.

Education, Health and Care Plan (EHC Plan)

When SEND provision cannot reasonably be provided via the resources normally available in school parents or/and the school may request a formal assessment for an Educational, Health and Care Plan. EHC plans must:

- Be focused on outcomes
- Be constructed with discussions with parents and children
- Set out how agencies will work together
- Take into account personal budgets

Timeline for EHC Plan

- **Request** (with evidence) from young person, parent, setting, school, provider or other
- **Decision to Assess** - up to 6 weeks; ideally in 2 weeks
- **Initial meeting** – Assessment Coordinator with young person and or parent to inform and plan process – sets drafting plan meeting for 10th – 12th week
- **Collating Advice** SENAS collate advice from all involved and draft elements of plan

- **Drafting Plan Meeting** 10th – 12th week
- **Sign off by SEND Panel** 13th – 15th week
- If 'no' then response by **16th week**; proposed and then final EHC by **20th week**
- Right to dispute resolution, mediation and Tribunal at each decision point
 - YP over 16 has right of appeal to SENDIST
 - Mediation must be considered if in disagreement

Through the current curriculum and national strategies we match teaching objectives to the needs of our pupils. Through the cycle of observation, assessment, planning and review, we make provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependant on the individual child's strengths and weaknesses. A variety of approaches are employed to maximize the achievement of all pupils.

Partnership between Parents and our School

Parents are welcomed into our school and their views are valued. At Thornhill Primary School, parents are regarded as active partners, especially when their child has a special educational need and/or disabilities. A pupil's SEN and/or disabilities may be transient or more long-term. Parents of children with SEN and/or disabilities will be fully consulted and have the opportunity to be involved in all aspects of their children's education. This may be through formal and/or informal contact with the school. Parents play an active part in writing the structured conversations with class teachers at Parents' Evenings. School will meet parents at least 3 times each year where the class teacher, SENCO and any other professionals involved will talk regularly to set outcomes, review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, pupil and the school.

The class teacher will retain responsibility for pupils with SEN and/or disabilities and the main point of contact for a parent will always be the class teacher.

Further advice on this policy may be sought at any time from:

1. Mrs Davies – SEND Co-ordinator
2. Mrs Bruce Hillman – Assistant SEND Co-ordinator
3. Mrs Hill – Acting Head Teacher
4. Mrs Cooper – SEND Governor

Pupil Participation

All children and young people have legal rights. Children with SEN and/or disabilities have the right to be involved in making decisions about their education. Our children are encouraged to talk about their problems and their needs. They will be encouraged to express their views on the provision made for them.

Our classroom organisation includes opportunities for choices and decision – making for all children. We expand this participation as children develop and mature. From an early age, children with SEN and/or disabilities are actively involved in discussions about their targets. Their progress and their views will be recorded. Children are encouraged to share in the recording process and monitor and evaluate their own performance.

Support for Children with SEN and/or disabilities

Within the 4 phase framework any additional help may be in the form of

- Differentiated class-work
- Extra class teacher time
- Use of specific teaching or technological aids, such as computer programs.
- Specific/special resources
- Modification of materials or specific materials e.g. Special Reading Programs
- Small group work
- Structured Conversations
- Parental involvement and Home/School Programmes

- Allocation of additional specialist support staff
- Extra staff time devising planned intervention
- Staff training and development to introduce more effective / specialist strategies.
- Referral to LA Support services for immediate advice on strategies or equipment. A child's needs are assessed and matched to the appropriate provision. The school employs trained Teaching Assistants (TA) and Learning Support Assistants and the Inclusion Team to work in the classroom with children on the Special Needs Register at the 3 following phases:
 - School Action
 - School Action Support
 - Education, Health and Care Plan

The TA may work directly with the SEND child or work instead with the rest of the class, to allow the Class Teachers to work with the SEND children.

The SENDCO co-ordinates the support available both from within the school's resources and from external agencies to most effectively enable children with SEN and/or disabilities to access the full curriculum.

Thornhill Primary School makes full use of LA Special Needs Advisers, teacher support, training, Educational Psychology Service, Child Health Services, Social Services and Educational Welfare Services.

Monitoring Recording and Reviewing children with Special Educational Needs

The Special Educational Needs of children already identified and others causing concern are carefully considered at each review meeting. A child may have made progress and so could be moved to a lesser phase or taken off the register completely. If a child's targets have not been met, it may be thought appropriate to move the child on to the next stage. Concerns about children may also be noted at other times after consultation with the SENDCO.

The SENDCO maintains records of review meetings and provision of pupils on the SEND register. While class teachers maintain the updating of structured conversations. Parents are involved at every stage in identifying special needs and monitoring the child's progress in school.

The SEND Co-ordinator over sees the records of all pupils with SEND and reports annually to the full Governing Body.

The Head of School updates governors on SEND provision in the termly report.

The SEND Governor has an overview of children with SEND.

SEND Register

Children will be placed on the school SEND register depending on what level of need they have. If children are making progress, they can be taken off the register or moved to a different phase. However, if the intervention is the reason they are making the progress, then they need to be on there

Confidentiality is always maintained for children on the SEND Register, their progress is reviewed at regular intervals with their parents, who are informed when placed on or removed off the register. The timing of review meetings are decided on the basis of the needs of the individual child after discussion with their parents. Structured conversation will be reviewed termly at Parents' Evenings. A copy of a child's structured conversations is available to his/her parents. Parents/carers and children are expected to support and make comment when writing the structured conversations.

Roles and Responsibilities

All teaching and non-teaching staff are involved in the implementation of the school's SEN and/or disabilities policy and are fully aware of the school's procedures for identifying, assessing and making provisions for pupils with SEN and/or disabilities. The key to meeting the needs of all children lies in

the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child. Our termly SEN and/or disabilities meetings enable the sharing of best practice to aid this vital process.

Class Teachers:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Teachers are required to gather information about the pupil's progress and compare against national data and expectations of progress.
- Teachers should gather information during early discussions with the pupil and their parents when concerns about progress have been identified.
- Teachers should differentiate lessons appropriately so children with SEN and/or disabilities can make appropriate progress including those with an EHCP and 1:1 support – teachers should use the EHCP in order to plan differentiated lessons/activities.
- Teachers are responsible for updating structured conversations and uploading them to CPOMS termly.
- Teachers are responsible for checking CPOMS when they receive alerts about new information being added.
- Teachers are responsible for storing SEND data and information received securely using CPOMS and Staff's own Documents.

SENDCO:

- The SENDCO will support the class teacher when gathering information about the pupil's progress and compare against national data and expectations of progress.
- The SENDCO has an important role to play with the Head of School and governing body, in determining the strategic development of SEN and/or disabilities policy and provision in the school.
- The SENDCO has day-to-day responsibility for the operation of SEN and/or disabilities policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- The SENDCO will provide staff with the most recent information through e-mails.
- The Key responsibilities of the SENDCO include:
 - Overseeing the day-to-day operation of the school's SEN and/or disabilities policy
 - Co-ordinating provision for children with SEN and/or disabilities
 - Liaising with the relevant Designated Teacher where a looked after pupil has SEN and/or disabilities
 - Advising on the graduated approach to providing SEND support
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Liaising with parents of pupils with SEN and/or disabilities
 - Liaising with early years providers, other schools. Educational psychologists, health and social care professionals, and independent or voluntary bodies
 - Being a key point of contact with external agencies, especially the local authority and its support services
 - Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition in planned
 - Working with the Head of School and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
 - Ensuring that the school keeps the records of all pupils with SEN and/or disabilities up to date.

The Acting Head Teacher:

- Monitors class room teaching to make sure it is quality first teaching and appropriately differentiated.
- Works with the SENDCO and governing body, in determining the strategic development of SEN and/or disabilities policy and provision in the school.
- Works with the SENDCO and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To determine their approach to using their resources to support the progress of pupils with SEN and/or disabilities. Along with the SENDCO and governing body, the Head of School should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN and/or disabilities in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- Should ensure that those teaching or working with a child with an EHC plan are aware of their needs and have arrangements in place to meet them.

SEND Governor:

- The Governing Body in co-operation with the Head of School and SENDCO determines the school's general policy and approach to provision for children with SEND. They must evaluate the effectiveness of their school funding arrangements in supporting and raising achievements of children with SEND.
- The member of the governing body should have a specific oversight of the school's arrangements for SEN and disability.
- Works with the SENDCO and Head of School, in determining the strategic development of SEN and/or disabilities policy and provision in the school.
- Works with the SENDCO and Head of School to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To determine their approach to using their resources to support the progress of pupils with SEN and/or disabilities. Along with the SENDCO and Head of School, the governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- Discuss with the local authority whether to name the school in a child's EHC plan and approve the draft EHC.
- To annually monitor the SEND budget to ensure all legal budgetary requirements are met or exceeded, and effective use is made of all SEND funds.
- To ensure that the school's commitment to a policy of inclusion of SEND children is not hindered by the application of resources to children with an EHC plan.
- To ensure that all members of the Governing Body understand their legal duties to comply with: the 1988, 1993 and 1996 Education Acts, regarding children with SEND the SEND Code of Practice 2014 the Equality Act 2010 .
- To ensure parents are helped to understand procedures and provide user friendly information
- In the light of evaluation and response to consultations on performance, the Governing Body is to consider annually whether the policy needs updating.

Complaints:

Thornhill Primary School seeks to promote a culture of close cooperation between parents, the centre, the LA and other professionals. It is in this spirit of close co-operation that we can best enable a child to achieve his/her full potential. Parents are encouraged to contact us if they have any questions or concerns about their child's special educational needs or provision.

Formal parental complaint may be referred to the SEND Governor, after the child's teacher, SENDCO and Head of School have first been approached. Complaints should be either in writing or by appointment.

Admissions to School

Pupils are admitted to the school according to the admissions criteria detailed in the School Prospectus, regardless of ability/disability. All admission decisions are taken with full regard to the SEND Code of Practice 2014

Signed

Date