

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



SEND Policy

Thakeham Primary School

Date approved by the Full Governing Body: 20/09/21

Review Date: September 2022

Signed

Headteacher: *S. Norton*

Chair of Governors: *Judith James*

Vision & Rationale

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

Thakeham Primary School Vision

This policy and the SEND Information Report is based on the statutory Special Educational Needs and Disability Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for Education, Health and Care (EHC) Plans, SEN Co-ordinators (SENCOs/InCos) and the SEND Information Report.

The school’s SEND Information Report is published annually and is available on the school’s website. The report contains information about SEND procedures at the school, including contact information for the Inclusion Co-ordinator (InCo), the school’s approach to teaching pupils with SEND, how the school consults and involves pupils and parents/carers, staff expertise and training and how the school works with external agencies to support pupils with SEND.

The 2014 SEND Code of Practice defines Special Educational Needs as follows: a child has SEN if they have a learning difficulty which calls for educational provision to be made for them. A child has a learning difficulty or disability if:

- a) they have a significantly greater difficulty in learning than the majority of their peers; or
- b) they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Responsibility for SEND

At Thakeham Primary, the Inclusion Co-ordinator (InCo) is responsible for implementing the SEND policy and liaises with the Headteacher and the dedicated Inclusion Governor. The role of the InCo is set out in the SEND Code of Practice 2014.

The InCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care plans;
- Provide professional guidance to colleagues and work with staff, parents/carers and external agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;

- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with former/next providers of education to ensure a smooth transition is planned;
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

Governing Body

The governing body should, with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs. It must set up appropriate staffing and funding arrangements and oversee the school's work.

The governing body has a lead governor linked to SEND, the Governor Visits policy outlines the role/duties linked to this role.

Governing bodies have legal duties under the 1996 Act to:

- Use best endeavours in exercising their functions that the necessary special arrangements are made for any pupil who has special educational needs;
- Ensure that parents are notified by the school when SEND provision is being made for their child;
- Make sure that the teachers are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Make arrangements to allow pupils with special educational needs to join in the everyday activities of the school as far as is practical;
- Report each year to parents on their policy for pupils with special educational needs;
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with special educational needs.

Under the Education (Special Educational Needs) (Information) (England) Regulations 1999, governing bodies of all schools must publish information about their SEND policies. These policies must be made freely available to parents.

Procedures for identification, assessment, provision and monitoring of pupils requiring additional support

At Thakeham Primary School, if class teachers have concerns about the progress of a pupil, they take action to remove barriers to learning and put effective provision in place. The school uses a graduated approach to this support. Pupils may access different stages of provision. These are outlined below.

Stage 1 - Universal Provision

The school's first priority is to ensure all pupils access Quality First Teaching. Class teachers are responsible for the learning and progress of all the pupils in their class. Any concern about a pupil's learning or development should be discussed between parents/carers and the class teacher in the first instance. All communication should be logged in the class Pastoral File. The school uses the West Sussex Ordinarily Available Inclusive Practice documents to support class teachers with identifying and implementing appropriate strategies to support pupils' learning. Examples of strategies include, access to individual partition screens or noise cancelling headphones to support concentration. The school ensures that all pupils can access visual or concrete resources to support their learning.

Stage 2 – Early Support Provision

If pupils have been identified as stalling in their progress or a specific weakness has been identified in their learning, the decision may be taken to offer pupils some additional in-class support. For example, the pupils may be in a focus group for the class teacher or TA.

Stage 3 – Targeted Intervention Provision – (For pupils not on the SEND Register)

If Stage 2 does not provide pupils with the required additional support to meet their needs or have a positive impact on attainment and progress, then pupils may access targeted interventions. These targeted interventions provide pupils with opportunities to practise specific skills in addition to those addressed through the class teachers' weekly planning. For pupils accessing Stage 3 Targeted Intervention Provision, a Nature of Concern Form will be completed. This form monitors a pupil's current level of attainment, together with the views of the pupil and parent/carer. The form records what strategies and interventions are being accessed by the pupil. The pupil's progress is reviewed after an agreed length of time. If concerns about a pupil's progress remain, the decision may be taken to add the pupil to the school's SEND register. This decision will be in consultation with the pupil's parent/carer.

Stage 4 – Targeted Intervention Provision – (For pupils on the SEND Register)

For pupils on the SEND Register who are accessing targeted interventions, they have their provision recorded at Stage 4. The intervention may be through group, paired or individual support. Each pupil on the SEND register has an Individual Learning Plan (ILP). The ILP contains approximately three targets, which are reviewed termly. If concerns about a pupil's progress continue over time, the school and/or parent/carer may consider the criteria for an Education, Health and Care Plan (EHCP). If these criteria are met, and the parents/carers are in agreement, the school will request a Statutory Assessment. This may lead to the Local Authority producing an EHCP.

Stage 5 – High Needs Provision – (For pupils with an EHCP)

For pupils on the SEND Register who have an EHCP and require a high level of support, their provision is recorded at Stage 5. These pupils are receiving a high level of individual, paired or small group support. These pupils have an Individual Learning Plan (ILP), which contains targets linked to the Outcomes in their EHCP. The ILP is reviewed termly.

The support that each pupil accesses at either Stages 1-5 is recorded on a year group provision map. The year group provision maps are updated each half term.

Regardless of the stage of provision a pupil has accessed, the support takes the form of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a pupil's progress is constantly monitored and staff have checked that the strategy or intervention in place is both relevant and effective. For pupils accessing support at Stage 3-5, the Assess, Plan, Do, Review cycle is recorded on a Nature of Concern form or Individual Learning Plan (ILP) for pupils on the SEND Register. The process is outlined below:

Assess – The InCo and class teacher carry out a clear analysis of a pupil's needs. This analysis draws on the class teacher's assessments, previous progress and attainment of the pupil, as well as the views of the pupil and parent/carer.

Plan – The InCo and class teacher agree, in consultation with the parent/carer and pupil, the adjustments, interventions and support put in place, along with a clear date for review.

Do – The class teacher is responsible for ensuring that the pupil is accessing Quality First Teaching in the classroom. The pupil accesses support at one of the five stages of provision, depending on the level of need. At Thakeham Primary School, interventions are delivered by class teachers, the InCo, HLTAs and Teaching Assistants (TAs).

Review – The effectiveness of the interventions and their impact on the pupil's progress is reviewed and evaluated in line with the agreed date. The InCo and class teacher revise the support in light of the pupil's progress and development, deciding on any changes that need to be made to the provision. The school liaises with parents/carers if a Nature of Concern form has been in place. For pupils on the SEND register, the pupil and parent/carer have the opportunity to review each target on the Individual Learning Plan (ILP).

Complaints

If parents wish to register a complaint regarding provision for their child, they should express their concerns to the class teacher, InCo or Headteacher. Their concerns will be fully investigated. Procedures for formal complaints, regarding SEND, are outlined in the school's Complaints Procedure Policy. Parents or carers can obtain information and support by contacting the West Sussex SEND Information, Advice and Support Service (SENDIAS).

send.ias@westsussex.gov.uk

Access

The School Accessibility Plan outlines access arrangements. The plan has been drawn up in accordance with the SEN and Disability Act 2001 (SENDA)

<http://www.legislation.gov.uk/ukpga/2001/10/contents>