

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



SEN&D Policy

Thakeham Primary School

Date approved by the Full Governing Body: 28.09.2020

Review Date: September 2021

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 SEN&D 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 SEN&D Information Report.

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

The 2014 SEN&D 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 SEN&D

Inclusion Co-ordinator

The Inclusion Co-ordinator (InCo) is responsible for implementing the SEN&D policy and liaises with the Headteacher and the dedicated Inclusion Governor. The role of the InCo is set out in the SEN&D Code of Practice 2014.

The InCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEN 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 potential next providers of education to ensure pupils and their parents are informed about options and 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 SEN 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 may appoint a committee to monitor the school's work for pupils with special educational needs.

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 SEN&D 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 SEN&D 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 SEN&D policies. These policies must be made freely available to parents.

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

Class Support

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.

Each class has a Pastoral File which contains a Pupil Log for each pupil in the class. All meetings with any member of staff and parents are recorded on these forms. The InCo will record all meetings with parents and other professionals electronically on the Pupil Log in the SEN&D folder.

If a class teacher has concerns about the progress of a pupil, the class teacher ensures that the pupil receives high quality teaching, targeted at the area of weakness. The class teacher completes a Nature of Concern Wave 1 monitoring form. This form identifies the pupil's current level of attainment, together with the views of the pupil and parent. The form also outlines which Wave 1 strategies the pupil is using. Wave 1 provision includes strategies like table-top spelling lists and voice recorders. The Nature of Concern Wave 1 monitoring form is shared with the InCo. After an agreed length of time, the pupil's progress is reviewed. If the pupil has made progress, the pupil will continue to be monitored at Wave 1. However, the decision may be taken to put Wave 2 provision in place.

Wave 2 provision is when a pupil accesses a small group intervention that is in addition to the class teacher's standard planning. For pupils who access Wave 2 provision, the class teacher, teaching assistant (TA) or Inclusion Co-ordinator (InCo) completes a provision map, which monitors the impact of any intervention in place. The decision may be taken to add the pupil to the school's SEN&D register at School Support. Each pupil on the SEND register also has an Individual Learning Plan (ILP). The ILP contains approximately three targets which are reviewed termly. All ILPs follow the assess, plan, do, review cycle. If a pupil has failed to make the desired progress through Wave 2 support, Wave 3 provision may be put in place. Wave 3 provision is individual targeted support. In consultation with parents/carers, the InCo may deem it appropriate to seek the support of external agencies.

Once a pupil has been added to the school's SEN&D register, the InCo will work closely with the pupil/parent/carer and fully involve them in the assess, plan, do, review cycle.

Statutory Assessment

If concerns about a pupil's progress within the school's capacity for support continue over time, the school and/or parent/carer may consider the criteria for an Education, Health and Care Plan. 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.

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 SEN&D, 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>