



## **SEND Policy**

Ratified: 12th July 2018

To be reviewed: July 2021

To be read in conjunction with the School Offer on the website and the Essex Local Offer.

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.



## AIMS

Tiptree St. Luke's CE Primary School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having special educational needs (SEN), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background and we strive to eliminate prejudice and discrimination; creating a happy environment where all children feel safe, secure and valued.

We respond to learners in ways which take into account their varied life experiences and needs. We recognise that pupils learn at different rates and that there may be factors affecting that including ability, emotional state, age and maturity. We recognise that many pupils, at some time in their schooling, may experience difficulties and that these may be short or long term. We aim to meet these needs as they arise, to provide teaching and learning opportunities to support that child to achieve their full potential. Every teacher at Tiptree St. Luke's is a teacher of every child, including those with SEN.

## OBJECTIVES

- To work together, as a whole school, to promptly identify and provide for pupils who have special educational needs and additional needs.
- To ensure the SEND legislation, relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure effective provision through partnership with parents and children with SEND; the LA; support services and outside agencies at each stage of the process.
- To provide full access to the curriculum through differentiated learning opportunities, planned by the class teachers, Inclusion Manager and support staff as appropriate.
- To ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination.
- To ensure that we are able to meet a variety of needs, to reflect the needs of the children who live in our local community.
- To provide specific provision, matched to individual needs, in addition to differentiated learning opportunities for those recorded as having SEN.

- To provide an Inclusion Manager who will oversee SEN provision, provide support and advice for parents and all staff working with pupils with special educational needs.
- To work alongside other schools in the Tiptree and Stanway Consortium to provide support and training for staff.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher and the SEND Coordinator, all other members of staff have important day-to-day responsibilities.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing and evaluation which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

In order to help children who have SEN, we make full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array of strategies to support the child's special needs before consulting the SEND Coordinator or before consideration is given to moving the child on to the SEN register.

In order to meet the needs of individual children the class teacher monitors the progress of all pupils closely, in the first instance providing a range of intervention strategies and differentiated work. Detailed records of observations, children's strengths and weaknesses, intervention strategies used, and concerns are maintained. Using this evidence it may be decided that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, the SEND Coordinator is consulted. A review of the strategies used will take place which could lead to the conclusion that the pupil requires help over and above that which is normally available in class. The SENCO will refer to the Essex Provision Guidance to support this process. The class teacher informs the parents at the earliest opportunity to alert them to concerns and to seek to work in partnership with parents to determine support that is appropriate to the child. Consideration is then given to putting the child's name on the SEN register and more detailed analysis, as recommended in the Provision Guidance document, will be undertaken to identify the specific needs of the child. These needs may identify where there is evidence of:

- Difficulties associated with cognition and learning where little or no progress is made with existing teaching approaches that are targeted particularly in a child's identified area/s of weakness
- Persistent social, emotional or mental health difficulties despite techniques usually employed in school. These difficulties may present as behaviour that is of concern,

but this is seen as an underlying response to a need which we will seek to recognise and identify clearly, based on our knowledge of the whole child.

- Sensory or physical problems and where the pupil makes little progress despite specialist equipment
- Communication/interaction difficulties and where the pupil makes little progress despite the provision of a differentiated curriculum.

The SEND Coordinator should facilitate the further assessment of the child's particular strengths and weaknesses; arrange future support for the child in discussion with colleagues; monitor and subsequently review the action taken.

The following factors are not considered to indicate special educational needs but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child in Care (CIC)
- Being a child of a Serviceman/woman

## A GRADUATED APPROACH TO SEN SUPPORT

In line with the SEND Code of Practice 0-25 (2014) there will be a graduated approach to supporting all children to learn. At each stage, parental and pupil involvement is key.

### I. **High Quality Teaching**

This is the essential foundation for teaching, assessment and intervention for all pupils.

From September 2014, all schools must teach to programmes of study from the National Curriculum. From this they carefully plan differentiated learning opportunities to support all pupils to make progress and achieve.

The school employs the process of 'Assess – Plan – Do – Review', which allows teachers to identify areas of difficulty, to plan appropriate learning opportunities to support the pupil to make progress taking into account existing difficulties, to implement this approach in the classroom and to review the impact it had on the child's learning.

The quality of teaching is reviewed by members of the school SLT and external advisors to ensure that a high standard is maintained.

Parents/carers are invited to a parent – teacher consultation meeting once a term. This meeting provides an opportunity to share information about the child and their

educational experience, both academic and social. This meeting is also an opportunity to discuss the child's attainment and progress.

## II. **Additional School Intervention and Support (ASI)**

Where a child is not making sufficient progress through the usual approaches to teaching and learning and, despite high quality teaching, they are attaining at a level significantly below age-related expected outcomes and the ability of their peers, they may be identified as requiring additional school intervention and support.

Where a child is identified as requiring this level of support, the school will use its range of knowledge, resources and expertise to provide individualised support, based on the identified areas of need. This support is in addition to the opportunities offered to all pupils and is also subject to the '**Assess-Plan-Do-Review**' process.

The class teacher will discuss this with the parents; their involvement is central in determining to the type of support and assistance that will be offered. Pupils continue to be involved in their learning and are invited to give their views.

At this stage individual plans will record the areas of strengths and difficulty, agreed actions and intended outcomes. These will be reviewed once a term, with the class teacher. The SENCO may also be invited to attend the review meeting, as required.

## III. **High Needs**

At this stage, the support the pupil may need cannot usually be met within the resources normally available to the school. This may be due to significant difficulties that persist despite appropriate intervention and support as offered by the graduated approach and/or where a pupil may have life-long learning difficulties or disabilities. In such cases the school will need to seek the expertise and advice of the relevant external agencies to provide more targeted and specialist intervention.

At this stage a '**One Plan**' approach is adopted by the school. This is characterised by a pupil-centred approach. A '**One Plan**' must have regard to the views, wishes and feelings of the child, child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them. This plan will be reviewed once a term by the child, their parents, members of teaching staff and the SENCO. Where support has been provided by external agencies, a representative of that agency will be invited to attend the meeting to review their involvement.

Where a child is identified as High Needs a request for an Education and Health Care (EHC) plan may be made to the local authority. All statements have been replaced by EHC Plans.

## MANAGING PUPILS NEEDS ON THE SEN REGISTER

- The Inclusion Manager will meet with each class teacher at least once a term to discuss progress of pupils with SEN and to review individual pupil plans.
- Staff or parents can alert the Inclusion Manager if they have a concern about a child at any time. These concerns will be considered in line with statutory guidance and appropriate action taken. Where these concerns may be considered 'borderline', this may involve a period of monitoring the progress of a child before further action is taken.
- The Inclusion Manager will facilitate meetings with external agencies, class teachers, support staff and parents in order to inform reviews and recommendations for future support.
- SEN support is primarily delivered by the class teacher, through differentiated learning opportunities. In addition, the class teacher will oversee the provision identified in individual plans for children with SEN. Additional support will be provided by the Inclusion Manager and LSAs. LSAs work under the direction of the class teacher, with additional support from the Inclusion Manager. This is funded from the school's budget and this support is reviewed regularly.
- The Inclusion Manager, together with the Headteacher and members of the SLT, monitors the effectiveness of provision for pupils with SEN through classroom observation, learning reviews and through discussions with staff and pupils.

## CRITERIA FOR EXITING THE SEN REGISTER

It is the aim of the school for all pupils to make progress and achieve. Where a pupil has received targeted SEN support and is making sufficient progress and their attainment is within expected parameters they will be deemed as no longer in need of SEN support and removed from the SEN register. These pupils will continue to be subject to rigorous assessment and monitoring.

## SUPPORTING PUPILS AND FAMILIES

- Under the current SEND Code of Practice the local authority must provide details of the services and support available for special educational needs and disability. Details of where to find the Essex Local Offer are on our school website or can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk). We are keen to promote this as a useful tool for parents and carers.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet with parents/carers whose children have been identified as having additional needs. The Inclusion Manager will attend this meeting at the request of the school or parent/carer.
- The school works closely with pupils and their families in seeking advice and support from agencies external to the school. The school can support parents with the

process of making a referral to health services, local authority services (such as the Specialist Teacher Team) and charitable bodies.

- The school can also put parents of pupils with SEND in touch with the SEND Information, Advice and Support Service, who can offer impartial and confidential support over the telephone or in person.

## SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Tiptree St. Luke's we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education, including off-site visits, school trips and physical education (PE). Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (SEN) and an **Education, Health & Care (EHC) plan** which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

We have trained members of staff who support pupils with medical conditions such as diabetes, asthma and dietary intolerances. Where there is a specific medical condition which affects a pupil, key staff will seek advice and training about this from relevant professionals, the pupil and their family.

During an off-site or a residential visit the head teacher will make sure that there are appropriately trained members of staff, on hand, to ensure that medical conditions are properly supported.

Where a pupil may not be able to attend school for an extended period of time, due to serious illness or injury, the school will work with the tutor or teacher as appointed by the local authority service to seek to ensure continuity of education.

Having a medical condition or disability does not, in itself, constitute a special educational need, but it is recognised that these may impact on progress and attainment.

## MONITORING AND EVALUATION OF SEND

The school adheres to an ongoing process of monitoring and evaluation of the quality of provision we offer to all children. This is primarily carried out by members of the SLT and by subject leaders through activities such as lesson observation, appraisal of children's work and by peer mentoring.

We also welcome the views of parents/carers and pupils about the SEND provision we provide.

## TRAINING AND RESOURCES

In-Service Training and individual professional development needs are key to maintaining and developing the quality of teaching and provision. All staff are encouraged to undertake training and development. Identification of training needs forms part of the performance management cycle which all teaching staff are subject to.

Support staff are encouraged to extend their own professional development, in particular staff who are providing 1:1 support for a child are encouraged to develop their knowledge and expertise to enhance the support they provide.

At Tiptree St. Luke's we actively support training opportunities for all staff through its connections with the Specialist Teacher Service and Educational Psychology Service, as is deemed appropriate.

The Inclusion Manager regularly attends Consortium cluster meetings and LA conferences to update and revise developments in SEN and Inclusion. In-house additional needs training is provided through staff meetings by the Inclusion Manager.

SEN provision is funded to every school in the same way. Each school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority.

## ROLES AND RESPONSIBILITIES

The Head teacher has strategic responsibility for the day-to-day management of all aspects of the school's work, and is the Designated Teacher with specific safeguarding responsibility. The Headteacher also manages the school's responsibility for meeting the medical needs of pupils, and manages funding for PPG and LAC.

The Inclusion Manager, Clare Walker has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The Inclusion Manager provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The Inclusion Manager 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 SEN receive appropriate support and high quality teaching. The Inclusion Manager liaises with colleagues within the Tiptree and Stanway Consortium of schools.

The key responsibilities of the Inclusion Manager include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN



- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEND
- liaising with KS1 providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for parents and external agencies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

The SEN Governor is the link person between the governing body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision within the school. They also help review the school's policy on provision for pupils with SEN and ensure that parents have confidence in this provision. It is important they visit the school regularly to remain well informed; this usually means having at least termly meetings, as well as attending governing body meetings.

Provision for pupils with SEND is a matter for the whole school.

All teachers are teachers of children with SEN. They are involved in drawing up the school's SEN policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

This involves:

- Checking on the progress of all pupils in their care and identifying, planning and delivering any additional help that a child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager know as necessary.
- Writing Personalised Provision Plans (PPPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working in school are helped to deliver the planned work/programme, so that children with SEND can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

## REVIEWING THE POLICY

This policy will be reviewed at least every three years.

## ACCESSIBILITY

Please refer to the school's Accessibility Policy.

## DEALING WITH COMPLAINTS

The school welcomes enquiries from parents about any matter. Teachers and staff will explain the school practices, policies, and how they affect the pupils. The vast majority of concerns will be handled by the class teacher or by the subject coordinator if this is more helpful. If in doubt, keep asking until you are completely satisfied as all staff are eager to help.

The usual format is to speak to the child's class teacher in the first instance, or to contact the school office to make an appointment following the communication tree. At all times the staff will help to resolve a problem. If occasionally parents feel they must state their concern formally, this too is not a problem. The school has defined procedures for handling complaints; please see the school's 'Complaints Policy' document.

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Essex Provision Guidance Toolkit (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- This policy was created by the school's SENCO, in collaboration with the SLT, School Governors, all staff and parents of pupils with SEND.