



# Thoresby Primary School

## SEND Policy

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SEND Governors: Ms Kris Dawson

## INTRODUCTION:

At Thoresby Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities.

We seek to ensure that pupils with SEND are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

## AIMS:

- To provide a framework which will enable the school to meet the needs of pupils with special educational needs and disabilities (SEND).
- To recognise the importance of early identification of SEND in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child with SEND develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEND have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEND at the centre of the planning process to ensure the best possible outcomes for all pupils.

## OBJECTIVES:

- To identify and make appropriate provision for all pupils who have special educational needs and/or disabilities.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a SENDCO who will work with and oversee the implementation of the SEND policy.
- To provide support and advice for all staff working with pupils with special educational needs and disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The SEND Code of Practice 2014 states that:

*“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;*

- *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

**Communication and interaction** – Children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

**Cognition and learning** – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

**Social, emotional and mental health difficulties** – Children might experience a range of social and emotional difficulties which can manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs** – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

The following are NOT regarded as SEND but may still impact on attainment and progress:

- English as an additional language (EAL)
- Attendance and punctuality
- Health and welfare
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Some disabilities

#### THE GRADUATED APPROACH:

Where a pupil is identified as having SEND, we will put special educational provision in place. This SEND support follows a **four-part cycle (assess, plan, do, review)** through which earlier actions and decisions are **revisited, refined and revised** with a growing understanding of the pupil’s needs and of what supports the pupil in making **good progress and securing good outcomes**. This is known as the **graduated approach**.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil’s progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Senior leaders at Thoresby continually monitor and evaluate the quality of

teaching and learning for all pupils, including those at risk of underachievement and/or with SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves.

Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have SEND. Early identification of SEND is essential in ensuring positive outcomes for pupils. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs, including:

- The views and experience of parents
- The pupil's own views
- Teachers' assessment and experience of the pupil
- Pupil progress, attainment and behaviour
- The individual's development in comparison with their peers
- Advice from external agencies.

This information is shared and discussed by the class teacher, SENDCO and parents/carers to consider the need for further modifications to core teaching, diagnostic assessment, observation and/or referral to external agencies and professionals. Further assessment is required where it is necessary to identify pupils' strengths as well as the barriers to their learning.

Special educational provision is made, and a pupil is placed on the SEND register, when there is clear evidence that he/she has special educational needs as defined by the 2014 Code of Practice and following consultation with parents/carers. Evidence of SEND could be in the form of:

- Standardised test results
- Criterion-referenced assessments and checklists
- Profiling tools
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments
- Reports from external agencies and professionals
- Reports/observations on the child in school settings.
- Reports/observations from outside agencies
- Notes from meetings with parents (including dates of issues/medical appointments).
- Nursery assessments.
- Early Years Foundation Stage Profiles.
- Medical/health care assessments.

**The SEND register** - this is a list of names of all the children in the school identified as requiring special educational provision. It is kept and updated regularly by the SENDCO. Copies are provided for class teachers and the head teacher as necessary.

## MANAGING THE NEEDS OF PUPILS WITH SEND:

### Individual Education Plans (IEPs)

Once it is decided to provide a pupil with SEND Support, targeted provision may be recorded on an Individual Education Plan (IEP). IEPs set out the agreed outcomes and provision for pupils which are **different from or additional to** those that are in place for the majority of pupils through differentiation and quality first teaching.

They should be written through consultation between class teachers, pupils, parents/carers and other professionals. It is the responsibility of the class teacher to ensure that IEPs are in place for pupils receiving SEND support, and for evidencing progress according to the agreed outcomes in the plan.

IEPs are working documents which should provide evidence of what works and what does not, and the outcomes achieved. They are living documents and should be updated regularly as necessary. They should be reviewed formally at least every term.

### Reviewing Progress

The progress of all pupils, including those with SEND, is tracked and closely monitored by class teachers and senior leaders, including lead teachers, SENDCO, assistant heads, head of school and executive head teacher. Regular pupil progress meetings are held between class teachers and school leaders, at which individuals' progress and potential barriers are discussed and intervention is planned.

In addition, for pupils receiving SEND Support, termly review meetings are held between the class teacher and SENDCO. These are timed to coincide with pupil progress evenings through which parents are able to contribute to the review. The SEND Code of Practice 2014 states that schools should meet parents at least 3 times a year to review progress. These meetings are an opportunity to evaluate the success of teaching and learning in class as well as the impact of targeted provision on pupil progress and the pupil's wider development. The views of pupils (wherever appropriate), outside agencies and support staff are also taken into consideration.

When reviewing a pupil's progress we consider:

- Have they achieved the agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How has the pupil responded to targeted provision?
- What are the views of parents, pupils and support staff?
- How does this term's evaluation feed back into the analysis of pupils' needs?
- What are the necessary changes to support?

### Involving external agencies

When reviewing the progress of and provision for pupils with SEND, parents, class teachers and SENDCO might consider it appropriate to refer to an external agency for advice and support. The decision to refer to particular agencies will be based upon assessment of individual needs. (A list of external agencies is provided in the appendices.)

## Referral to the Educational Psychologist

Priority is given using the following criteria:

1. Where there are safeguarding/child protection concerns
2. When pupils are at risk of exclusion
3. Statutory assessment
4. Pupils whose needs are difficult to identify
5. Other

## Statutory Assessment

With increased delegated funding for meeting the needs of pupils with SEND we recognise that schools are generally best placed to meet all but the most complex of needs. We would normally only request statutory assessment when we can provide evidence that, despite best efforts and making reasonable adjustments, it is not possible to meet the special educational needs arising from a child's difficulties or disabilities from within existing resources.

A pupil can be brought to the LA's attention as requiring statutory assessment through:-

- A request by the school
- A request by the parent or
- A referral by another agency (for example health authority, social services.)

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- Evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- Evidence of action already taken by the child's school to meet and overcome these difficulties
- Evidence of the rate and style of the child's progress
- Evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level.

In cases where the LA agrees to statutory assessment we aim to secure the best possible outcomes for pupils with Education Health Care (EHC) plans by ensuring that:

- All staff working with the child have read and understood the EHC plan and any specialist reports
- A range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice
- An IEP is drawn up by the SENDCO, class teacher, parent and teaching assistant which breaks down the EHC plan targets into smaller steps
- Any additional training for teaching and support staff is arranged
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning when needed
- The SENDCO monitors progress termly with all the relevant staff, parents and pupil

All EHC plans must be reviewed annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHC plan is still appropriate.

## Personal budgets

The new SEND Code of Practice 2014 states that Local Education Authorities must provide information on personal budgets as part of the Local Offer.

<https://www.connecttosupport.org/HULLLOCALOFFER>

Families can request a personal budget as part of the planning process (in drawing up an EHC Plan or at an Annual Review). In education, funding for personal budgets will be for more specialist or individualised provision (funded through the high needs block) rather than services the school is expected to provide as part of the local offer.

At Thoresby we will signpost parents/carers to the Education Team within the LA and/or parent support organisations, for example KIDS. A local authority must secure a school's agreement where any provision, bought by the parent/carer using a direct payment, will be provided on the school's premises.

## ROLES AND RESPONSIBILITIES:

### Governors

The 2014 SEND Code of Practice places a legal duty on governors to check what is happening in their school and that special educational provision is being put in place. The governing body must ensure that there is a suitably qualified teacher designated as SENDCO and is responsible for publishing the school's **SEND Information Report** on the school website. The governor with responsibility for the school's SEND provision is Kris Dawson.

### The Executive Head Teacher

Melissa Milner has overall responsibility for all children including those with SEND. As Executive Head Teacher she:

- is responsible for the day-to-day management of all aspects of the school life including provision for children with SEND
- liaises with the SENDCO
- ensures appropriate training is in place to support children with SEND
- Ensures that the SENDCO is able to influence strategic decisions relating to SEND.

### The SEND Co-ordinator

Elise Sirel is the SENDCO at Thoresby Primary School.

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At Thoresby the SENDCO is responsible for:

- managing the day-to-day operation of the SEND policy;
- providing advice and support to class teachers so that they are able to meet the needs of pupils with SEND and disabilities;

- advising on the graduated approach to providing SEND support;
- advising on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively;
- liaising with outside agencies to gain advice and support for pupils with SEND;
- liaising with appropriate schools regarding transition arrangements to ensure that a pupil and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its' responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensuring the school keeps records of all pupils with SEND up-to-date;
- working with the senior leadership team to ensure effective deployment of support;
- monitoring the overall effectiveness and quality of provision for pupils with SEND;
- contributing to in-service training for staff on SEND issues;
- attending courses and local network groups relevant to the development of the role;
- reporting to the governors;
- reviewing the school's SEND policy and the school SEND Information Report annually;
- acting as a link with parents/carers.

### Class Teachers

Class teachers are responsible for driving the graduated approach to SEND support. They are supported in this role by the SENDCO and, where appropriate, specialist staff, including those from external agencies.

The role of the Class teacher is:

- to meet the special educational needs of the pupils in their classes through quality first teaching and planned interventions;
- to involve parents and pupils in planning and reviewing progress, to seek their views and provide regular updates on progress.
- to raise concerns about individual children with the SENDCO;
- to seek the advice and support of the SENDCO where necessary in order to ensure that quality first teaching and planned interventions secure positive outcomes for pupils with SEND;
- to monitor and record the progress of pupils with SEND and evaluate the effectiveness of SEND support;
- to set challenging targets for pupils and ensure that pupils have access to the full range of resources in order to achieve their targets;
- to request and attend relevant training when the need is identified.

### Achievement Support Assistants

We have a number of Achievement Support Assistants (ASAs) working within the school and their roles and responsibilities are determined by the needs of the children they support. These include:

- working with small groups or individual children;
- delivering a range of activities linked to the child's specific learning difficulty;
- monitoring progress and reporting back to the class teacher and the SENDCO;
- liaising regularly with the class teacher/SENDCO to adapt and amend provision;

- requesting and attending appropriate training in order to support the children they are working with effectively.

### Partnership with Parents

The new SEND Code of Practice 2014 makes it clear that, “Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development”. Close contact is maintained as far as possible with the parents/carers of all the children of the school, including those who have children with SEND. Parents/carers are encouraged to be involved positively in all aspects of their child’s education.

- Parents of children receiving SEND Support and with Statements/EHC plans are invited to termly progress meetings with their child’s class teacher.
- Parents of pupils with Statements/EHC plans will also be invited to a formal Annual Review of progress.
- More regular meetings are convened involving parents/carers, class teachers, SENDCO and other appropriate professionals on a needs basis.
- The SENDCO organises regular informal ‘drop in’ information sessions for all parents. The agenda is flexible and parents are invited to propose the focus of the next meeting.
- Parents are signposted to appropriate agencies such as the Parent Partnership Service where appropriate.

### Storing and Managing Information

Information collected about a child’s SEND will be treated as confidential and stored by the SENDCO. Information will only be communicated to other agencies with the knowledge and consent of the child’s parents/carers.

### EVALUATING SEND PROVISION

SEND provision is kept under constant review.

The school operates an “open door” policy with regard to parents and they are encouraged to come to school at any time to discuss the provision which is being made for their child, with the Head of School, class teacher or SENDCO. In addition they are invited to contribute to the termly pupil progress meetings, whatever level of support their child receives. Wherever possible the views of pupils will also be sought for review.

Teachers have the opportunity to comment upon the implementation and success of SEND provision at staff meetings and identify any training requirements for newly appointed staff.

The Governors’ Annual Report to parents/carers comments upon the effectiveness of the SEND policy.

All responses by parents/carers, teachers and governors will be considered and responded to ensuring continuous evaluation of the success of the policy.

This policy will be reviewed annually.

Appendices:

External agencies

Appendix 1: External Agencies

Applied Psychologies

City Psychological Service

Northcott Autistic Spectrum Disorder Outreach Service

Hull Integrated Physical and Sensory Service (IPaSS)

Tweendykes/Ganton Outreach

Speech and Language Therapy Service (NHS)

Bridge Speech and Language Therapy Service

Child and Adolescent Mental Health Service (CAMHS NHS)

KIDS Parent Partnership Service

Whitehouse Bridgeview Pupil Referral Service

Medical Needs Pupil Referral Unit

The Language Unit