



Thorner's Church of England VA Primary School **Special Educational Needs and Disability Policy**

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY: SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Thorner's CE VA Primary School.

The designated teacher responsible for coordinating SEND provision for pupils/young people is: Mr Michael Sitch (msitch@thorners.dorset.sch.uk).

The person coordinating the day to day SEND provision for pupils/young people at Thorner's School is: Mr Michael Sitch (msitch@thorners.dorset.sch.uk).

The Governor with oversight of the arrangements for SEN and disability is: Peter Strange
pstrange@thorners.dorset.sch.uk

AIMS AND OBJECTIVES

Thorner's has high aspirations for every pupil identified as having SEND in our school. We strive to ensure that each pupil achieves their best, that they become more confident pupils living fulfilling lives, and make a successful transition into secondary education.

AIMS

- To do the best we can, in all ways we can for any pupil in our school
- To identify, as quickly as possible, pupils who need extra help and support
- To enable each pupil to take part and contribute fully to all aspects of school life
- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all pupils can thrive
- To provide access to and progression within the curriculum
- Where appropriate, to involve pupils in planning to address and monitor their special educational needs and/or disability
- To work in partnership with parents/guardians/carers and other key stakeholders to support pupils' learning and health needs
- To provide quality training for staff that suggests strategies that help them to support pupils with special educational needs and disability.

OBJECTIVES

- To quickly identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach in the management and provision of support for pupils with special educational needs or disability
- To employ a Special Educational Needs Coordinator (SENDCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with pupils with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Pupils and Families Act 2014 and the Equality Act 2010. This will include ensuring that Thorner’s arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

For further details of this please see Thorner’s Equality policies at <http://thorners.dorset.sch.uk/policies-equality>

The person co-ordinating the day to day provision of education for pupils with SEND is:
Mr Sitch (SENDCO)

Alongside every class teacher, the staff working with the SENDCO include:

Jo Hayter (HLTA)
Sarah Buzza (TA)
Lisa Metcalf (TA – qualified teacher)
Cassandra Grindley (TA)

ADMISSION ARRANGEMENTS

Thorner’s uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Thorner’s makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Thorner’s liaises with the local authority and/or Salisbury Diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

<http://thorners.dorset.sch.uk/send/>

<http://thorners.dorset.sch.uk/curriculum-information/>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2017 to provide Auxiliary Aids and Services where appropriate as detailed in ‘The Equality Act 2010 and schools – (May 2014)’. We comply with the requirement to support pupils with disability as defined by the Act. The school has a range of specialist SEND facilities in place. For example:

- Physical environment (such as acoustic tiling to assist pupils with hearing impairments)

- Assistive technology (such as hearing loops)
- Increased access to the curriculum and assistance during examinations

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how pupils with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for pupils with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Pupils may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN support required. These include regular tests and observations for all our children in key areas and monitoring of their progress against national benchmarks every half term. This enables us to quickly spot where a child may be experiencing difficulties or obstacles in their learning which we can assist with. Any parent with concerns about their child can contact our Special Needs Coordinator/their child's class teacher or the Headteacher at any time in confidence, or attend one of our monthly SEN Drop-In sessions to discuss any SEN concerns they may have.

We offer a graduated response when giving support to a child with SEN. Initial steps may include additional classroom support in specific subjects or a course of 1-to-1 sessions with a TA or Teacher. More intensive measures may include some class time interventions with a TA or the involvement of external experts and the creation of individually tailored plans for a specific child.

Any individual plan for a child will contain all the details of what the school is doing to support your child and which will also contain what steps can be taken at home to cement and reinforce what the school is doing in class. Children are closely involved in the drawing up of the individual plans and both their overall targets (and their smaller SMART Intervention targets) have a 'child friendly' explanation included so that pupils know themselves how to improve. These will be agreed with you and copies are provided of all such plans. We offer regular meetings with the Special Needs Coordinator and allow extra time for all SEN pupils at Parents' Evenings.

We also offer you information about external agencies and services that may be of assistance such as:

**County Psychological Service
Behaviour Support Service
Social Care
Speech and Language Service
Specialist Outreach Services
SEN Specialist Services**

**Hearing and Vision Specialist Services
Physical and Medical Needs Service
Equality and Diversity
Locality Teams
Children and Families**

and any other agency deemed suitable or appropriate.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of pupils with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the pupils in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all pupils, including those at risk of under-achievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a pupil may have special educational needs. If a pupil has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents / carers **shall** be informed in writing that special educational provision is being made.

The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for pupils identified with SEND.

Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

MANAGING SEND PUPILS IN OUR SCHOOL

Where a pupil is identified as having SEND and/or a disability, Thorner's adopts a process of Assess, Allocate, Act, Re-Assess which corresponds to the "Assess, Plan, Do, Review" method as detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and pupils to agree, action and monitor individual progress over time so that special educational needs for all pupils are addressed appropriately, effectively and with good outcomes.

Thorner's gives pupils regular tests in key areas and monitors their progress against national benchmarks.

Where necessary, Individual Education Plans are drawn up (in consultation with parents and pupils) and agreed with parents, drawing on wider external agency support or expertise as required. These detail the area that School and Parents/Carers will focus on and give a set of SMART targets. As noted above, these targets are explained to the child and are noted in a child-friendly manner on both their individual plans and on their TA Intervention records. These are reviewed and amended regularly by the SENDCO in consultation with teachers, teaching assistants, pupils and parents/carers.

The progress of each SEND pupil is reviewed regularly by all staff, the Headteacher and SENDCO and termly with the SEND Governor.

The SENDCO monitors and tracks progress of all SEND pupils within specific year groups and classes every half term to ensure that teachers and teaching assistants are meeting the needs of every SEND pupil and that they are making good progress. If progress is not being made then additional support is varied and/or intensified. Regular staff meetings are held to discuss how best to support specific pupils and to share best practice.

The Special Needs Coordinator together with the Headteacher and Special Needs Governor will discuss with parents what type of support is appropriate for any one child. The decision will be based upon the level of need of the child and what type of support is most appropriate at that time. These decisions will then be reviewed as a child passes up through the school and as they progress with their studies.

If a pupil is not making progress despite a very high level of support then the SENDCO, in partnership with the Headteacher, will liaise with external agencies (as outlined above), identify and source the most appropriate additional support to enable that pupil to progress. For further details of this and how parents and pupils are central to this procedure, please see the links to Thorner's Local Offer.

<http://thorners.dorset.sch.uk/download/sen-local-offer/>

If a pupil is not making progress, despite receiving the full range of additional support available as part of Thorner's graduated response and with external agency support, then the SENDCO will make arrangements to apply for an Education, Health and Care Plan as set out in the Code of Practice. Parents/Carers and pupils will be central to this process and will be kept regularly informed of the progress and outcome of any such application. During both the application process and the annual review of any Education, Health and Care Plan, pupils are involved at all times by utilising "All About Me" sheets as well as ensuring that any meeting or review is person-centred so that each pupil is given the opportunity to contribute to the formation of their plan.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The progress of each SEND pupil is reviewed regularly by all staff, the Headteacher and SENDCO and termly with the SEND Governor.

The SENDCO monitors and tracks progress of all SEND pupils within specific year groups and classes every half term to ensure that teachers and teaching assistants are meeting the needs of every SEND pupil and that they are making good progress.

If progress is not being made then additional support is varied and or intensified. Regular staff meetings are held to discuss how best to support specific pupils and to share best practice.

COMING OFF THE SEND RECORD

A pupil will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some pupils may require support for particular aspects of their learning which may be due to their underlying learning issues. All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school

experience; parents will be consulted at each stage if support is provided or when it will cease.

A pupil with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a pupil no longer requires the special education provision as specified in the EHC Plan.

However, a pupil's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Thorner's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Thorner's are expected to make reasonable adjustments in order to accommodate pupils who are disabled or have medical conditions. (See Thorner's policy on "Supporting pupils at school with medical conditions".)

<http://thorners.dorset.sch.uk/download/children-with-medical-conditions/>

TRANSITION ARRANGEMENTS

Thorner's is committed to ensuring that parents / carers have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

We are in regular contact with the local secondary school and arrange a series of visits and study days to enable all children to get a taste of what secondary school is like. Similarly we have a meeting with key members of the secondary school to ensure that a smooth transition is made for any child moving between our schools. We can prepare specific transition plans if children require them.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils as and when required.

The SENDCO will provide information on specific needs for new staff.

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children / young people with special educational needs. The Governors will report each year to parents / carers on the policy for children / young people with special educational needs.

Our school operates the following training programmes:

SEND Policy February 2022

- Inclusion Briefing Network Meetings
- School Cluster SEN Meetings
- County CPD training courses

The SENCO in liaison with the Headteacher will recommend or arrange appropriate SEN training for staff where needed. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

Thorner's presents its SEN information in three ways:

- by information placed on the school website which can be found <http://thorners.dorset.sch.uk/send/>
- by following the link from the school website to the local authority's Local Offer website; <https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>
- through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Thorner's publishes its Accessibility Plan on the school website; this information can be found on <http://thorners.dorset.sch.uk/download/accessibility-plan-2019/>. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found on: <https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

ARRANGEMENTS FOR SUPPORTING LOOKED AFTER PUPILS WITH SEND

Thorner's is aware that looked after pupils may be especially vulnerable and that seeking the input of guardians/the Local Authority is critical when working with such pupils. Thorner's will work within the statutory guidance and we will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to Looked After pupils must be given due regard. (See Thorner's policy on "Child Protection Policy" <http://thorners.dorset.sch.uk/download/child-protection-policy-november-2019/>)

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their pupil has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO/Headteacher.

Thorner's publishes its Complaints Policy on the school website; this information can be found at <http://thorners.dorset.sch.uk/download/complaint-policy-june-2019/>

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually in consultation with the Headteacher, Governors, SENDCO and parents.

LINKS TO OTHER RELATED POLICIES

All Thorner's policies can be found at <http://thorners.dorset.sch.uk/policies/>

In accordance with the Equality Duty we seek to ensure all pupils achieve their best, according to their capabilities and regardless of their disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Thorner's CE VA Primary School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Policy prepared by: Mike Sitch, SEN Coordinator, February 2022
Date reviewed by Staffing & Curriculum Committee: February 2022
Date adopted by Governing Body: February 2023
Date to be reviewed: February 2023