

Tilston Parochial CE Primary School

Bringing out the Best in Everyone.

'Encourage one another and build each other up.' Thessalonians 5:1



Tilston Parochial
CE Primary School

Special Educational Needs Policy

Date of policy: March 2022
Review cycle: Annual
Reviewed by: Pam Edwards
Approved by: Achievement and Safeguarding Committee
Next review date: March 2023

Aims

It is our aim to

- Provide high-quality teaching which is differentiated and personalised will be available for all pupils
- Create an environment to meet the needs of all children: At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.
- Develop inclusive practice that includes the use of a range of learning styles to meet the diverse needs of all children. The majority of children will learn and progress within these arrangements by having their needs met.
- Monitor the long term impact of the COVID 19 Pandemic on pupils with SEND and make the necessary changes to the above to reduce adversities.

Definition of Special Educational Need

The SEN Code of Practice reminds us that all children may have Special needs at some time during their school lives. The 2014 Education Act instructs schools to distinguish between the different stages of supported learning, the initial stages being mainly in-school based, with multi-professional advice being requested in the later stages.

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

Special Educational Provision

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate knowledge at different rates;
- Need a range of different teaching approaches and experiences.

At Tilston we take an approach, with increasing levels of intervention where the need is greatest and this decreases as the needs are met. Tilston follows a three-wave model:

Wave 1 being quality teaching for all through:

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. For those pupils:

1. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.
2. Progress at this stage will be tracked three times per year by the schools Tracking Systems and parents kept fully informed.
3. School Rewards Systems will be paramount at this stage to encourage self-esteem.

Wave 2 encompassing small group interventions: (Graduated Response)

If classroom teachers and Pupil Premium Co-ordinators have evidence that certain children are still not making good progress they must refer children to the SENCO who will arrange additional SEN SUPPORT in any or all of the four areas

- Communication and Interaction
 - Cognition and Learning
 - Social, mental and emotional health
 - Sensory and /or physical.
1. Once a potential special educational need is identified, four types of action should be taken to put effective support in place
 - Assess
 - Plan.
 - Do (Teach /support / experience
 - Review

This will be known as the graduated response.

2. Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.
3. Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.
4. Individual pupil progress at Additional SEN Support Level will be intensively monitored three times per year by the school tracking system and personally by the Head-teacher in conjunction with Parents and the SENCO.
5. We offer regular meetings each term to share the progress of children with Special Educational Needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making through the Graduated Approach Documentation, which provides clear information and is available upon request.

Wave 3

For a higher level of need, we draw on more specialised assessments from external agencies and professionals, this may include speech and language, the autism team, school health, occupational health, paediatrician and other agencies.

Parents and Carers are always consulted and permission is sought prior to the involvement of outside agencies.

The Graduated Response must be followed in order to have evidence for individual top-up funding or statutory assessment which may result in a Statement of Educational Needs Educational Health Care (EHC) Plan. If a child receives an EHCP this needs to be reviewed annually. Agencies involved with the pupil will be invited to the Annual Review and views will be sought. This process is the same for children in receipt of Top Up funding.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In order to meet the needs of all pupils, we comply with all our duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Educational Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice, is followed.

Accessibility

The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over the accessibility of school for disabled pupils to implement their plans. Tilston's Accessibility plan outlines how we do this and is available on the school's website or via the school office.

Reporting

A full report on the progress of children will be presented to the Governing Body once per term and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

The school produces a SEND Information Report which is available on the School Website

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher and the SENCO, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

The SENCO 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. This includes access to effective home learning experiences as per the COVID 19 Risk Assessment.

- 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

The SEN governor

The SEN Governor will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN

The SEN Governor will make sure that the school:

- Makes the necessary special educational provision for any pupil with SEN
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENCO and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

The SEN Governor meets on a termly basis to discuss:

- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of pupils with SEN They will report to the governing board on the monitoring work carried out, ensuring that the board:
- Is up to date about issues related to SEND
- Asks challenging questions about the school's SEN provision and strategies
They will also attend training on the role of the SEN link governor, as appropriate

The Head teacher

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to the provision
- Ensuring they follow this SEN policy

This SEN Policy will be used alongside and in conjunction with The Local Offer offered by Cheshire West and Chester Local Authority and various other school policies including the Attendance Policy, The Pupil Premium Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school. Throughout our delivery of education objectives, we ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils (see above), is set out in the Behaviour Policy and known to all staff. See also the Gender Policy and Equality Policy for expected behaviours.

This policy outlines the aims and strategies the school takes to make provision for all pupils on the SEND Code of Practice 0-25 years September 2014. This includes the identification of pupils with special educational needs. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions, April 2014
- Safeguarding Policy
- Accessibility Plan