



# EAST TILBURY PRIMARY SCHOOL

## **SEND Policy 2023 – 2024**

Signed: (awaiting approval)

Chair of Governors

Signed: *Frans Bakes*

Headteacher

Reviewed: November 2023

Next Review Date: November 2024

## **Aims**

At East Tilbury Primary School, we take pride in our supportive and inclusive environment and our drive to provide the best possible experiences for our children which will prepare them to be life-long learners.

Our broad and creative curriculum provides opportunities for all pupils to achieve in their learning. We support pupils by removing barriers to learning and enabling them to participate in all aspects of school life. Access to learning opportunities must be a reality for all our pupils despite their ethnicity, religion, cultural background, age, gender, sexual orientation, disability or attainment (Equality Act 2010).

This SEND Policy works alongside, and in conjunction with, the Local Offer offered by Thurrock Local Authority and the SEN Information Report. It is embedded in the Teaching and Learning Framework of the school. Provision for children with special educational needs is a matter for the school as a whole. The Local Governing Body, The Head of School, SENCo and all other members of staff, both teaching and support, have very important day-to-day responsibilities. All teachers are teachers of special educational needs, promoting a whole school responsibility. High quality teaching, which is differentiated and personalised, will be available for all pupils.

### ***“Every Teacher is a Teacher of SEND”***

*(SEND Code of Practice 0-25, 6.36, 6.52, 6.54)*

At the heart of the work of every class is a continuous cycle of assessing, planning, teaching and reviewing (known as the graduated approach) which takes into 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 fall significantly outside the expected range may have special educational needs.

## **Legislation and guidance**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. East Tilbury Primary School adheres to the Special Educational Needs and Disability Code of Practice 2014, part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014. In response to these legislations, we aim to raise the aspirations of and expectations for pupils with SEND and we are focused on achieving positive outcomes for all.

At East Tilbury Primary School, we adhere to The Special Educational Needs Code of Practice (2015) definition, which clearly states that:

2.1 A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A young person of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than most others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2.3 For a young person aged two or more, special educational provision is educational or training provision that is additional to or different from that made for other young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. Significantly greater difficulty in learning than most others of the same age.

2.4 Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

2.5 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities, 'long-term' being defined as 'a year or more'.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The code of practice introduces 4 main categories of need:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties

### **Graduated Approach to SEND support**

When it is established that a child may have a special educational need, they are added to the SEND register. This formal identification allows for the appropriate provision to be implemented. This support is then guided through a 4-part cycle:

**Assess** – Determining the pupil's needs through observations, benchmarking assessments, teacher assessments and discussions with external agencies, where applicable.

**Plan** – Consultation between the class teacher, support staff, SENCo, the child, parents and any other external agencies involved in the child's care so objectives can be agreed and appropriate interventions arranged.

**Do** – The class teacher remains directly responsible for the child's daily interventions but works alongside support staff and SENCo to ensure that the child's needs are fully met.

**Review** – Each child on our SEND register is then presented with a Passport for Learning, where their progress through intervention and achievements can be closely monitored. These are

reviewed termly and the SENCo consults with parents and teachers to revise the level of support and make amendments where necessary.

Children with SEND are categorised under two strands of support: SEN Support or an Education, Health and Care Plan (EHCP).

The category of SEN Support is very broad. Many pupils within this category have their needs met within the classroom through differentiated tasks and individual or small group intervention. Their progress is monitored 3 times each year through our school's tracking system and individual objectives are set within their Learning Plan so that progress can be assessed regularly by all staff involved in the child's care.

Other pupils within the SEN Support category require a higher level of intervention. Some of these pupils require additional support from our nurture provisions or external agencies, such as: speech therapy, play therapy or occupational therapy. Progress within these interventions is assessed at least termly and monitored through their Learning Plans.

When a child displays complex or multiple needs, they may require support through an Education, Health and Care Plan (EHCP). Through this plan, the child receives a level of additional funding in order for their needs to be fully met.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress through pupil progress meetings and the Learning Plans once a term
- Reviewing the impact of interventions half termly - in most cases
- Using pupil voice
- Observations within the classroom and during interventions
- Parent questionnaires/review meetings
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual review meetings for pupils with EHC plans

### **Roles and responsibilities**

Our **SENCo** will be responsible for:

- Working with the Head Teacher and governors to determine the strategic development of the SEN policy and provision in the school
- 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
- Providing 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

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Coordinating the role of support staff to ensure that pupils with SEND are provided with adequate care
- Being the point of contact for external agencies and ensure that referrals to these agencies are made when a specific need is identified
- Liaising with potential 'next' providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Our **teaching staff** will be responsible for:

- Planning and providing high-quality (QFT or HQT) teaching that is adapted to meet every pupil's needs through a graduated approach and address any areas of potential difficulty to ensure there are no barriers to learning
- The progress and development of every pupil in their class
- Working collaboratively with Learning Support Assistants (LSA) or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching and learning
- Collaborating with the SENCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with families regularly to:
  - Discuss outcomes and review progress towards them
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the family concerns and agree their aspirations for the pupil
- Setting high expectations for every pupil and aiming to teach them a broad and balanced curriculum, whatever their prior attainment.
- Being accountable for tracking progress and development of the pupil in their class, based on their classwork and their engagement within interventions
- Promoting positive outcomes for pupils in the wider areas of personal, emotional and social development and making necessary referrals to the nurture team, where needed
- Collaborating with the SENCo to complete necessary referrals to outside agencies

Our **LSAs** will be responsible for:

- Having an awareness of the pupils with SEND, their needs and provision
- Seeking advice and guidance on a pupil's needs and provision and following provision set out in individual plans, in order to meet outcomes

- Carrying out small group and individual interventions to meet specific outcomes for pupils
- Working with external professionals to meet the specific needs of pupils

Our **families** will be responsible for:

- Informing the school if they have any concerns about their child's progress or development.
- Providing information and expressing their views about their child's SEND needs and the provision provided.
- Booking a termly meeting with the SENCo to review the provision that is in place for their child and discuss their aspirations.
- Providing information about the impact of SEND support outside school and any changes in their child's needs.
- Ensuring their child attends appointments with external professionals and providing feedback to the school.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled young people.

All staff are committed to:

- Not directly or indirectly discriminating against, harassing or victimising disabled young people
- Not discriminating for a reason arising in consequence of a young person's disability
- Making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage
- Making reasonable adjustments by making physical alterations and publishing accessibility plans, setting out how we plan to increase access for disabled young people, in the curriculum, the physical environment and to information.

### **SEN Information Report**

Further information about the school's provision for pupils with SEND is explained within the SEND Information report, which is available on the school's website.

### **Complaints about SEN provision**

Our staff endeavour to work together with parents and carers to support SEND pupil needs. If a parent or carer is dissatisfied with their child's SEN provision, they should contact the SENCo in the first instance, who will try to help to resolve complaints or signpost parents or carers to the school's Complaints Procedure document, which is available on the school's website.