



Tenterfields Primary School **Policy for Special Educational Needs and Disabilities January 2019**

Policy Aims

This policy aims to highlight what is meant by SEND and to outline what SEND provision looks like at Tenterfields.

Tenterfields Primary School is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values.

We aim to teach children about their rights and help them understand about how rights can differ throughout the world.

Through our curriculum, we believe children have the right to reach their full potential, in line with their right to an education cited in [Article 28 of the UNCRC](#). [Article 29](#) Children have the right to an education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's right and values and to respect the environment.

Definition of SEND

The term 'special educational needs' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most children of the same age. This includes children where a medical, social, emotional or behavioural need creates a barrier to learning.

Co-ordinator, Head teacher and Governor roles

The co-ordinator's role along with the head teacher and governing body plays an important role in deciding the development of the SEND policy and provision. This will result in the raising of the achievement of children with SEND.

- The SENCo takes day-to-day responsibility for the coordination of the provision for children with SEND.
- They work closely with staff, parents and carers, and other agencies from the earliest stage of the process.
- The SENCo also provides guidance to staff in order to ensure high quality teaching for children with SEND.
- The SENCo, with the support of the head teacher and colleagues, aims to overcome barriers to learning and deliver effective teaching through the analysis and assessment of children's needs. Tenterfields does this by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The SEND co-ordinator at Tenterfields is Louisa Hill.

The Governor for SEND in school is Sue Davis.

At Tenterfields:

- We strive to meet the special needs of all children with the school, within our normal quality first teaching intervention groups and flexible learning and support arrangements.
- We have gained the Rights Respecting Schools Award that seeks to "put the UN Convention on the Rights of the Child (CRC) at the heart of the school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential." (RRSA Standards UNICEF UK)
- We welcome children of all abilities, offering them full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, meeting their individual needs as appropriate ([Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives](#)) ([Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures](#)) ([Article 24 Children have the right to the best health possible and to medical care and to information that will help you to stay well](#)).
- We seek the views of the child and take these into account ([Article 12 Children have the right to say what they think should happen, when adults make decisions that affect them and to have their opinions taken into account](#)).
- We believe parents have a vital role to play in supporting their child's education. We have an open door policy and encourage parents to speak to the class teacher, SEND co-ordinator or head teacher if they have any concerns about their child. We welcome and encourage parents support in school and at home.
- We share information on curriculum evenings, parents evenings, in the end of year report and throughout the year using text, phone and on the school website.
- SEND has a high profile within the school
- The SEND co-ordinator is a member of the Senior Leadership Team (SLT) and holds the SENDCo Post Graduate Certificate in SEN Studies.
- SEND is a weekly agenda item at Staff Meetings and a fortnightly agenda item at Phase Meetings. Points from these meetings are then disseminated to all staff and opportunities to discuss issues and clarify points are given.
- SEND provision is monitored half termly by all members of staff. Long, medium and short term targets are set and reviewed by all members of staff involved with the learning of the children. Analysis of the children's progress takes place half-termly and where necessary interventions are put into place to help 'plug gaps' in learning. Parents are informed of these targets and a review of progress is carried out. The findings are discussed at progress reviews; parent's evenings and informally when parents request a meeting with staff.
- We ensure that those with disabilities and SEND are given opportunities to develop their full potential through high quality provision to raise standards of achievement through personalised learning.
- We are fully accessible for the disabled and have disabled toilet facilities
- We are a dyslexia friendly school

We aim to ensure that:

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- We work together with the local authority and outside agencies to ensure that any child's special educational needs are identified early
- We take into account the views and wishes of the child
- We work in partnership with parents, taking account of parents' views
- A range of teaching strategies are used along with flexible groupings to meet the needs of all pupils.
- Provision and progress is monitored and reviewed regularly
- Individual targets are clear and detailed, specify monitoring arrangements and are reviewed each term
- Staff are aware of the progress of pupils with additional needs and understand next steps

- Individual targets are stored on the staff shared area
- Each teacher has a yellow file containing current and past individual targets, assessment information and any additional information

Admissions

Tenterfields does not operate a prejudice against a child with a disability or special educational need. We welcome children of all abilities. There is one intake per year in September for children with their fifth birthday between 1st September and 31st August. Tenterfields has an admission limit of 30 pupils. From 2011 parents are required to complete their child's application online. Information about applying on line for children living in the Dudley borough is available at www.dudley.gv.uk/admissions. If you do not have access to the Internet or experience difficulties trying to access the website, please contact the Admissions Service on 01384 814223. If your child lives in a neighbouring borough you should contact your local authority.

Complaints Procedure

The Local Education Authority has prepared a formal appeal procedure in regard complaints from parents and others under the terms of section 23 of the Education Reform Act 1988 regarding the way in which the curriculum is delivered in school. "Education Reform Act 1988 – Local Arrangements for the Consideration of Complaints" is available for inspection in the school office. Tenterfields complaints procedure can be found on the school website.

Identification, assessment, review and planning for pupils with SEND

All teachers continually monitor the progress of children in their class through observations, day-to-day and other test and assessments to identify those not making progress over a continued period of time.

The Graduated approach

- We adopt a model of action and intervention to help children who have SEND
- The approach recognises that there is a continuum of SEND
- We aim to identify SEND as soon as possible. We use an Assess, plan, do, review model to identify and plan for additional needs. Quality First Teaching along with differentiation enables all pupils' needs to be catered for. Individual targets are put into place and all pupils are aware of their individual targets. Teachers plan differentiated activities for a range of differences, abilities, interests, preferred learning styles, language style, and special educational need. Differentiation is shown on the planning. All staff are aware of the needs and abilities of pupils in their class with SEND. Whole school additional provision is recorded and monitored on our provision map.
- Where necessary, increasing specialist expertise is brought to bear on the difficulties that a child may be experiencing

The Concerns List

- At present, children who are a concern to their teacher are registered on the concerns list so that staff can monitor them. They are monitored termly and moved to SEN Support (SS) if greater intervention is required.

If after a period of monitoring staff feel that a child has a particular need they will refer their concern to the SENDCo. A decision will be made in consultation with parents whether to monitor the child's progress, investigate further or whether to add a child to the register of need at SEN Support (SS) and make additional provision for them.

SEN Support

- When a class teacher identifies that a pupil has SEND - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – individual targets will usually be

devised, future interventions planned in discussion with colleagues, action will be monitored and reviewed

- Staff seek permission from parents before putting a child onto the AEN register and a parent information pack is given out to support parents.
- Staff will share individual targets with parents and children and review them at least every six months. This review will be shared with parents and pupils.

If further concerns are raised then:

- The SENDCo and class teacher, in consultation with parents, may ask for additional support from external services
- Class teacher and SENDCo are provided with advice or support from outside specialists
- Additional or different strategies to those at SEN Support (SS) are put in place – individual targets will usually be devised
- SENDCo should take the lead in –
 - any further assessment of the child
 - planning future interventions for the child in discussion with colleagues
 - monitoring and reviewing the action taken

Education, Health and Care Plans (EHCP)

- Where a child continues to be cause for concern the SENDCo, class teacher, parents and outside agencies ask for further support from the Local Authority in order to deliver support to cater for the needs of children with specific learning difficulties.
- All staff involved with a child will work together to report on areas of difficulty.
- The Local Authority will evaluate the child's need and offer support. This may be in the form of additional funding, providing specific resources or offering further education advice.
- A child's EHCP is formally reviewed annually with the SENDCo, class teacher, parents and other agencies involved.
- Education, Health and Care Plans (EHCP) have replaced statements.

Action to meet pupils' SEND tends to fall within four broad strands

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods (First Quality Teaching is vital)

Relating Action to SEND

- Strands of action need to be organised so that progressively more powerful interventions can be used to meet increasing need
- The range, type and intensity of interventions can also be reduced as a child makes adequate progress
- The actions may be appropriate at SEN Support for pupils with an EHCP
- For most pupils, extra help will be provided within the classroom, managed by the class or subject teacher. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum

Relating intervention to individual needs

- Decisions about which actions are appropriate for which pupils must be made on an individual basis
- by a careful assessment of the pupils' difficulties and
- the pupil's need for different approaches to learning and
- the school and classroom context

External Agencies

The school welcomes support from a range of external agencies, including the LA, health (the school nurse), social services, Learning support service and educational psychologists. The school will contact these agencies for support when specific needs have been identified. Parental permission will be sought before these agencies work with individual children. Parent

consultation meetings often take place and review meetings are held to inform parents of progress and next steps.

Resources

- Funding for SEND is allocated within the school's budget.
- The co-ordinators are responsible for all resources and they are to be found in the cupboards in the corridor and in the Blue room.
- The budget is allocated at the beginning of the financial year and any suggestions for resources should be made to the co-ordinators. The budget is distributed in order to aid learning.
- Tenterfields has resources available to cater for specific needs, e.g. Nurture group, speech and language, dyslexia. These are kept in a central resource area so that Learning Support Assistants (LSA's) and other staff can access them when necessary.
- At school we closely monitor the allocation of resources and support from adults, in order to maximise the children's learning. We analyse pupil's progress in order to decide upon the best intervention and we review these half-termly to measure the impact. As part of this process, some pupils may receive 1:1 support in one area. This support may also be part of a larger group, e.g. 1:6.

Assessment

- Assessment by non-teaching assistant, teacher and SENDCo; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests
- Foundation Stage profile
- KS1 SATs
- KS2 end of year tests
- Maths assessment each term
- Writing assessment each term
- Target setting - 'SMART' targets (some may be shared with other pupils in a group EP)
- Regular monitoring and review of individual targets
- Parents informed and may be involved in supporting targets in the home
- External services (learning support service, educational psychologist) undertake specialist assessment leading to a more specifically-focused targets
- The key test of the need for further action is evidence that the current rate of progress is inadequate (Analyse School Performance - ASP)
- There should not be an assumption that all pupils will progress at the same rate
- On going Reading assessments
- Use of intervention records kept by support staff and shared with teachers regularly

Transition Arrangements

The school has close links with secondary schools in the local area. We always work closely with colleagues to ensure that pupils with a special education need receive the necessary support during the transition process. Secondary colleagues are invited to review meetings prior to pupils starting the new school and staff meet with the Year 6 class teacher to discuss needs and progress in the summer term.

Equal Opportunities

- All children should receive their full entitlement to the curriculum, regardless of gender, race, ability or religion
- Pupils with SEND are based predominantly in the ordinary classroom, supported through flexible grouping strategies and a differentiated curriculum
- At Tenterfields we believe that some children will require additional support to achieve equal opportunities

- Access to individual or small group tuition to support individual targets is delivered within the classroom and through limited periods of withdrawal

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Review

This policy will be reviewed when necessary or if not before in January 2019. The Special Needs and Disabilities Co-ordinator will share developments in special educational needs and disabilities with the Special Needs Governor on a termly basis..

Signature:.....

Date: January 2020