



Thrunscoe Primary and Nursery Academy Special Educational Needs &/or Disability (SEND) Policy

Introduction

Thrunscoe Primary and Nursery Academy has two named SENDCOs, Ms A Reynolds and Mrs K Herd, and a named Governor responsible for SEND Mrs C Standley. They ensure that the Thrunscoe SEND Policy encompasses the requirements of the SEND Code of Practice (2014), The Special Educational Needs and Disability Regulations (2014), The Equality Act (2010) and the Local Education Authority Offer.

We believe that all children have an equal right to a broad, balanced and full education which will enable them to achieve their full potential. We work to ensure that special educational provision is implemented for those who require 'additional to and different from' support. This goes beyond the differentiated curriculum provided through quality first teaching. This ensures that we are responsive to the four broad areas of need identified in the Code of Practice (2014). These areas are:

- ***Communication and Interaction***
- ***Cognition and Learning***
- ***Social, Emotional and Mental Health***
- ***Sensory and Physical***

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is also to be treated as special educational provision (Code of Practice, 2014).

This SEND policy details how, at Thrunscoe Academy, we will do our best to ensure that the necessary provision is made for any pupil who has, or may have, special educational needs and/or disabilities, and that those needs are known to all who work with them. We will ensure that teachers are able to identify and provide support for those pupils with special educational needs and/or disabilities, allowing them to join in all academy activities together with their peers in an inclusive environment.

Policy Aims and Objectives

- To detail how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)

- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To provide equal access to the national curriculum and to plan for, and provide a personalised curriculum which is accessible to the needs of all pupils
- To ensure that every child has an equal opportunity to participate in all aspects of academy life, irrespective of need
- To foster attitudes which will instil self-confidence in pupils, alongside determination, resilience and aspiration; in order to help them acquire the knowledge and skills relevant for life and adulthood
- To support children's well-being and positive mental health
- To ensure staff are adequately and regularly trained to provide high-quality differentiated learning, that supports the development of our SEND pupils
- To establish and maintain successful home/academy communication and relationships
- To acknowledge pupil voice, regularly, via Pupil Passport reviews and parent voice
- To monitor and review individual needs regularly, whilst maintaining clear records of the 'assess, plan, do, review' cycle in line with the academy's graduated response
- To identify as early as possible those pupils with SEND and their specific needs
- To secure specialist outside agency involvement and resources to effectively support SEND within the academy
- To establish the criteria and systems for monitoring, evaluating and reviewing the effectiveness of the provision within the academy's graduated response
- To assist the Governing body in fulfilling their duties regarding provision for pupils with SEND

Staffing

The SEND team of Thrunscoe Primary and Nursery Academy is:

- SENDCos: Ms A Reynolds & Mrs K Herd
- SEND TAs: Miss N Whitfield
- SEND Governor: Mrs C Standley
- Well-Being Mentors: Mrs K Allen & Miss M Whitehead
- Well-Being Lead: Mrs K Holness

The Role of the SENDCOs

- Managing the day to day operation of the academy's SEND policy
- Assisting the Head teacher and Governing Body in the development of the academy's SEND policy and provision to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Coordinating the provision for all children with SEND
- Liaising with and advising colleagues on the graduated approach to providing SEND support
- Liaising with parents of children with SEND
- Coordinating provision for children with SEND and overseeing their records
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Managing the academy based assessments and completing the documentation required by outside agencies and the LA
- Liaising with secondary academies, early year's providers and other primaries to ensure effective transitions for pupils
- Contributing to the training and development of staff
- Liaising with support staff who deliver intervention programmes
- Liaising with external agencies, especially the local authority and its support services
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Identifying any patterns in the academy's identification of SEND, both in school and in comparison with national data, and use these to reflect on and develop the quality of teaching

The Role of the Governing Body

The named governor responsible for SEND is: Mrs C. Standley.

The named governor, alongside the governing body, does its best to secure the necessary provision for any pupil identified as having SEND in line with the current statutory legislation.

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the academy and update the governing board on this
- Work with the head teacher and SENDCos to determine the strategic development of the SEND policy and provision in the school and locally
- Ensure a qualified teacher/s is designated as SENDCo

The governors ensure, through Head teacher delegation, that all teachers are aware of the importance of providing for children with SEND and monitor the success of the Academy's policy for children with SEND.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENDCos and other staff
- Evidence of observing classroom practice by SENDCos, to monitor effective and inclusive provisions
- Analysis of pupil tracking data and test results for individuals and groups of pupils
- Evidence from OFSTED inspection reports
- Academy development plan

The Role of the Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the academy including the SEND provision, ensuring all statutory responsibilities are met

- Keeping the Governing Body well informed about SEND within the academy
- Working closely with the SENDCos to determine the strategic development of the SEND policy and provision in the school
- Working closely with the SENDCos to determine any training needs regarding SEND or inclusion
- Ensuring the SENDCos have enough time allocated to fulfil their responsibilities
- Having an overview of the needs of the current cohort of pupils on the SEND register
- Ensuring that the academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- The overall responsibility for the provision and progress of learners with SEND
- The responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the LA to support individual pupils

The Role of the Class Teacher

The Code of Practice clearly acknowledges the important accountability measure on teachers, whose responsibilities include:

- Being aware of the academy's procedures for the early identification of, the assessment of and subsequent provision for SEND pupils, outlined in both the SEND policy and SEND Information Report
- Collaborating with the SENDCos to decide the necessary action required to assist the pupil to progress with their learning
- Working with the SENDCos to collect and share all relevant and appropriate information on the pupil
- In collaboration with the SENDCos, develop and review targets on the child's pupil passport and complete the agreed 'assess, plan, do, review' cycles of support
- Working with SEND pupils on a daily basis to meet individual needs and deliver personalised provision, including closely working with and directing (where/when necessary) support staff for interventions and linking learning back to the classroom
- The progress and development of every pupil in their class
- Developing effective relationships with parents and carers by effectively reviewing their child's progress and outcomes with them, discussing the support which will be provided, clearly explaining the responsibilities of the parent, the pupil and each staff member supporting them and listening to concerns and agreeing future aspirations
- Being involved in the implementation and development of the academy's SEND policy
-

The Role of the Pupil

The pupil's responsibilities include:

- Explaining what their strengths and difficulties are
- Contributing to their Pupil Passport, sharing their progress and their pupil voice
- Attending review discussions
- Sharing feedback on the effectiveness of their support and provisions

Identification Procedures & Stages of Support

All teachers are responsible for identifying and teaching pupils with SEND. In collaboration with the SENDCos, teachers will ensure that those pupils requiring personalised and/or additional support are identified as early as possible. Observation and assessment are the key processes by which pupils with SEND can be identified. Whether or not a pupil is making progress, and how their behaviours impact upon their learning, are seen as significant factors in considering the need for SEND provision.

Early Identification:

Early identification of pupils with SEND is a key priority. The academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance against national curriculum development descriptors
- Standardised screening and assessment tools
- Information from parents
- Information from external agencies, such as health

Cycle 1: Classroom based academy support

The initial stage of the graduated response process will be initiated by the child's class teacher, upon the teacher identifying a concern regarding the child's development in one or more of the four broad areas of need. This will require the classroom teacher to assess the pupil (according to their area of need/s) and have an initial informal conversation with parents/carers to establish short-term targets and strategies (in school and possibly at home) to address these needs.

Cycle 2: SENDCos involved

Academy Support is characterised by interventions that are different from or additional to the a differentiated curriculum for any other pupil. Academy support intervention can be triggered through concern, supplemented by evidence that, despite quality first teaching and the receipt of additional strategies/resources (put in place by the class teacher), pupils:

- Make no or less than expected progress
- Demonstrate difficulty in the acquisition and development of literacy or numeracy skills
- Show persistent emotional difficulties, which are not supported effectively by the behaviour management strategies
- Have sensory/physical needs, and make little progress despite the provision of specialist equipment such as pencil grips, writing slopes
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the academy decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will assess the needs of the pupil, using appropriate internal assessment indicators and provide support, if needed, in the development of a pupil passport. The pupil passport will address short-term, achievable targets and will detail what interventions are to be secured for this to be achieved. The class teacher will remain responsible for sourcing these interventions and the

interventions will be carried out by the class teacher and/or teaching assistant. At this point, the pupil concerned will be categorised as 'SEND Support' on Scholar Pack.

Cycle 3: Specialist Support (longer term support using specialist teachers/TAs)

This is characterised by a sustained level of support and, where appropriate, the involvement of external service such as the Specialist Advisory Service (SAS), Young Minds Matter, Speech and Language service (SALT), etc. Placement of a pupil at this level will be made by the SENDCos and class teacher after full consultation with parents. External support services will advise on targets, after assessment of the pupil and provide specialist inputs to support interventions.

Specialist Support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work within the National Curriculum but considerably lower than age related expectations
- Continues to experience difficulty in developing literacy/numeracy skills
- Has an emotional problem that often substantially impedes their own learning or that of the group, this may be despite having an individual Positive Behaviour Support Plan
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. However, parental consent will be sought prior to this along with the parental view of their concerns. Suggested strategies, resources and other forms of associated support will be obtained from the specialist and implemented by the class teacher and any other staff member involved with that child. Where appropriate, the academy may well request direct intervention/support from a specialist. The class teacher, however, remains as the responsible adult in charge of over-seeing that pupil's progress.

Cycle 4: Educational Psychologist involvement

An Educational Psychologist may become involved when: A) a child continues to make little or no progress towards achieving targets associated with their area of need despite specialist intervention and support or B) it is deemed that the needs of the child are so significant that Educational Psychologist support is essential in meeting the child's need.

Cycle 5: Education, Health and Care Needs Assessment Request/Education Health and Care Plan

The Academy will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within Specialist Support, the child's needs remain a significant cause for concern due to lack of progress. A Statutory Assessment might also be requested by a parent or outside agency. The academy will have the following information available:

- The actions followed with respect to academy support and specialist support
- The pupil's pupil passport
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum assessment information
- Literacy and numeracy attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports (if applicable)
- Any other involvement by professionals

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the academy can offer to all pupils. However, the academy recognises that a request for a Statutory Assessment does not inevitably lead to a Plan.

Education, Health and Care Plans are documents that raise aspirations and outline the provision required to meet the assessed additional needs of the child in achieving his/her ambitions. Education, Health and Care Plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child.

Reviews of Education Health and Care Plans

Reviews will be held annually and the date of the review will be determined by the start date of the initial plan and the date of the subsequent plan in the following years. Please note, in some cases (escalation of needs or preparation for secondary school) some reviews may be held early to ensure the academy can continue to provide the most appropriate support.

The SENDCo's will organise these reviews and invite:

- The child's parent
- The child
- The headteacher
- The relevant teacher and teaching assistant
- Any other relevant academy staff
- A representative of the Local Authority (though they may not need to attend)
- Any other person the Local Authority considers appropriate
- Any other relevant outside agencies that are currently involved with meeting the needs of the child.

The aim of the review will be to:

- Assess the pupil's progress in relation to the pupil's targets
- Review the provision made for the pupil in the context of the National Curriculum and attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing Education, Health and Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in secondary academies. At Year 6 reviews, the SENDCo of the secondary school/academy will be invited to attend, if the secondary academy placement has been confirmed. This enables the receiving setting to plan appropriately for the new academic year.

With due regard for the time limits set out in the Code of Practice, the Head teacher will be responsible for producing a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the Local Authority in deciding whether to maintain, amend or cease an Education, Health and Care Plan of SEND.

Thrunscoe Academy's Information Report

The Information Report provides information on what services children, young people and their families can expect from us at Thrunscoe Primary Academy and Nursery. The Information Report can be found on Thrunscoe's website in the SEND section.

Complaints Procedure

The Academy's complaints procedure is outlined in the academy prospectus. The SEND Code of Practice outlines additional measures the Local Authority have for preventing and resolving disagreements. These will be explained to parents if required and upon request.

Policy reviewed: February 2024

Approved by the governing body on: 21st March 2024

Next review date: February 2025

A Graduated Response

Cycle 1: CLASSROOM-BASED

- Child causes concerns due to poor progress/behaviour/communication/physical & sensory
- Collaborate with parents – record on CPOMS
- Assess (Small Steps, SPOT Toolkit, RELEASS, Lego Therapy)
- Plan Quality First Teaching / differentiation / PT/ in-class and home support
- Do
- Review
- Collaborate with parents (feedback) – record on CPOMS

Cycle 2: SENDCOs Involved

- Continued lack of progress complete 'Request for SEND support'
- Assess (Small Steps, PhaB, Visual Stress, BVPS, SPOT, ASC Toolkit)
- Plan - QFT / Differentiation / Interventions / Provision Map
- Do
- Review
- Collaborate with parents (feedback) – record on CPOMS

Cycle 3: Agency/Specialist Involved

- Continued lack of progress – Involve Specialist Advisory Teacher (ST) – parental permission completed
- Assess (ST)
- Collaborate with parents (ST)
- Plan – Personalised programme
- Do (Follow Service guidance)
- Review
- Collaborate with parents (feedback) – record on CPOMS

Cycle 4: EP Involved

- Continued lack of progress – Involve EP – parental permission completed
- Collaborate with parents (EP)
- Assess (EP)
- Plan – Personalised programme
- Do (Follow EP guidance)
- Review
- Collaborate with parents (feedback) – record on CPOMS

Cycle 5: Consideration to EHCAR

- Continued lack of progress/ significant extensive support required to progress
- Meeting between parents, school and agencies
- Begin EHCAR
- Collaboration between parents, school and agencies
- Submit EHCAR with evidence / reports



