

TATWORTH PRIMARY SCHOOL

Special Education Needs Policy

Ratified by the Full Governing Body 9 February 2017

Date of Next Review: February 2018

Tatworth Primary School will aim to provide a stable and stimulating environment which ensures that all children and those with special educational needs have access to all areas of school life in such a way as to achieve their best. We are a fully inclusive school and aim to meet the needs of all learners within the mainstream classroom.

We acknowledge that all teachers are responsible and accountable for the progress and development of the children in their class. High quality teaching is the first step in responding to pupils who have or may have special educational needs (SEN).

Aims:

At Tatworth we aim to provide all children with the opportunities necessary to develop their learning potential and realise their aspirations.

In addition we aim to:

- secure early identification of children with Special Educational Needs and provide them with the support or opportunities that they need;
- ensure that those pupils with SEN have full access to a broad, balanced and relevant education (1996 Education Act) including the EYFS and the National Curriculum, and wherever possible to provide this within the normal classroom environment through implementation of specific intervention programmes or Wave 2 work;
- take into account the knowledge, views and experience of parents and outside agencies and to develop positive working relationships with them;
- encourage and support children to achieve to their full potential in all areas of the curriculum by creating an environment where their SEN is not a barrier to learning and involvement in school life;
- Work within the guidance provided in the SEND Code of Practice, 2014.

Implementation:

- The Governing Body has a statutory duty towards children with Special educational Needs and must have due regard to the SEN Code of Practice when carrying out its duties.
- **Class teachers are responsible and accountable for implementing, monitoring and**

evaluating progress for pupils in their class. Teachers are also responsible for delivering programmes of extra or additional support for those pupils who need it with the support of the SENCO as required. Teachers fill in and update termly class provision maps to help them monitor the effectiveness of the interventions provided. The SENCO is responsible for scrutinising and evaluating the impact of all the support provided.

- The SENCO will use data, termly meetings with teachers and evaluations of interventions to inform decisions about a child's progress and whether the intervention has made impact. This will inform the next cycle of: assess, plan, do, review and next step provision.

Working in Partnership with Parents

All staff at Tatworth Primary School have an important role in developing positive and constructive relationships with parents. Parents are involved in decisions to offer additional support and their views are actively sought.

- Every effort will be made to identify how parents prefer to work with Tatworth School, with the recognition that some families will require both practical help and emotional support if they are to play a key role in the education of their children.
- At Tatworth we will seek to develop partnerships with local support groups and other agencies who offer the appropriate support and advice for our children.

Involvement of Children

Views of children are sought according to the age, maturity and capability of the child. Children are involved in setting targets and in the review of their progress. We encourage them to think about how they learn best and endeavour to increase their awareness of their strengths and weaknesses.

Identification, Assessment and Provision of Special Educational Needs at Tatworth School

Early identification of issues that children may have with their learning is essential. This is initially the responsibility of the class teacher, with support from the SENCO. Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO, SENCO assistant and all other members of staff have important day to day responsibilities. **All teachers are teachers of children with special educational needs.**

Formal discussions and scrutiny of EYFS profile data helps with initial identification of strengths and weaknesses of each cohort as they reach the end of their Reception year. Our on-going programme of assessment, observations of children and scrutiny of work throughout school supports us in the identification of children who have particular learning

issues or who are not making adequate progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

There are four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a child has an identified special educational need when they begin at Tatworth, the head teacher, SENCO, and the child's class teacher should:

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and Foundation Stage Profile processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessments form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

A Graduated Approach to SEND Support

To help identify children who may have special educational needs, Tatworth can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from the Foundation Stage Profile.
- Their progress against the objectives specified in the Programmes of Study in the 2014 National Curriculum for English and Maths.
- Performance at the end of a key stage.
- Standardised screening or assessment tools.

Quality first teaching is the first step in responding to pupils who have or may have SEN. Some pupils will need additional, often short term support to give them a 'boost' at certain times in their school life. This support is discussed with parents and includes interventions

such as ILI, ELSA, Precision teaching and Black Sheep resources to help in specific areas such as reading, maths, emotional awareness etc. These children will be placed on a **'Teacher Concern'** register. Class teachers monitor and evaluate this additional support through class provision maps and evaluation of progress and attainment in termly meetings with the SENCO.

Some pupils have needs or difficulties that will necessitate us to take further more individualised action to remove barriers to learning. This **SEN Support** takes the form of a four-part cycle (assess, plan, do, review) and is recorded via a Pupil Profile, with a growing understanding of the pupil's needs and what supports the pupil in making good progress, so securing good outcomes. A child with a Pupil Profile allows for termly meetings with parents, the child, class teacher and in some instances, also the SENCO. It allows for a detailed approach, more frequent review and a cycle to match interventions to the SEN of the pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving outside agencies and specialists. Parents will be involved in any decision to involve specialists and informed of what was discussed and agreed.

Element 3 – High Needs funding (additional funding from Somerset County) can be applied for, if the criteria is met, to supplement resources made available to support a child's attainment and progress.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment (EHC).

Working with other providers of support

Many children with special educational needs have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child's education between all concerned. Therefore support for children with special educational needs requires a concerted approach from healthcare professionals, social services departments, specialist LEA support services and other providers of support services. Tatworth School welcomes this support.

The Role of the SENCO and SENCO Assistant

The SENCO has overall responsibility for the provision of appropriate support for all children with special needs. Our class provision maps reflect any provision which is additional to and different from that which is usually provided. The SENCO will work closely with teachers to

- identify children with special needs
- draw up Pupil Profiles
- monitor progress
- analyse assessments and progress data *

- ensure appropriate quality resources are available to support teaching and learning
- monitor and evaluate effectiveness of support through an impact of intervention provision map.
- Contact and attain related professional guidance
- Overseeing the day to day operation of the school's SEN Policy.
- Coordinating provision for children with special educational needs.
- Liaise and advise teachers.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Applying for SEND+ funding as appropriate.
- Liaising with the SEN Governor

Monitoring children's progress

Class teachers, with the support of the SENCO evaluate the effectiveness of the support in place in their class through their termly review meetings.

The SENCO will use the information from the class provision maps and class data to assess the overall effectiveness of SEN provision at Tatworth. Interventions and support will be evaluated to give an effectiveness rating. Those which have a high effectiveness rating i.e those which are low cost yet offer high output/progress can be targeted to ensure best outcomes for pupils. This information will also be used to plan and prioritise staff training.

School Transfer

When children move schools, either at phase transfer or at any other time, Tatworth are required to transfer school records for all pupils within 15 days of the child ceasing to be registered at the school. Where appropriate the SENCo will forward the SEND+ paperwork to County Hall to ensure that funding allocated to a pupil transfers to the new school.

Working with children with Education, Health and Care Plans

All children with statements of special educational needs (replaced from September 2014 with Education, Health and Care Plans) at Tatworth School should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in the child's Pupil Profile.

Supporting Pupils with Medical Conditions

At Tatworth we recognise 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. Some children with medical conditions may need physical support and we would seek professional advice from PIMS or an appropriate organisation for this guidance.

Professional Development

The SENCO, teachers and teaching assistants have the opportunity to attend courses and other training on the identification and teaching of children with Special Educational Needs. Examples of recent training includes: Individual Literacy Intervention (ILI) – all TAs, National Award for SENCOs, a post graduate qualification – SENCO, Sensory Needs Training – SENCO and SENCO Assistant and impulsive/ADHD support – all teaching staff and TAs.

This Special Educational Needs Policy will be reviewed annually by the Governing Body of Tatworth School.

SENCO: Tracey Hart (NASENCo award)

Principal: Stephen Clarke