



Tetney Primary School

SEND Policy

Last updated: 15.9.23

'Every teacher is a teacher of every child or young person including those with SEN'

TETNEY PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;*

Or

has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is *'... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.* This definition provides a relatively low threshold and includes more children than many realise: *'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.* (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015)

Inclusion Statement

At Tetney School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- ❖ achieve their best
- ❖ become confident individuals living fulfilling lives, and
- ❖ make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice, 2015

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Tetney School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our objectives are:

Aims	objectives	Performance	Monitoring and Evaluation
The school community wants:	The staff will achieve this by:	This is what we will be measuring and this is who will measure it.	What will it look like if its good and who will check?
1. All students are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress.	All teachers will provide adaptive practice within all teaching	Adaptive schemes of work, changes to the curriculum over time. Lesson observations show expectations of all children are high. Provision maps will be in place for pupils on the SEN register.	Subject leaders and HT will note the quality of lessons. SENDCo will report to Gov for SEND.
2. Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.	Appropriate support will be available for students, including adaptations to the environment Students will be supported whenever possible alongside their peers	Planning identifies support needed for all to achieve success.	95% of SEND of support within class 5% of support out of class. Needs recognised and planned for on provision maps.
3. To ensure every child experiences success in their learning and achieves to the highest possible standard.	3.1 Staff will personalise the curriculum for pupils with SEND through adaptive practice.	3.11 Reviews of provision maps will confirm that the provision is appropriate or will signpost alternative approaches in a timely manner.	3.111 SENDCo to report the proportion of reviews that demonstrate that provision is appropriate. Success criteria would be in line with high expectations.
	3.2 Monitor the progress of pupils with SEND	3.21 % of Pupils with SEND who are on track to meet their targets each term as recorded on	Pupils not on track will be flagged at pupil progress meetings and a discussion over next steps will be had. This may include referral to

		the schools assessment and tracking systems.	outside agencies or further interventions.
	3.3 Teachers and teaching assistants will promote independence by providing appropriate interventions and appropriate support to overcome barriers to learning using EEF guidance.	3.31 Provision maps will show that pupils and teachers believe that the additional support offered to pupils is working and will be reviewed termly.	3.311 SENDCo will report to Gov SEND each term on the impact of interventions and any next steps required for further support or intervention.
	3.4 Pupils will get good feedback which highlights their success and that this is recorded in books.	3.41 Sample of books of pupils with SEND shows positive feedback. Pupils report they are being successful in pupil survey/interviews.	3.411 SENDCo analysis of marking in books and views of pupils through interviews of surveys shows that a high % of pupils with SEND have positive experiences.
	3.5 Parents will receive feedback to show the degree of success.	3.51 Parents have opportunities to share progress of pupils at parents' evening and through SEN reviews with SENCo and class teachers.	3.511 High % of parents engaged with process and of these mostly are positive about their children's experiences.
4. Pupils will have equal access to the life of the school wherever possible.	4.1 All students will access school visits. The school will make every reasonable adjustment to ensure this can happen.	4.11 School measures the percentage of pupils with SEND who attend visits.	4.111 SENDCo reports to SEND Governor The proportion attending visits is equal to the proportion of non SEND attending Visits.
	4.2	4.21	4.211

	Students with SEND will engage with additional school activities.	Teachers and TA record the numbers of pupils with SEND attending clubs/activities	Class teachers shares any adaptations required with club leaders, any problems with accessing club to be raised with SENDCo and parents so support can be put into place.
	Students with SEND will attend school regularly.	Records of SEND Pupils attendance monitored by SENDCo	SENDCo reports to SEND Gov attendance rate for SEND compared with overall attendance rate.
	Additional resources will be allocated to ensure that pupils overcome barriers to learning	The spending for SEND reflects the allocation of resources made in the budget.	Gov for SEND receives spending summary from bursar each term.
		Provision for pupils with SEND will be costed and aggregated.	Costed School Provision Map updated and reported to Gov for SEND by SENDCo.
5. SEND pupils are able to make successful transitions between educational establishments.	Thorough records of pupils progress and provision will be provided to receiving establishment/received from feeder establishments.	Transition files completed and reviewed/approved by HT prior to dispatch containing provision maps together with documentation provided by external agencies where appropriate.	SENDCo to share transition arrangements with parents and new schools. Offering PSP's where necessary to ensure continued support.
6. There should be a flexible continuum of provision for students with SEND.	Each class will record the provision for SEN on a whole class provision map template.	For each child the provision map will show specific actions that teachers and teaching assistants will take to help children overcome barriers to learning.	SENDCO completes analysis of provision maps High % pupils believing that the provision is helping them.
	Provision maps will be reviewed each term in line with pupil progress meetings.	Where provision maps show that there are gaps in provision available the SENDCo and SEND Governor	SENDCo reports on gaps in provision to Governors and HT.

		will recommend that the gaps are treated as a developmental Objective for the school and that resources should be allocated.	
7. A program of staff development will be created to increase the skills, knowledge and understanding of staff in negotiated areas of SEND.	An audit of staff training needs is completed annually and areas for development identified. A Calendar of staff development events will be created as necessary.	Termly analysis of all staff training regarding SEND	SENDCo reports termly to Gov SEND on any Training undertaken.
	The training for staff will be recorded in the SDP	Review of SDP by Gov for SEND each year will identify training for Staff.	Full Gov Body Received report from SEND Governor
	Teachers will be expected to adopt a professional approach to meeting the needs of new and challenging pupils by developing their skills, knowledge and understanding of the new area of needs.	Staff meeting agenda to discuss pupils with SEND and how these needs can be met in class. The SENDCo will maintain an up to date list of children requiring additional and different provision because of their SEND.	Minutes of meetings. Record of additional support from agencies. Report to governor for SEND on any new area of need.
8. Some students may need additional resources to meet their needs and these	Class teachers / will set appropriate individualised targets for those with SEND as necessary. These targets will be fluid and represented on the	Targets to be shown through book scrutinies.	SENDCo to monitor books and report to Gov SEND.

will be used in a fair and transparent way.	provision map, rather than having 3 rigid targets on IEPs which may slow progress.		
	Any additional provision that are developed within the school will be added to provision maps.	Provision maps will be updated and improved every term.	Gov for SEND will receive an update of changes to provision maps each term
	Additional SEND support will be costed and accounted for to ensure students' needs are equitably met. Governors and staff will be fully informed of spending for SEND.	Annual reviews Records of support service involvement.	The SENDCo will monitor planned interventions.
9. Early and accurate identification of learner's needs is essential	Provision mapping will be in place to ensure quality first teaching and early intervention and support for all students.	Analysis of test results Analysis of teacher assessments	Completing termly meetings with class teachers over concerns. Concern form to be available for staff. SENDCo to track SEN concerns on CPOMs and apply support as needed.
To identify barriers to learning and participation for pupils with SEND.	The SENDCo will maintain an up to date list of children requiring additional and different provision because of their SEND.	Analysis of progress of all vulnerable groups Monitoring and evaluation of interventions Provision map analysis shows impact has taken place.	Statutory testing as appropriate Impact meetings Provision map updated each term. LA services will be fully utilised: EPs, CAMHS, STT, SALT, BOSS, WTT, 0-19 team.
10.	Parents' knowledge and views are utilised as fully	Regular contact with parents	All parents engaged with process .

Parents will be involved as partners in their child's education	as possible in assessing and meeting the learning needs of the child. There will be an open door policy for parents, with the opportunity to make a further appointment for more detailed discussions	Parents invited to attend for annual review for those SEND pupils with an EHCP. Making the complaints procedure transparent and available. Parents know how to make a complaint if necessary.	All parents attend review meetings. Complaints received by parents recorded and dealt with.
11. Students will be encouraged to give their views on the quality and effectiveness of their experience and how well they enjoy their time at school.	There will be ongoing consultation with students and their views will be respected and valued.	Pupil feedback through a range of media, including daily check ins.	Pupil interviews conducted by SENDCO and high % pupils believing that the provision is helping them. Reported to governor for SEND. ..
12 The staff has a responsibility to professionally update themselves to enable them to meet the differing needs of the students they teach.	Staff will be provided with appropriate training in line with the school's priorities. Staff will receive regular updates on SEND legislation and policy.	Course attendance and dissemination to all staff Tracking of pupil progress to indicate impact of the training.	Staff will update provision maps and to familiarise themselves with the specific requirements for children with SEND.
13 Every teacher is responsible and accountable for all pupils in their class.	Staff will be made aware of the learning needs of the current school population, so that staff can respond positively to diversity. Allocated time at staff meetings to discuss SEND.	Classroom observations. Pupil feedback. Performance management	Low % of pupils out of class and reason for action. Staff will seek advice from the SENDCo as appropriate.
14 Governors should have full access to the information which will allow them to monitor and evaluate the	The SEND policy will be available and regularly reviewed All school policies will be anticipatory in a nature so that the school is ready to	Governor minutes of meetings and feedback from monitoring visits	Include Governors in the SEND initiatives and termly meeting with the SEND governor

effectiveness of the SEND policy. A designated Governor is identified for SEND	admit students with a range of needs.	Termly report to SEND governor detailing activities.	Keep up to date with training and new initiatives and research on SEND
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SEND Governance

To meet the statutory requirements of the Code of Practice (2015) and Children and Families Act 2014 (Section 69)

- There must be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.
- The governing bodies of maintained schools **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEN. ***The information published should be updated annually*** and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** include information about:
 - The kinds of SEND that are provided for
 - Policies for identifying children and young people with SEND and assessing their needs
 - Information about the school's policies for making provision for pupils with SEND, whether or not they have an EHC, including:
 - ✓ how the school evaluates the effectiveness of provision
 - ✓ the school's arrangements for assessing and reviewing the progress of pupils with special educational needs
 - ✓ the school's approach to teaching pupils with special educational needs
 - ✓ adaptation to the curriculum and learning environment for pupils with special educational needs
 - ✓ additional support for learning available for pupils with special educational needs
 - ✓ how pupils with SEND are enabled to engage in activities (including physical) together with children who do not have SEND
 - ✓ support that is available for improving the emotional, mental and social development of pupils with SEND
 - ✓ The name and contact details of the SEND co-ordinator
 - Information about the expertise and training of staff in relation to children and young people and how specialist expertise will be secured
 - Information about how equipment and facilities to support children and young people with SEND will be secured
 - The arrangements for consulting parents of children with SEND and involving them in their child's education

- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements by the governing body or proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
- How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families
- The contact details of support services for parents and pupils with SEND in accordance with Children and Families Act 2014 (Section 32)
- The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
- Information on where the local authority's local offer is published.

In accordance with Children and Families Act 2014 (Section 69), schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils at the school
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities provided to assist access to the school by disabled pupils; the Equality Act 2010 further requires schools to '*make reasonable adjustments*' and have '*an anticipatory duty*'
- The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 of Equality Act 2010)

Identification of SEND

In addition to the current criteria as identified within the Local Authority Local Offer, the school uses two or more of the following criteria to add children to the SEND register, with parental agreement.

- Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range in one or more areas.
- Received additional to or different from outside differentiated quality first teaching.
- A child with specific diagnosis in the areas of cognition and learning, communication and interaction or sensory and physical needs.
- For social and emotional mental difficulties this can include children who have severe behavioral difficulties, anxieties, depression, are self-harming, mis-using substances, have an eating disorder or physical symptoms which are medically unexplained.
- A child where an external specialist is involved in their education. An assessment by the STT does not automatically mean an entry onto the SEND register.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

In the early years:

Where a child appears to be below expected levels or where their progress gives cause for concern we will consider all the information about the child's learning and development. Particularly within the Prime areas of learning.

There are four distinct categories of SEND need as identified within the Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Physical and sensory**

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the **review** process within the Code, regular reviews will be available with the SENDCO. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEND Support towards a request for statutory assessment for an EHC.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

School request for a statutory assessment (EH&C Plan)

Based on individual circumstances, the SENDCO may apply for an EHCP if a child meets a range of the following criteria:

- continues to make little or no progress in specific areas over a long period

- continues working at levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite intervention and action plans sought from external agencies the child continues to lack progress or need further support, beyond currently being given.

At every stage of the SEND process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

COMPLAINTS

- ❖ The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.
- ❖ However, all complaints are taken seriously and will be heard through the school's complaints procedure.
- ❖ In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENDCo and/or the Headteacher.
- ❖ If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.
- ❖ If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs: 01522 552222.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

REVIEW FRAMEWORK

This policy will be reviewed every 3 years (or sooner in the event of any legislative change or change of personnel).