



Kilnhurst St Thomas' C of E Primary Academy



SEND POLICY

Date of Policy September 2022

Date of Policy Review September 2023

Statement of intent

St Thomas' Primary Academy is committed to providing equal opportunities for all pupils; we believe children are entitled to a broad, balanced and differentiated curriculum based upon the EYFS & National Curriculum. We aim to provide a stimulating, supportive environment where all children are motivated to learn. Whenever possible, work is based on first-hand experience, using a multi-sensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence in order to support children with their progression to adulthood.

At St Thomas' Primary Academy we have adopted the SEND Code of Practice 2014. This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of all of our pupils are met through carefully planned lessons delivered by practitioners who understand the needs of the children in their class.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs, parental permission is sought for the child to be placed on the SEND Register. Parents are then kept fully informed of their child's progress through regular contact with school (i.e. a copy of the ITP – Individual Target Plan is sent home on request and parents are invited to any review or multi agency review meetings).

We recognise the importance of liaison with other outside agencies (e.g. Specialist Inclusion Team, Educational Psychology Service, Speech and Language Therapy Service, Autism Communication Team, MIND etc) as they offer much help and advice in securing the best possible provision for our children with SEND.

Teaching and learning (Implementation)

Successful implementation relies upon:

- early identification
- best practice when devising interventions
- taking into account the views of the child
- effective partnership with parents
- regular evaluation of interventions to assess their impact
 - close co-operation between all agencies concerned

We use a graduated approach in the response made to children's special educational needs:

1. Informal Action (Formerly SA / Early Years Action (EYA))
2. Formal Action (Formerly SA+ / Early Years Action Plus (EYA+))
3. EHCP (Education and Health Care plan) Formerly a statement of SEND.

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. Since Autumn term 2020, these applications have been made using the new, Rotherham EHCP Online Hub.

Assessment and recording (Impact)

The class teacher is responsible for gathering information about the child (e.g. National Curriculum attainments, records of achievement, observations and parental information). Records about the child, reviews at each stage etc are added to the child's secure 'One Drive' file by the class teacher, where this can be accessed and built upon by the SENDCO. The class teacher monitors the child's progress and uses observations and assessments as an aid to planning the next steps in learning. The Birmingham SEN Toolkit is used to assess cognition & learning needs alongside the Boxall Profile for SEMH needs. Reviews of Individual Target Plans (ITPs) are carried out, usually termly, to decide on future action in consultation with parents, the SENDCO and outside agencies when appropriate.

The child's progress is reported verbally to parents at regular intervals and in writing in their annual report. Appropriate records and information are passed on to the next teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

Mastery/Equal Opportunities

At St. Thomas we ensure:

- differentiated and stimulating work/level of support to suit the ability of the children
- access to materials and equipment
- high expectations for every child

Resources

The school has developed a range of resources for SEND/Inclusion. Due to the individual nature of need these are assessed & obtained on an ongoing basis. Some of the resources used in school include:

- Highly trained staff
- Games
- Learning Support Services staff
- Educational Psychologist support
- Early Help
- MIND counsellor sessions & support
- Calming room equipment
- Nurture room provision
- Play therapy resources
- Social stories
- Pastoral member of staff
- Interventions such as Toe by Toe/Fresh Start
- Birmingham SEN Assessment Tool
- Boxall profile tool
- Sensory break resources eg chew chains/weighted cushions/dens
- Lunch time supervisor cover for 'Good choice club'
- S&L therapy

(Further specialist equipment for individual needs would be purchased should the need arise)

Leadership and management

The governing bodies must:-

- Decide with the headteacher the school's general policy and approach to SEND for those children with and without statements/ EHC plans
- Set up appropriate staffing and funding arrangements and oversee the school's work – appoint a governor with specific responsibility for SEND
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs

- Ensure that, when the head teacher has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult with the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report annually to parents on the schools policy for pupils with special educational needs
- Ensure that the pupil joins in the activities of the school, together with pupils who do not have special educational needs, so far that is reasonable and practical
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs

Working in Partnership with Parents

At St Thomas' Primary Academy we value parent partnership and involvement. We work closely to ensure all our parents feel welcome in school and particularly we endeavour to build good relationships with the parents of children identified as having SEND.

The school ensures that they are:-

- Encouraged to take an active and valued part of their children's education
- Enabled to make their views known about how their children are educated
- Informed about how they can access information and support regarding SEND provision, and also information about the local Parent Partnership Service

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and setting new targets. Children will be involved from an early stage in making decisions, choices and expressing their opinions and views. They will be encouraged to explain reasons for their preferences.

Assessment, Recording and Reporting

The class teacher is responsible for gathering information about the child (e.g. National Curriculum attainments, records of achievement, observations and parental information). Records about the child, reviews at each stage etc are kept by the St Thomas' CE Primary Academy SENDCo.

The SENDCO will be responsible for:

- ➤ Overseeing the day-to-day operation of the school's SEND policy
- ➤ Co-ordinating provision for children with special educational needs liaising with and advising fellow teachers
- ➤ Overseeing the records of all children with special educational needs
- contributing to the in-service training of staff
- ➤ Liaising with external agencies including the LA's support and psychology services, health and social services and voluntary bodies

- ➤ Liaising with parents of children with special educational needs
- ➤ Updating the 'local SEND offer' annually, which outlines various levels of support for SEND children

These key areas are the responsibility of the SENDCO, in consultation with the Head Teacher. There will inevitably and necessarily be some overlap of roles.

The SENDCO will also maintain the adequate provision of resources and attend courses and cluster meetings to keep informed of current and future developments.

Teaching staff will be responsible for:

The class teacher has the overall responsibility for the education of **all** children in his or her class, including those with barriers to learning. It is the class teacher's responsibility to identify needs and to inform the SENDCO. The class teacher carries out assessments, consults with parents and seeks advice from the co-ordinator and ISS when appropriate. It is the responsibility of the class teacher to plan interventions, monitor progress and to write ITPs with help from the co-ordinator and/or ISS. The class teacher will work closely with the child in the classroom, organising teaching assistants and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the SENDCO, outside agencies and parents. The class teacher will ensure that any child with barriers to learning is accessing quality first teaching within the classroom alongside building a graduated response trail.

SEND Behaviour

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. These can include their behaviour or ability to socialise. At St Thomas' Primary Academy all children are expected to follow our behaviour policy, in particular, our three steps approach:

- 1 – quiet warning
- 2 – thinking time (walk/talk)
- 3 – consequence

However, we understand that children with SEND may need some additional procedures put in place and to be assessed on an individual basis. These additional, step 2/3 strategies may include:

- Wishes & feelings activities (eg 3 houses or Blob Trees)
- Additional emotional coaching with our pastoral lead
- Additional motivators and rewards
- Nurture provision and interventions

- 'Good Choice Club' (lunch time safe space to regulate and gain adult support with behaviour choices)
- One Page Profile – to gather views, including triggers
- A diary to track antecedent, specific behaviours and consequences (ABC)
- Bespoke timetables
- Individual reward charts
- Tom Tags or non verbal wrist bands
- Use of the calming or sensory rooms or equipment
- Agreed de escalation activities, known as 'Hand of Options' (eg hall pass, sensory circuits, check in with a key worker)

When a child with SEND regularly needs additional strategies to prevent further breaches of the behaviour policy, a review would take place. This would initially be the class teacher, support/nurture staff and child. The following, possible next steps would be discussed and communicated to parents/carers:

- Individual level of support tracker
- Individual behaviour risk assessment
- Boxall profile assessment
- Graduated response and strategies checklist
- 'One Page Profile' parents voice capture
- Consultation with outside agencies
- Bespoke activities to support progression to adulthood skills (Nurture Passports)

If behaviour breaches continued, the following steps would be considered:

- A behaviour contract, written and shared with SLT, parents/carers and the child (This would be reviewed at least fortnightly)
- Individual Development Book (IDB) to track progress towards targets
- Further referrals to outside agencies (PIP, Aspire, LEAF)
- Grounds for suspension checklist
- At risk of permanent exclusion risk assessment
- Seclusion/suspension, fixed term
- Seclusion/suspension, permanent