

St Thomas CE (VC)

Primary School



PANDEMIC INFORMATION REGARDING SEND

All Kirklees guidance and DFE directives are to be read alongside this policy.

Special Educational Needs and Disabilities (SEND)

Policy and Information Report

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SECTION 1 – Compliance – *How we are doing what we should for our pupils with SEND*

The Department for Education publish a '*Code of Practice*' which St Thomas policy and practice must follow. There is a full copy of the latest one, 'SEN Code of Practice 0-25 years (May 2015)' on our school website in 'SEND'. We also referred to these documents when writing this policy and information report:

- ~ Equality Act 2010 Advice for Schools (June 2014)
- ~ Schools SEND Information Report Regulations (2014)
- ~ Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- ~ The National Curriculum in England Key stage 1 and 2 framework document (Sept 2014)
- ~ Development Matters – EYFS curriculum (2019)
- ~ Safeguarding Policy (2020-2021)
- ~ Accessibility Plan (2020-2021)
- ~ Teachers Standards (2010)
- ~ Kirklees Local Offer (online)

There is a copy of all of these documents on the school website in 'SEND'.

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SECTION 2 – Definition – *What SEND means*

SEND means 'Special Educational Need or Disability'. It includes any learning difficulty that needs some special provision in school (different from others in the class).

"A child of compulsory school age has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of the others of the same age.*
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

It can be difficult to identify and assess a pupil if their first language is not English and we have to take particular care with this. If a child's difficulties are related solely to limitations in English as an additional language, this is not a special educational need.

Definition – *What 'Provision' means*

For children aged two or more, special educational **provision** is *education that is additional to or different from that made generally for other children of the same age by mainstream schools or maintained nursery schools.*

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SECTION 3- Mission statement – *What we are aiming for overall for all our pupils, including those with SEND*

This is the mission statement for the whole school.

Every child will feel safe and happy to fulfil their potential, in an environment that promotes positive relationships and purposeful learning.

SECTION 4 – Aims and Objectives – *How we meet our mission statement for all our children with SEND*

Aims – What we actually do in school.

- ~ provide every child with a broad and balanced education. This includes this National Curriculum in line with Special Educational Needs and Disability Code of Practice (this is on our website).
- ~ make sure that all pupils with SEND have their needs identified as soon as possible, so that we can all support their academic progress alongside their good physical health and wellbeing.
- ~ make sure all pupils with SEND are able fully to access the curriculum, by providing extra support, differentiation or additional resources and by removing barriers to learning.
- ~ the SEND team and leadership team organise the appropriate provision in school to overcome barriers to learning, then for teachers to monitor and regularly review this against the child's individual targets.
- ~ develop a close working relationship with their parents.
- ~ keep every child safe from harm and neglect through collaboration within Safeguarding Team.

Objectives – Why we do this.

- ~ to support pupils with SEND in their learning as early as possible, to support them through the National Curriculum.
 - ~ to make sure provision is appropriate through accurate and early identification (this will be done initially by talking to parents, then may include others in school and outside agencies).
 - ~ to monitor each child's progress and provision (usually after making a note of this on our SEND register).
 - ~ to learn more about each child and involve their parents in their child's education.
 - ~ work with outside agencies to use wider professional advice including use of cross agency support and advice.
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SECTION 5 - Responsibility for the coordination of SEND – *Who is in overall charge of SEND in school?*

The Head teacher always has overall responsibility to:

- ~ *Work with the SENDco and SEND governor to determine the strategic development of the SEND policy and provision in the school*
- ~ *Have overall responsibility for the provision and progress of learners with SEN and/or a disability*

Our named SENDco (special educational needs and disabilities coordinator) is Mrs Bray. She is working towards the specific qualification to do this (National Award in Special Educational Needs Coordination). These are the responsibilities of the SENDco:

- ~ *Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school*
- ~ *Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans*
- ~ *Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching*
- ~ *Advise on the graduated approach to providing SEND support*
- ~ *Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- ~ *Be the point of contact for external agencies, especially the local authority and its support services*
- ~ *Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned*
- ~ *Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements*
- ~ *Ensure the school keeps the records of all pupils with SEND up to date*

(The head teacher, deputy head teacher and SENDco work together daily to make sure these responsibilities are met. The SEND, Mrs K Buxton, governor monitors their work).

SEND Governor will:

- ~ *Help to raise awareness of SEND issues at governing body meetings*
 - ~ *Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.*
 - ~ *Work with the headteacher and SENDco to determine the strategic development of the SEND policy and provision in the school*
 - ~ *Ensure they follow this SEND policy*
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SECTION 6 - Arrangements for coordinating SEND provision –*How we all make sure SEND provision works in school.*

Each class teacher is responsible for:

- ~ *The progress and development of every pupil in their class*
- ~ *Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.*
- ~ *Preparing and providing appropriate learning activities linked to a pupil's targets*
- ~ *Working with the SENDco to review each pupil's progress and development and decide on any changes to provision.*

The whole staff at St Thomas work extremely hard together to make sure we do our best for our pupils with SEND, using all the knowledge, information and guidance we have. We use the 'graduated approach' framework (explained in section 10). We keep a log of each child up-to-date, and have targets to hand in the classroom. We share appropriate information and make sure we read reports, assessments and advice about our pupils. For the purpose of GDPR we restrict access to information appropriately as follows:

The head teacher, deputy head teacher and SENDco and office manager and DSLs can access these records:

- ~ *St Thomas CE (VC) Primary Special Educational Needs Policy and related legislation it refers to*
- ~ *The SEND register: this is a basic list of all our children at any point in the SEND process.*
- ~ *Individual EHCPs and related records and reports*
- ~ *Individual MSPs and related records and reports*
- ~ *Individual IEPs and related records and reports*
- ~ *Early notes and records of children we may have a concern about*
- ~ *Individual logs*

All teachers can access these records:

- ~ *St Thomas CE (VC) Primary Special Educational Needs Policy and related legislation it refers to*
- ~ *The SEND register*
- ~ *Individual EHCPs, MSP's, IEPs and related records and reports for the children they teach only*
- ~ *Records of monitoring, assessments and progress for the children they teach only.*
- ~ *Logs on children they teach*

Our support staff can access these records

- ~ *St Thomas CE (VC) Primary Special Educational Needs Policy and related legislation it refers to*
- ~ *Individual EHCPs, MSP's, IEPs of the children the work with (these show targets to be worked towards)*

Our parents can access these records:

- ~ *St Thomas CE (VC) Primary Special Educational Needs Policy and related legislation it refers to*
- ~ *Individual EHCPs and related records and reports FOR THEIR OWN CHILD ONLY*
- ~ *Individual MSPs and related records and reports FOR THEIR OWN CHILD ONLY*
- ~ *Individual IEPs and related records and reports FOR THEIR OWN CHILD ONLY*
- ~ *Early notes and records of children we may have a concern about FOR THEIR OWN CHILD ONLY*
- ~ *Records of monitoring, assessments and progress FOR THEIR OWN CHILD ONLY*
- ~ *Individual log FOR THEIR OWN CHILD ONLY*

Our governors can access these records

- ~ *St Thomas CE (VC) Primary Special Educational Needs Policy and related legislation it refers to*
 - ~ *A summary of the SEND register (but no specific names)*
 - ~ *A summary of monitoring, assessments and progress (no specific names)*
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SECTION 7 - Admission arrangements – **How we admit pupils with SEND?**

Our admission arrangements are in accordance with the national legislation including the Equality Act 2010. This includes all children with any level of SEND, those with an EHCP and those without.

We welcome children with a range of SEND at St Thomas if we feel we can meet their needs:

- ~ *Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties*
- ~ *Cognition and learning, for example dyslexia, dyspraxia*
- ~ *Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)*
- ~ *Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy*
- ~ *Moderate/severe/profound and multiple learning difficulties*

SENACT is involved with admission of a child who already has an EHCP.

We encourage all prospective parents of a child with SEND to visit us first before applying for a place at St Thomas.

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SECTION 8 -Facilities and Provision for pupils with SEND – **What is special in our building, how we meet our children's needs**

St Thomas CE (VC) Primary School has a range of SEND facilities in place:

- ~ *The school is on various levels. However, every internal area is accessible via a lift or ramp as well as stairs*
- ~ *We have a Personnel Care Room which includes shower, adjustable changing bed, grab rail, outward opening door and alarm cord*
- ~ *We have a further two bathrooms in school with disabled access*
- ~ *An Evac chair, situated at the top of a set of stairs in the main building*
- ~ *An intervention hub where children with SEND can go with an adult to carry out an intervention*

If a pupil needs a large piece of equipment, for example wheelchair, an outside agency will supply this. If a pupil needs a small piece of equipment, for example coloured overlays, this is provided through the child's funding.

St Thomas CE (VC) Primary School has a range of SEND interventions and provision which we match to a pupil's needs. These include:

- ~ *Fine motor skills programme*
- ~ *Gross motor skills programme*
- ~ *Makaton support*
- ~ *Black Sheep language programme*
- ~ *Mr Goodguess comprehension programme*
- ~ *Derbyshire Language scheme*
- ~ *Narrative groups*
- ~ *Social Interaction groups*

SECTION 9 - Allocation of Resources for pupils with SEND – *How is SEND funding used?*

Annually, a summary of the SEND register is sent to Kirklees – this is to ensure that we receive the correct funding related to the number of children on the register. We only receive additional funding for those children with an EHCP. In school, a detailed provision map tracks provisions, interventions and resources for each child with SEND. It also ensures staffing is appropriate for all SEND children across school, based on their level of need and funding. Provisions and interventions for children with an MSP or EHCP are recommended to us by specialist services: we set targets based on these and we monitor progress against them.

SECTION 10- Process for Identifying and Managing pupils with SEND – *How do we recognise if a child has a SEND and what do we do?*

At St Thomas, we assess all pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. The class teacher is responsible and accountable for the progress and development of all pupils in their class through Quality First Teaching.

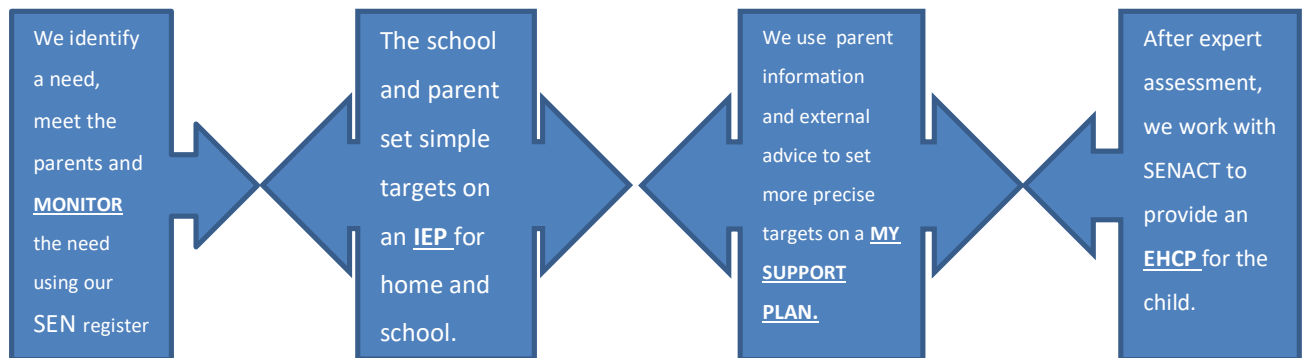
Ongoing: The teacher provides differentiated learning opportunities to help a child progress and will make regular assessments of progress for all pupils and identify children whose progress is:

- ~ *Significantly slower than that of their peers starting from the same baseline*
- ~ *Fails to match or better the child's previous rate of progress*
- ~ *Fails to close the attainment gap between the child and their peers*
- ~ *Widens the attainment gap*

(This may include progress in areas other than attainment, for example social needs).

We use a 'graduated' approach to SEND. This means a process happens gradually, over time.

This is a simple flow chart to show the graduated approach. A child with SEND can move forward and backwards through the process. Very few children move as far as an EHCP. In 2019 the Department of Education reported that 3% of all children in schools received an EHCP.



Through the graduated approach we learn a lot about the child, so we get a growing understanding of the child's needs and also of what supports them in making good progress and reaching good outcomes. We have time to try different approaches as well as to ask for help from outside agencies.

Box 1: MONITORING

If a teacher feels a pupil's progress meets the criteria above (*), parents will be invited in for an early discussion. This discussion will make sure that;

- ~Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ~We take into account the parents' concerns and knowledge about their own child
- ~Everyone understands the agreed outcomes sought for the child
- ~Everyone is clear on what the next steps should be

The parent may have information to explain the slow progress and lower attainment, as it does not automatically mean a pupil has SEND. At this stage we ask the parent to arrange an eyesight and hearing test for their child. In agreement with the parent, the teacher will make a note of the child in the SEND register at 'monitoring', and then monitor learning for half a term. At the end of the half term, again through agreement with the parent, the child may stay on 'monitoring' or move to the next step on the graduated approach.

Box 2: IEP (individual education plan)

The decision to start on IEP is made through:

- ~ *Formative assessment (assessment based on how the child performs in the classroom)*
- ~ *Observations by the teacher or SENDCO*
- ~ *The views of the child*
- ~ *The failure of Quality First Teaching approaches during 'monitoring'*

The teacher completes an 'Assess, plan, do, review' form to confirm their assessment of need for an IEP with the SENDco.

If a child needs additional and different help than what is provided for all children in the classroom, an IEP is written by the teacher and parent where possible, which shows up to three specific areas to target, alongside how these will be targeted. Any additional or different work is planned and carried out by the teacher, sometimes supported by an Educational Teaching Assistant, but always in the classroom. The teacher will ask the SENDco for advice about resources. At this point we do not refer to external agencies. The Local Authority do not provide additional resources or funding. An IEP target lasts for a term, although a target can be rewritten at any point if a child achieves it. During this time, the teacher, the parents and SENDco will monitor the child. At the end of the term, most children continue on an IEP, based on formative assessments and progress in relation to individual targets and observations.

Box 3 MSP- (My Support Plan)

If it is felt that the child has more need than we can specify through an IEP, despite additional or different work, there are a number of external agencies we can refer to, for advice and support. These are mainly:

- ~ *Speech and Language Therapy (SALT)*
- ~ *Occupational Therapy (OT)*
- ~ *Children's Emotional Well-being Service (CHEWS)*
- ~ *Children and Adolescent Mental Health Service (CAHMS)*
- ~ *Educational Psychologist*
- ~ *Duty and Assessment Team*
- ~ *Early Help Support*

At this point we create an MSP with the help of the parent and set more precise targets. As outside agencies begin to assess the child and provide targets, we include these in the MSP and put them into practice as swiftly as possible. Any additional or different work is planned and carried out by the teacher, sometimes supported by an Educational Teaching Assistant, and usually in the classroom. At times, a child may go to an intervention with a small group

and an Educational Teaching Assistant away from the classroom. The SENDco coordinates and monitors all provision and interventions. Occasionally an outside agency may visit school for a number of weeks to do an intervention with a child through specialist teaching or therapy. ***An intervention is a program or set of steps to help children improve at things they struggle with. They focus on subjects like reading or maths. They are designed so that parents and the school can track a child's progress from beginning to end and have a timespan.*** Some interventions we use are listed under Section 8 of this policy. A MSP is reviewed every term, but has to be reviewed at least twice. At that point the child either continues on their MSP or we meet with the Educational Psychologist to discuss whether the child needs to be assessed for an EHCP. All decisions are again based on formative assessments and progress in relation to individual targets and observations.

Box 4 EHCP – (Educational Health Care Plan)

The school can ask the Local Authority for an EHCP assessment after discussion with the Educational Psychologist and also parents, although it can be requested independently by the parent. If a child has lifelong or significant difficulties, they may undergo an EHCP assessment. The school has to provide the Local Authority with information about a child's progress over time, including details of external agency advice, their provision and intervention we have implemented *with* monitoring and review information, as well as any other documentation about the child's SEND. The general criteria for an EHCP assessment are:

- ~ *The school has taken every step possible to support the child but is unable to provide the best level of support needed alone*
- ~ *A child shows a delay of least two years of more, in two or more of the four areas detailed below (*)*
- ~ *A child is not making progress at the same rate as their peers.*
- ~ *There is evidence that advice from outside agencies has been tried*

The four areas of Special Educational Need (as defined by the SEND Code of Practice 2015) are ()*

- 1. Communication and Interaction*
- 2. Cognition and Learning*
- 3. Social, emotional and mental health difficulties*
- 4. Sensory and/ or physical needs*

There is a time frame the Local Authority have to work through if we request an EHCP assessment. This is explained within Kirklees Local Offer online.

Parents have the right to appeal against a decision for or against an EHCP assessment for their child.

If an EHCP is allocated, targets are set mainly by outside agencies, in consultation with the SENDCO and parents. It is reviewed termly in school and more formally in an annual review, by the class teacher and SENDco. The Local Authority does not need to attend reviews. It can last until the child / young person is 25 years old, if the need continues.

St Thomas CE (VC) Primary School follows the regulations set out in the SEN Code of Practice (2015) regarding EHCP assessment

SECTION 11 - Access to Curriculum, Information and Associated Services – *How do we make sure your child can access lessons, who can we ask for help?*

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as far as possible. We educate children with SEND alongside their peers in a mainstream classroom setting. The school curriculum is regularly reviewed by curriculum leaders to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of pupils as individuals. This includes learning outside the classroom.

We aim to make sure all resources and SEND provisions are being used effectively and efficiently within the school setting so that they support the taught curriculum, as well as specific need, and enable pupils to achieve best outcomes. We do this by:

- ~ *Keeping all staff fully informed of the special educational needs of any pupils in their charge including sharing information with outside agencies, sharing progress reports and medical information. This is done weekly to all staff*
 - ~ *Providing regular training and learning opportunities for all staff on the subject of SEND and SEND teaching. We acknowledge that teachers are teachers of all children, including those with a SEND. We aim for school staff to be up to date with teaching methods which will aid the progress of all pupils including those with SEND*
 - ~ *Making good use of all class facilities and space*
 - ~ *Using in-class provision, interventions and support effectively to ensure the curriculum is differentiated where necessary*
 - ~ *Making sure that individual or group tuition is available where it is felt that pupils would benefit from this*
 - ~ *Setting annual outcomes (which are reviewed termly) that motivate pupils to do their best and celebrate achievement at all levels*
 - ~ *Keeping targets of SEND children at hand in the classroom, as a working tool to support learning*
 - ~ *Referring to external agencies when we feel we do not have the specific knowledge or skills required*
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SECTION 12 - Inclusion of Pupils with SEND – *How do we make sure your child is included in school life?*

The senior leadership team oversee the school's policy for SEND and are responsible for making sure that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity social, curricular, physical) by

- ~ *Providing a balanced curriculum for all pupils both inside and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits*
 - ~ *Using teaching methods that suit the needs of individual pupils*
 - ~ *Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding all our pupils*
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SECTION 13- Evaluating the Success of Provision – *How do we know that the support we are giving your child is working?*

SEND provision is evaluated against the objectives stated in SECTION 4 of this policy. Staff, parents/ carers and children are all involved in this process.

Evaluation is on-going which means that the SEND provision is always the subject of continuous assessment and review. The Governing Body have selected a governor with responsibility for SEND, who provides the link between the day to day SEND provision in school and the Governing Body.

Three times a year (at least) pupils with SEND receive new targets. Three times a year (at least) progress against these targets is measured so provision can be evaluated. If targets are not being met, we refine them (break them down into smaller steps). Alongside, pupils with SEND are monitored termly against specific indicators which may include

- ~ *Reading age*
 - ~ *Spelling age*
 - ~ *Concept checklist*
 - ~ *Comprehension level*
 - ~ *Speaking and listening skills*
 - ~ *First 200 words*
 - ~ *Review of DOJO scores*
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SECTION 14 - In Service Training (CPD) – *How do the teachers continue to learn about SEND?*

We aim to keep all school staff up to date with relevant training and developments in teaching practice regarding the needs of pupils with SEND. Examples of training include:

- ~ *Manual handling training*
- ~ *Team Teach training*
- ~ *Personal care training for children with a stoma / button*
- ~ *Support for children with diabetes*
- ~ *Use of epipen / allergy training*
- ~ *Makaton training*
- ~ *Level 1 Safeguarding for all, Level 3 Safeguarding for DSL's*

Future training will be related to the School Improvement Plan.

The SENDco attends relevant SEND courses as well the network meetings run by the Local Authority. The SENDco also has access monthly to the Educational Psychologist through the Additional Needs Partnership Meetings. The SENDco and Safeguarding Officer meet every Thursday to discuss cases.

Point 15 - Links to Support Services, other Agencies and Voluntary Organisations – *Who can help us all support your child?*

The school has strong relationships and links with external agencies who can support children in school. Sharing knowledge and information with our support services is key to the effective and successful provision in school.

These services will be involved as and when necessary:

- Educational Psychologist
- Ethos Pupil and School Support Service
- Speech and Language Therapy Service (SALT)
- Sensory Support Service – visual impaired
- Sensory Support Service – hearing impaired
- School Nurse
- **Kirklees Complex Social Communication Outreach Service**
- Early Years Special Educational Needs Service (EY SEN)
- Paediatric physiotherapists
- Paediatric Occupational Therapists
- Social services
- Family Support workers

- Disability team
- Duty and assessment
- Community Hub

We invite representatives from voluntary organisations and other external agencies to annual EHCP reviews. We also invite them to Parents evening twice a year so parents can talk face to face. This has proven very popular.

Contact details for parents

PCAN – Parents of Children with an Additional Need- www.pcankirklees.org

Kirklees Local Offer – www.kirklees.gov.uk

These organisations can offer support and advice we cannot in school, for example, access to Disability Living Allowance, Support for SEND during the holidays, extra curricula activities specifically organised for children with a disability of any kind.

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Section 16 - Working in Partnership with Parents –*How we can work together with you to get the best for your child*

We have always believed that a close working relationship with parents is vital in ensure

- ~ *Early and accurate identification and assessment of SEND leading to correct intervention and provision*
- ~ *Continuing social and academic progress of children with SEND*
- ~ *Personal and academic outcomes are set and met effectively*

The importance of parental involvement is highlighted in the principles underpinning the Special Education Needs and Disability Code of Practice (2015) which must have regard to:

- ~ *The views and wishes of the child or young person and the child’s parents*
- ~ *The importance of the child or young person, and the child’s parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions*
- ~ *The need to support the child and the child’s parents to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them for adulthood*

The school welcomes feedback all year round and parents can make a confidential appointment to speak to any member of the teaching staff including the head teacher, deputy head teacher and the SENDco at any point in the year.

The SENDco generally is available in an afternoon if you have a query which could be resolved over the phone.

Parents will be kept up to date with their child's progress through the termly review of targets, during parents' evenings and informal conversations with the child's teacher.

For parents whose home language is not English, we can arrange a translator.

All decisions about a child with SEND will be made jointly between school and parents. Parents will be invited to any meetings with external agencies and will be encouraged to play a central part in discussions regarding the provision for their child.

The SEND governor may be contacted via the school office at any time regarding SEND matters.

SECTION 17 - Links with other Schools – *Why we may contact other schools for help with SEND*

Upon admitting new children with known SEND, the SENDco will contact the previous school/ pre-school to collect information and if possible, to meet the child and parents.

If a child with SEND transfers to another primary school, the SENDco will contact the SENDco at the receiving school to share information to help the move from St Thomas to be smooth.

When a pupil is in Y5, there has to be an annual review before the end of November and parents have to state an early preference for High School. We encourage parents of pupils with SEND therefore to attend the High School open evening in that term.

Upon allocation of Secondary School for children with SEND, the SENDco will arrange a meeting to share information and hand over documents. This is an ideal meeting for parents to attend, to begin to develop relationships with new staff.

We rely on specialist support from staff based in specialist units in other schools, for example vision support (Dalton JIN).

SECTION 18 – Complaints Procedure – *What to do if you are not satisfied with provision for your child*

If a parent or carer has any concerns or complaints regarding the care or welfare of the child, we would encourage them to speak to the class teacher or the SENDco as soon as possible. It might be an issue which can be quickly resolved, face to face.

For the more formal procedure for complaint, there is a link on the school website which can be easily accessed.