



# Thackley Primary School

## SEND Policy

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### Rationale

At Thackley Primary School, we believe that every pupil with additional needs, special educational needs and/or a disability (SEND) has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND. Our school vision is at the heart of everything we do:

*High standards in everything we do \* Skills for life \* Happy memories*

### Equal Opportunities and Inclusion

The staff at Thackley Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

### Safeguarding Statement of Intent

At Thackley Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Thackley Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

### Admission arrangements

No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safety of that child. All admissions are co-ordinated centrally by the local authority/BMDC.

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND when a child is transferring from another school.

### Accessibility

There is disabled access to the whole school; there is toilet access in all areas of school and a lift from the vestibule at the back of school to the upper key stage 2 area. There is also a stair lift from the EYFS area to the main part of school.

### Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that: 'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

### **Our Aim**

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

Policy and practice reflects the philosophy and fundamental principles within the SEND Code of Practice (2015):

The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school community and make a successful transition to adulthood.

- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum.
- A child with special educational needs should have their educational needs met.
- The views of the child and parents should be sought and taken into account.
- Parents support their child's education.

### **To achieve our aims, we will:**

- Follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'.
- Ensure that those with SEND feel safe within their learning.
- Make sure there is no discrimination in relation to those with SEND.
- Provide a SENCO who will work with the SEND policy and support staff through CPD opportunities with regards to provision for SEND pupils.
- Identify need as early as possible and provide effective support.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- View our special needs provision as an ongoing, developing process.
- Provide support and advice for all staff working with special educational needs pupils which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.
- Incorporate special educational needs procedures, including the Graduated Approach, the Local offer and Thackley Primary School's Information Report on implementing procedures.
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage.
- Track and monitor impact of provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

### **Identifying Special Education Needs**

#### **Definition of SEND**

*'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'*

(The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015)

#### **Four Main Areas of SEND**

The four main categories of SEN give an overview of the range of needs that are planned for in SEN provision. Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed, and we acknowledge that, whilst the four areas of need broadly identify aspects of primary areas of need for children at Thackley Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child. In all cases the school will seek to identify the primary need which presents as a potential barrier to learning in school.

**Cognition and Learning:** This area covers a wide range of needs including, Moderate Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties such as dyslexia, dyspraxia and dyscalculia.

**Communication and Interaction:** Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

**Social, Emotional and Mental Health:** There are a number of ways that social and emotional difficulties can manifest itself. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or self-harming. Attention Deficit Disorder (ADHD) or attachment disorder also come under this area of need along with disruptive behaviour. However, disruptive behaviour alone does not necessarily indicate SEN.

**Physical and Sensory:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

The SENCO will keep a register of all those pupils identified as having SEND in line with the need types shown above.

The SENCO will ensure that the school register is updated and gives an accurate picture of the SEND cohort in school. Such information will be shared with governors and other professionals when appropriate but pupils will not be referred to by name.

#### **Pupils/Students with Medical conditions**

*'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'*

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Thackley Primary School has a policy in relation to this and it is available on the website or on request.

#### **Supporting Pupils with a Disability**

*'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.'*

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

This forms part of the duty to implement the Equality Act.

## **School Information Report for SEND**

Schools are required to publish information on their website about how the policy of SEND is implemented. Thackley Primary School's information report includes information about:

- The types of SEND that are provided for
- Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the SENCO
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting pupils with SEND and involving them in their education
- Arrangements for assessing and reviewing pupils' progress towards outcomes
- Arrangements for supporting pupils in moving between phases of education and preparing for adulthood
- The approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment of pupils with SEND
- The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured
- How the school evaluates the effectiveness of the provision made for pupils with SEND
- How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND
- Support for improving emotional and social development
- How the school involves outside agencies such as local authority support services, in meeting pupils' SEND and supporting their families
- Arrangements for handling complaints from parents of pupils with SEND about the provision made at the school

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

### **The Local Offer**

The school information report links to the local authority's local offer. It is the responsibility of the local authority to update the local offer. The local offer can be accessed through the usual authority website. <https://localoffer.bradford.gov.uk/>

Thackley Primary School works in partnership with the local authority's central SEND team who are responsible for providing statutory assessments and Education, Health and Care (EHC) plans when necessary.

Thackley Primary School will also engage local authority specialists when appropriate such as educational psychologist, child and adolescent mental health workers, specialist teachers, and speech therapists.

### **Funding for School Support and High Needs**

Pupils accessing school support do so in relation to an amount identified within Thackley Primary School's overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the SENCO and senior leaders, in consultation with others, to decide on the appropriate provision and to allocate costs to this. Strategic financial planning has to be taken into account.

'It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENCO, Headteacher and governing body establish a clear picture of the resources that are available to the school. They consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.'

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

Those pupils with an EHC plan may have 'top up' funding allocated to them by the local authority because of the high needs. The statutory review process will monitor expenditure in such cases against impact.

### **Identification and Assessment**

Children's needs should be identified and met as early as possible through:

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies)
- Use of the Bradford Matrix of Need
- Classroom based assessment and monitoring arrangements
- Ongoing discussions between the Class teacher, SENCO and SLT through formal (Pupil Progress Meetings) and informal methods
- Following up parental concerns
- Tracking individual progress over time
- Involving external agencies where it is thought that a SEND is significant

### **Curriculum Access and Provision**

Most support for SEND pupils is classroom based and dependent on 'Quality First Teaching'. Teachers are responsible for identifying whether pupils may have an educational need. Where children are underachieving and/or identified as having SEND, Thackley Primary school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks and resources, scaffold and model learning and may differ expectations as part of Quality First Teaching
- 1:1 and group based interventions, for things like spelling, reading and maths
- Additional support through the use of staff, timetable amendments, targeted groupings, additional activities and additional resources
- Using recommended aids, such as laptops, iPads, sensory resources, coloured overlays, visual timetables, larger font, brain breaks, basket tasks etc
- Differentiating our teaching, for example, giving longer processing times, task plans, reading instructions aloud, etc

For support in improving the emotional and social development of our children we encourage all pupils with SEND to take part in extracurricular activities, school residentials and trips. The class teacher, teaching assistants, SENCO, Learning Mentor and Behaviour Support Worker are readily available for pupils who wish to discuss issues and concerns.

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for SEND learners is carried out in the following ways:

- Ongoing teacher assessment
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny on a termly basis
- Scrutiny of planning
- Learning walks to monitor provision
- Teacher interviews with the SENCO at termly SEND Pupil Progress meetings.
- Informal feedback from all staff
- Classroom observations by Inclusion Leader, Key Stage Leader, SLT
- Pupil progress tracking using the whole-school assessment trackers
- Attendance records and liaison with the Attendance team at Bradford
- Headteacher's report to the Governing Body

### **The Graduated Response**

Thackley Primary School works within the guidance of the SEND Code of Practice (2015), that '*All settings should adopt a graduated approach with four stages of action: assess, plan, do and review*'. (5.38)

This is an evidence based approach to identifying and then supporting SEN within the classroom and also assessing whether additional support outside the classroom is needed to help a young person succeed. By adopting this four stage approach of Assess – Plan – Do – Review, teachers are able to continually assess a student's progress, areas of strength, and areas which need support, and implement this in to lesson planning. This graduated approach is based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND.

### **Stage One - Identifying a possible SEND need**

It is expected that the majority of SEN should be supported by teachers in the classroom through Quality First Teaching.

Examples of this include:

- Differentiated work
- Assessment for Learning
- Multi-sensory teaching
- Additional time if required
- Alternatives to written recording and academic tutoring
- If a Learning Support Assistant is available in the lesson, the teacher should direct the LSA to support students as they feel is necessary and appropriate.

If any teacher feels that a child is not responding to Quality First Teaching, there is a referral process which enables colleagues to refer to the SENCO. Early discussions to identify whether a child needs special educational provision are vital, to make sure:

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

- Notes of these early discussions will be added to the pupil's record.

### **Stage Two: Additional SEND support**

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is additional to or different from the well differentiated curriculum (as defined by the SEND code of Practice 2015).

- If progress has not been made, the class teacher, with support from the SENCO, will formulate a MSP (My Support Plan) with an initial pen portrait of the child's needs. (This is me)
- The MSP will note: concerns, needs, background, current provision and planned provision.
- Intervention for pupils with SEND will be identified and tracked through Pupil Progress meetings, MSP Reviews, monitoring of intervention and SEND provision.
- MSP's will be reviewed every term though discussion with the SENCO and through SEND Pupil Progress meetings.
- The child's SEND level will be reviewed, using the Bradford Matrix of Need as outlined in Thackley Primary School's SEND information report.
- The SENCO will invite parents and relevant agencies to MSP reviews for children with levels that fall within SEN+. Teachers will be released from class to take part in the review process or will be required to submit notes on progress so that new targets can be set.
- Underachieving pupils and pupils with EAL who do not have SEND will not be placed on the SEND Register (but may be highlighted and targeted in other ways).

### **Stage Three: Outside Agency Involvement**

If a student continues to make less than expected progress, the SENCO, with the consent of parents, may choose to involve external agencies to further assess needs. Depending on the type of need, these agencies can include:

- Educational Psychology Service (EP)
- Speech and Language or Occupational Therapy
- Specialist Teachers from the SCIL Team (0-25 inclusive education service)
- Other specific agencies if required\*\*

\*\*Referrals to outside agencies such as CAMHS to request an assessment for ADHD or ASD can only be made by school if there is evidence of need/issues/traits within school as well as at home. Thackley Primary School cannot make referrals solely based upon parental request and evidence at home.

Any recommendations made by these services will be discussed with the student and parents, and a plan of how to implement them within the curriculum will be agreed.

### **Stage Four: Education, Health and Care Plans (EHCP)**

On occasion, where a pupil has significant, severe and sustained needs, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an application for an EHC plan.

- Pupils with an Educational Health Care Plan will have access to all arrangements for SEND children in Stage One, Two and Three, in addition, will have an Annual Review of their EHCP.
- Thackley Primary School will comply with all local procedures when applying for an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage to EHCP.
- Our review procedures comply with those recommended in Section 6 and 9 of the SEND Code of Practice 2015, and with Bradford MDC policy and guidance – including timescales set out within the process.
- For children who have an EHCP in Year 6: Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit possible secondary schools. The Annual Review will take place in the summer term of Year 5 to ensure the statement has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated (by Easter), the SENCO/SEND Team of the receiving secondary school will meet to discuss the child.

### **Other processes in school**

#### **Care Plans**

Care plans are held in school for children who have long-term, life impacting medical conditions such as epilepsy, anaphylaxis or diabetes. They inform staff of procedures to follow in the event of the child becoming ill with that condition.

#### **Individual Roles and Responsibilities**

The SEND Governor is Brian Sutherland.

#### **Governing Body will:**

- In consultation with the Head Teacher, determine the school's policy and approach to provision for pupils with special educational needs, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work
- Have regard to the Code of Practice
- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoint a representative of the Governing Body to oversee SEND provision
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

#### **The Headteacher will:**

- Oversee the day to day management of all areas of the school's work, including provision for pupils with Special Educational Needs or Disabilities
- Work closely with the SENCO and class teachers to delegate responsibilities and to ensure that the needs of all children are met
- Keep the Governing Body informed of any issues related to SEND

#### **The Special Needs Co-ordinator (SENCO)**

Our SENCO, Caroline Bolton, is a qualified teacher and a member of the Senior Leadership Team She has been awarded the Postgraduate Certificate National Award for SEN Coordination.

#### **The SENCO at Thackley Primary School will:**

- Oversee the day-today operation of the school's SEND policy
- Ensure an appropriate budget allocation to meet SEND Interpreting legal requirements for staff, parents and governors
- Co-ordinate and evaluating provision, including interventions, for children with SEND
- Monitor the progress of children with SEND alongside the class teacher
- Liaise with and advise teachers whenever necessary
- Monitor and evaluating the quality of provision
- Oversee the records of all children with SEND
- Advise on appropriate purchase and use of resources within budget limitations.
- Maintain the SEND provision register
- Liaise with parents of children with SEND
- Organise and deliver any CPD to meet the needs of staff
- Liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensure that relevant background information about individual children with SEND is collected, recorded and updated
- Be part of the school's senior leadership team
- Liaise with local high schools so that support is provided for y6 pupils as they prepare to transfer
- Write the school's policy for Special Educational Needs and Disabilities

#### **The class teacher will:**

- Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review MSP's for pupils as identified with SENCO
- Work with SEND pupils to deliver the individual programme set out in the My Support Plan
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Keep parents informed of pupil progress

- Work with the SENCO to identify their own training needs around SEND

#### **Teaching Assistants will:**

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Undertake appropriate training and CPD
- Work alongside the SENCO and teaching staff in the preparation of The My Support Plan
- Aim to further develop the child's self-confidence and self-esteem

#### **Pupil Participation**

The school actively encourages the involvement of children in their education.

We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings
- Discussing the purpose of assessment arrangements and the implications of the MSP with the child
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the MSP
- Aim to further develop the child's self-confidence and self-esteem

#### **Parent / Carer Participation**

Thackley Primary School actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings where necessary
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their MSP
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

#### **Voice of the Child**

Pupil participation is encouraged at all levels throughout Thackley Primary School. It is important to differentiate opportunities for those with SEND to express themselves, and to contribute to their target setting process.

#### **Liaison with other agencies**

The school works closely with outside agencies. Bradford LA provide the 0-25 SEND Inclusive Education Services, which provides support for children and young people with cognition and learning needs; communication and interaction needs, including autism; social, emotional and mental health needs; sensory and physical/medical needs. This service is equipped with a team of advisory staff who may be called upon to advise and support. The school's educational psychologist may become involved with children with complex needs or fall into SEND support plus on the SEND register. We may also request advice and expertise from Social Services and Health Authority employees.

Other specialists available include:

- Language Liaison Teachers
- Early Years Liaison Teachers
- Behaviour Support Team
- Speech therapist. Thackley Primary currently buys in **Mable**, an interactive Speech and Language Therapist initiative (SALT)
- Visually Impaired Liaison Teacher
- Hearing Impaired Liaison Teacher
- Physical Difficulties Liaison Teacher

The school also values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **Complaints Procedure**

Initially, any concerns about the provision of SEND should be discussed with the class teacher and, if necessary, with the Key Stage Leader, Inclusion Manager, SENCO or Headteacher to further resolve any issues or worries about your child's progress.

For more formal complaints the procedure can be found on school website. Thackley Primary School will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used. Parents/carers will be given the necessary information upon request.

### **Present Contacts**

SENCO: Mrs Caroline Bolton

Inclusion Manager: Miss Philippa Stanworth

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