



Thorndown Pre-School

POLICY ON ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Approved at Learning & Development Committee meeting on

POLICY ON ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The purpose of education for all pupils is the same; the goals are the same. It is the help that individual pupils require in progressing towards them which will be different because of their individual emotional, social, behavioural, communication, educational or physical needs.

Pupils' needs are best provided for in a happy and secure environment, where successful learning is continually strived for. As a school, we need to be flexible, supportive and responsive in order to meet the needs of the individual, giving each and every member of the school community a valued role.

AIMS AND OBJECTIVES

Thorndown Primary School aims to:

- provide the opportunity for all pupils with Special Educational Needs and Disabilities (SEND) to be educated alongside their peers;
- value pupils of different abilities and support inclusion;
- communicate with and work in partnership with parents;
- provide opportunities to listen to children with SEND and involve them in the planning of their education;
- raise the achievement of all pupils.

EVALUATING SUCCESS

The governors will evaluate the success of this policy, by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

In particular, the governors may come to judgements about:

- the effectiveness of educational professionals and parents working in partnership;
- how well pupils with special educational needs have access to the whole curriculum of the school;
- how independent pupils with special educational needs become;
- whether intervention for each pupil is reviewed and evaluated regularly;
- how pupils with special educational needs take responsibility about the school;
- how the deployment of resources is designed to ensure the needs of all pupils are met;
- the extent to which standards (measured by e.g. SATs results, both statutory and optional, P Scales, reading tests) have improved across groups of pupils with identified SEND.

The governing body will consider and report on the effectiveness of the school's work on behalf of pupils with SEND, as part of the review cycle.

GRADUATED RESPONSE: Appendix 1

The school has a graduated response to provide help for pupils with special educational needs. This follows the recommendations of the SEND Code of Practice (2014), which was adopted by Cambridgeshire LA for the identification of provision for pupils with special educational needs. The advice of specialists will be sought when needed.

See Appendix 1: Graduated Response and Statutory Assessment under the Code of Practice.

The levels of graduated response are:

Differentiation (no longer has a discrete name)

- access to the full school curriculum is achieved by the careful differentiation of class work by the class teacher.

School Support

- the class teacher devises interventions additional to or different from those provided as part of the school's differentiated classroom provision, as detailed in the school's provision mapping records;
- language descriptors or social communication descriptors are used as appropriate to identify needs, facilitate strategies and provide evidence;
- the pupil and parents are informed and involved; together a pupil profile is written;
- the class teacher remains responsible for the pupil's education on a daily basis and for planning any interventions required and filling in an intervention record. A Personal Learning Plan (PLP) or group education plan can be written and delivered **if** required;
- the class teacher and SEND Co-ordinator (SENCO) monitor and review the pupil's progress.

Request for Specialist Support

- The SENCO and class teacher, in consultation with parents, will complete an EHA to request help from external services;
- Advice and/or support is provided by an outside specialist;
- Additional or different strategies to those at 'School Support' are put in place;
- Recommendations from specialists are included in the intervention record;
- The pupil and parents are involved in regular reviews;
- The class teacher and SENCO assess and monitor the pupil's needs and plan future interventions.

Request for Educational Health Care Plan (EHCP)

The LA is responsible for undertaking the Statutory Assessment process, following a request from the school. This will occur if a pupil continues to demonstrate severe, long-term and complex needs and has had considerable input from school and other educational professionals in order to meet their needs. The pupil will continue to be supported through School Support whilst the statutory assessment is being made. In these cases, evidence will

be collected and submitted to the local education authority where they will consider the need for statutory assessment and, if appropriate, make a multi-disciplinary assessment.

Educational Health Care Plan

- the LA draw up a Plan, and arrange, monitor and review provision;
- the EHCP will include details of the pupil's special educational needs provision and monitoring arrangements;
- yearly targets will be drawn up by the school, within a set time after the issue of the final or amended EHCP and reviewed annually;
- these targets will be implemented through an intervention record which will be reviewed regularly, at least termly.

Areas of Special Needs

Following the 2014 SEND Code of Practice, the four categories of SEND are:

1. Cognition and Learning
2. Speech, Language and communication
3. Social, emotional and mental health difficulties
4. Sensory and physical

Children's needs may fall into one or more of these categories, which may change over time.

PARENT PARTNERSHIPS

Thorndown Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children, gaining parental permission before referring them to others for support.

We believe that a partnership with parents plays a key role in promoting a culture of co-operation between parents, school, LA and other agencies. This is important in enabling pupils with SEND to achieve their potential.

The key principles in promoting this partnership, as outlined in the Code of Practice, include the school:

- having positive attitudes towards parents, respecting the validity of differing perspectives;
- providing user friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers;
- recognising the pressures a parent may be under because of their child's needs;
- acknowledging the importance of parental knowledge and expertise in relation to their own child;

We will inform parents about the Parent Partnership service and about support groups in the voluntary sector when SEND are identified.

We acknowledge that parents have a responsibility to communicate effectively with professionals to support their children's education. In working with schools they should:

- Communicate regularly with the school, alerting us to any concerns;

We will make every effort to encourage parents to work in partnership with us for the benefit of their child. However we recognise that the failure of a parent to participate in the partnership may not indicate lack of interest or willingness.

PARENTAL CONCERNS

If parents have any complaint about the SEND provision for their child, or about SEND provision generally, they should, in the first instance, raise it with the Class Teacher and the SEND Co-ordinator, who will try to resolve the situation. The Complaints Policy is on our school website.

PUPIL PARTICIPATION

We recognise the importance of fostering a whole school ethos that encourages and supports pupil participation with particular consideration to:

- the importance of ensuring access for all pupils to all the activities within the whole life of the school;
- the role of school and class councils and the use of pastoral support systems;
- the need for training and encouraging pupils to be involved in their education from the outset;
- the need for a genuine commitment and wish to make pupil participation work;
- the need to make special arrangements to help those pupils with specific needs, e.g. hearing impairment; communication difficulties;
- the role of the pupil in setting, monitoring progress and reviewing targets for his/her intervention record.

Pupils will be encouraged to participate in all decision making processes that occur during their education, knowing that they will be listened to and that their views will be valued, without overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements.

ROLES AND RESPONSIBILITIES:

Thorndown sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we aim to model inclusion in our staffing policies and in our relationships with parents/ carers and the community.

Everyone in the school community (governors, staff, pupils and parents) has a positive and active part to play in meeting the educational needs of all our pupils.

Governors

- To fulfil statutory duties and responsibilities to pupils with SEND, ensuring that SEND provision is an integral part of the school improvement plan;
- To establish and monitor policy and approach to provision, which has regard for the *Code of Practice on the Identification and Assessment of Special Educational Needs (2014)*;
- To establish the appropriate staffing and funding arrangements;
- To maintain a general oversight of school's work;
- To participate in relevant training.

Headteacher:

- To take ultimate responsibility for the provision of children with special educational needs and disabilities;
- To keep the governing body fully informed;
- To work closely with SEND Co-ordinator.

SEND Co-ordinator:

- Ensuring liaison with parents and other professionals in respect of pupils with special educational needs;
- Advising and supporting colleagues in school;
- Supporting teachers in the writing of pupil profiles, intervention records and reviews;
- Co-ordinating provision and ensuring that relevant information about individual pupils with SEND is collected, recorded and updated e.g. the SEND Register;
- Contributing to the training of teaching and non-teaching staff;
- Managing the Teaching Assistants, organising and allocating their timetables in consultation with class teachers with regard to the individual needs of pupils with SEND;
- Allocating resources where appropriate;
- Writing and reviewing the Information Report alongside parents and staff and making sure it is published on the website;
- Reviewing the SEND Policy.

Mrs A. Fox is currently the SEND Co-ordinator and reports to the SEND Governor, who is Mrs Jane Ainscow. Currently the SENCO is a non-teaching member of staff to co-ordinate provision, work with colleagues, liaise with other professionals e.g. Specialist Support Teachers, Educational Psychologist, complete assessments, monitor progress and meet with parents of pupils with SEND.

Teaching Staff:

- To be aware of school's procedures for the identification, assessment and provision for pupils with SEND;
- To plan appropriately for, and teach all pupils whatever their need, assessing and recording progress using the Plan, Do, Assess, Review approach. (SEND Code of Practice 2014);

- To supervise and plan measureable programmes of work for any assistants ie Teaching Assistants, involved in the learning of their pupils and liaise with them regularly;
- To work in partnership with the SEND Co-ordinator, pupils and parents and other agencies;
- To participate in appropriate training.

Pupils:

- To have their wishes about their own needs regularly sought and carefully considered, but not be over burdened with decision making procedures of which they have insufficient experience and knowledge to make judgements;
- To treat their peers with respect;

Parents:

- To be kept informed and to inform the school of their child's needs and progress;
- To assist in completing Pupil Profile;
- To help to compile, agree and review Personal Learning Plans;
- To work in partnership with the school to help meet the needs of their child.

ADMISSIONS AND INCLUSION

Thorndown Primary School admits pupils with already identified SEND, as well as providing for pupils not previously identified as having SEND.

Facilities for pupils with SEND, including motor/mobility difficulties, would be provided within the school building as necessary.

Advice from the Hearing Support Service is followed with regard to pupils who have a hearing impairment.

Pupils with EHCPs will be included in mainstream classes with support, taught in small groups or individually, as appropriate, to enable them to have access to a suitably broad and balanced curriculum.

The statutory infant class size limit of 30 pupils must be observed by both the LA and the governing bodies. However, there are 2 situations where exceptions to this could be made:

- pupils attending mainstream lessons but registered at a special school;
- pupils admitted with EHCPs outside the normal admission round may be counted as an exception for the rest of the academic year of admission.

It should be noted, however, that such exceptions can only be made by the Admissions Authority.

DISABILITY EQUALITY AND INCLUSION AND EDUCATIONAL VISITS AND OUT OF SCHOOL CLUBS.

Thorndown will try to make all trips inclusive by planning in advance and communicating with parents. They will use places which are accessible and which have made concerted efforts to include children with a wide range of disabilities and needs. We aim to offer all children a residential visit during their time at Thorndown and provide additional teaching assistant support for children as required.

All children are welcome at our out of school clubs.

Access and Inclusion to the Environment

Thorndown has the following special facilities:

- Easy access for all into school;
- Hygiene room;
- Lowered sinks, hand-dryers and toilets;
- Four specially designated toilets for the disabled;
- Disabled parking spaces;
- Inclusion room;
- Lift to the first floor (has its own power supply).

The new building conforms to the latest Disability Act (2005)

TRANSITION ARRANGEMENTS

The school will work closely with the feeder playgroups/nursery schools, the Pre-school and any other professional involved in coming to a decision about the most appropriate provision for pupils with SEND.

Likewise, when pupils transfer to the next phase, the school will liaise with the SENCO of the transfer school and pass on records of pupils with SEND.