



This policy belongs to

**Tibberton CE Primary School &
St Lawrence CE Primary School
Federation**

**Special Educational Needs &
Disability Policy**

Revised: Autumn Term 2023

Consultation with Staff & Governors

and adoption of policy: Autumn Term 2023

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'Special Educational Provision is underpinned by high quality teaching and is compromised by anything else' (SEN Code of Practice, 2014).

Introduction

At Tibberton & St Lawrence C of E Primary Schools we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that children should be able to live and develop as well-adjusted, autonomous and valued members of society.

We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. At Tibberton & St Lawrence Schools we fully support the general principles as detailed in the Special educational needs and disability code of practice: 0 to 25 year (2015).

'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.'

Our school is physically accessible to all. This policy outlines the school's practice and procedures relating to the support of special educational needs of pupils.

Definitions

Children have a **Learning Difficulty** if they:-

- have a significantly greater difficulty in learning than, the majority of others of the same age, or
- have 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 mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision means:-

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

(Special educational needs and disability code of practice: 0 to 25 year (2015).

Identification and Assessment

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Using the graduated response to SEND Support, we will address the needs of children using the four main areas outlined in the Code of Practice (2015) these are:

These are identified under four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional or mental health difficulties
- Sensory and/or physical needs.

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

- Children who have difficulty saying what they want to or understanding what is being said to them.
- Children who do not understand or use social rules of communication

Asperger's Syndrome and Autism (ASD)

- Children with ASD, including Asperger’s Syndrome and Autism who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and include.

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) - children who are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) – children who are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – these affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They 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, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder.

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. Many of these children will require specialist support and/or equipment to access their learning.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

There is awareness that these needs will be inter-related and that children may have more than one area of need.

SEND Code of Practice 2015 states ‘Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as a graduated response’. We recognise that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child.

Strategies to Support Identified Pupils – A Graduated Response

At Tibberton & St Lawrence we are committed to the early identification and intervention of children who may have SEND.

Quality First Teaching in the Classroom

Preparation for those children who experience difficulty in their basic skills is a normal part of all lesson planning. Some pupils will require additional support which is short term and can be met by Quality First Teaching. Teachers will identify pupils who require additional support alongside the SENDCo working closely with the Assessment co-ordinator, using whole school data, as an early identification indicator. Pupil progress meetings are used to monitor and assess the progress being made by the child. Those children who are considered off track in terms of meeting their targets are discussed and added to our Monitoring List. The frequency of these meetings is dependent on the individual’s needs and the progress being made.

SEND Support

If progress is considered slow or not being made then the child will be identified as requiring SEND support so accessing resources and strategies from within the school to address their additional needs. Where necessary, more detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum and tracking of pupil progress. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

SEND support may be triggered if the pupil:

- Has made no or little progress over a realistic period of time
- Makes progress that is not in line with ability as indicated by good levels of understanding.
- Presents persistent social, emotional and mental health difficulties which have not been overcome by the usual classroom management strategies.
- Has sensory or physical problems which continue or begin to affect progress despite the provision of specialist intervention or equipment.
- Has communication and or interaction difficulties which continue, change or begin to affect progress despite the provision of a differentiated curriculum.

The aim is to ensure that effective provision is put in place and so remove barriers to learning. If further assessment is required we use the T&W guidance to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child. Pupils who receive small group, individual or specialist support, including from outside agencies are identified on the schools tracking system using the schools graduated response.

As required, Individual Provision Maps (IPM's) are drawn up jointly with the teachers, SENDCo, support staff and any recommendations from outside agencies. Pupils and parents' input is sought.

We have an agreed format for Individual Provision Maps which is based on the following principles:

- The IPM is a tool which should help to raise achievement for pupils with special educational needs
- The IPM is a working document which has a simple format and gives details of the provision which is additional to or different from what is normally provided for all pupils
- The IPM should be comprehensible to all staff and parents and distributed accordingly
- The IPM has details of the short-term measurable targets for the child, what strategies and resources are to be used and when the plan is to be reviewed
- The targets should be shared with the child and monitored and reviewed regularly
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of children. If adequate progress is not made after a substantial period of intervention and review, the SENDCo and teacher, in consultation with parents / carers, may decide that further support and advice is needed from an appropriate outside agency.

The IPM is continually under review to ensure that the appropriate targets set provide opportunities for success for the child and that progress can be made.

Children who have special educational needs are fully included into every aspect of school life whilst having their individual needs monitored closely using the 'Assess, Plan, Do, Review' approach. This is recommended in the SEND Code of Practice (2015) and is in line with the LA policy.

Children are taught by their class teacher alongside their peers and may be supported by a teaching or special support assistant for some of their work. Information is shared with parents about the impact of the support and interventions provided enabling them to be involved in planning next steps. Where, despite relevant and purposeful action to identify, assess and meet the SEND of the pupil has not made expected progress, in consultation with parents / carers the school will consider a request to *the Inclusive School Forum (ISF)*. *In some cases it will be necessary to request an Education, Health and Care assessment.* See School Based Graduated Response to SEND.

This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

Assess

- In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, including learning behaviours.
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

Plan

- Where it is decided to provide a pupil with SEND support, parents will be fully involved and consulted. Interventions and support strategies will be discussed with all concerned parties and an action plan put in place detailing outcomes and a review date.
- An Individual Provision Map (IPM) will be put together. This sets out any arrangements that are additional to and different from that which is offered through the school's curriculum.
- All staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required

Do

- The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, alongside the SENDCO, will revise the support (IPM) in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- The IPM is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

Intervention Programmes available

For children who need support in literacy:

- Little Wandle SEND
- Little Wandle Catch up and Keep up
- Toe by Toe
- SNIP
- Word Wasp

For children who need support in maths:

- Plus 1
- The Power of 2
- Dyscalculia Toolkit
- Max's Marvelous Maths

For children who need support in speech and language:

- Talk Boost KS1
- Talk Boost KS2
- Talk About
- NELI

- MAKATON

For children who need support with fine/gross motor skills:

- Cool Kids
- Dough Disco
- Occupational Therapy resources

For children who need support with social and emotional difficulties:

- Zones of regulation
- ELSA
- The Worry Tree
- ASD Tool Kit
- Calm Brain
- LEGO build to express

Planned CPD for staff 23-24

- Talk Boost Training
- Leading Good Autism Practice
- Precision Teaching
- Colourful Semantics
- Trauma Informed Practice
- The Literacy Pathway

At each stage of the process pupils and parents will be informed and consulted.

*In some situations, it may be necessary to attend the **Inclusive School Forum**.*

The Inclusive School Forum is a meeting of school professionals including head teachers and SENDCos who have expertise in special educational needs. It has been developed for all schools in Telford and Wrekin so that they are able to get advice and guidance from each other about how to meet children's needs effectively.

In addition, schools can ask the Inclusive School Forum for funding to support children's complex SEND. This is known as Additional Inclusion Funding or AIF for short. Many parents say they have long waits to access support some of which have been only accessible with an Education, Health and Care Plan. There will be no need for a child to have an Education, Health and Care Plan to access funding (AIF) from the Inclusive School Forum. One aim of the forum is to provide funding much earlier so that children's needs can be supported quickly.

Parents and pupils play a key part in the application and review process.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an Education, Health and Care Assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an **Education, Health and Care Plan** may be issued by the Local Authority – Telford and Wrekin or Shropshire.

Education, Health and Care Plans (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (EHCNA) which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing the need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents, teachers, SENDCO, social care and health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education,

health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following a Statutory Assessment, an EHC Plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinary available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan, They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can be found via the SEND Local Offer: The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEND.

<http://www.telfordsend.org.uk/>

or by contacting Information Advice Support Service (IASS) previously known as Parent Partnership on 01952 457176 (This is a support group and advice line for parents/carers of children with special educational needs of disabilities) www.telfordsendiass.org.uk

or by contacting Family Connect on 01952 385385 (This service can offer advice and support to all parents of pupils with special educational needs or disabilities) www.familyconnecttelford.co.uk

Supporting Pupils with medical conditions.

At Tibberton and St Lawrence, we recognise that pupils with medical conditions should be fully supported so that they have full access to all aspects of school life. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Responsibilities

Full responsibility for coordinating provision for children with special educational needs, including disabilities lies with the Federation SENDCo (Katie Osborne), the Head of School (Craig Batrick) and Executive Headteacher (Rebecca Nash)

The class teacher will ensure that -

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children who make slower progress will be given scaffolding learning opportunities and high-quality, adaptive teaching to help them progress, with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the Inclusion Statement in National Curriculum 2014:-
 - Teachers should set high expectations for every pupil.
 - Teachers have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
 - Teachers should use appropriate assessment to set targets which are deliberately ambitious.

We aim to recognise strengths as well as address areas of weakness and endeavour to involve all children in the activities of the school.

Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

The SENDCo will:

- oversee the day-to-day operation of the SEND policy
- coordinate provision for children with SEND, advise on the graduated approach to providing SEND support
- ensure there is liaison with parents and other professionals in respect of children with SEND
- manage learning support assistants /and the SEND team of teachers
- advise and support other practitioners in the school
- organise CPD and provide advice to fellow teachers and support staff
- attend relevant training and disseminate the details to all staff
- liaise with the relevant Designated Teacher where a looked after pupil is identified as having SEND
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- provide induction procedure for NQTs and new staff
- ensure that the school keeps the records of all pupils with SEND up to date
- liaise with external agencies including the LAs and educational psychology services, health and social services, and voluntary bodies/the Connexions PA
- review provision on a regular basis
- liaise with the Head of School
- work with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- review the effectiveness of the policy
- Make sure that multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, Health and social service departments, LAB21, Educational Psychologists and the LA.

The Governing Body will:

- Appoint a Link Governor to take a special interest in this area
- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, as far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEND provision is continually monitored, evaluated and reviewed.
- SEND provision is an integral part of the School Development Plan.

Parents will:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books.

- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Information Advice Support Service (IASS) www.telfordsendiass.org.uk for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- If any concerns arise we encourage those concerned to approach the class teacher in the first instance, the SENDCo, the Headteacher or the SEND Governor and a response will be made as soon as possible.

Pupils will:

- Talk about their learning with key members of staff.
- Have a role in the development of their IPM – identifying their strengths and strategies to support outcomes.
- Review their progress, successes and next steps.

The teaching assistant team will:

- Support children with a positive, supportive approach
- Responsible for group or 1:1 intervention
- Record the progress of the intervention and report back to class teacher/SENCo
- Attend Annual Reviews to feedback on progress of children they work closely with
- Resource and prepare interventions.
- Attend CPD

Removal from the SEND register

Removal of a child from the SEND Register Where targeted support has been successful a child may, in consultation between the class teacher, SENCo and parents, be removed from the SEND register.

Monitoring and Evaluation

Provision for SEND pupils will be a regular part of the school's monitoring of learning and teaching. The SENDCo will review the progress of pupils identified and report to the school's senior leadership team.

The coordinator will provide the governors with information on the progress of SEND provision through the creation and regular review of the School Improvement Plan.

The coordinator will provide colleagues involved in the secondary transition process with information regarding SEND pupils so that the pupils can continue to receive appropriate provision. We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

School-based Graduated Response to SEND – SEND Support

Action	Who is involved?	What is involved?	Next steps
<p>Adaptive teaching through high quality first teaching (Wave 1)</p>	<p>The class teacher responsible for the pupils.</p>	<p>The teacher plans for the activities to be given to pupils with access to resources and appropriate support to access the learning with success and progress.</p>	<p>If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered.</p>
<p>MONITORING SUPPORT begins</p>			
<p>Targeted Quality First Teaching (Wave 2)</p>	<p>The teacher responsible for the child informs the SENDCO of the concern and with advice obtained, identifies next steps in consultation with the parents/carers and the pupil.</p>	<p>Short term, targeted support for those children working towards ARE who need an additional boost (not identified as SEND). These children go onto our ‘monitoring’ list.</p> <ul style="list-style-type: none"> • Targeted high-quality teaching at the pupil’s area of weakness. • Adapt classroom practice to suit pupil’s need. • Implement short term interventions. • Evaluate success of interventions by comparing pupils’ assessment data before & after 	<p>Class teacher, SENCo and Headteacher discuss whether the child is still making slow progress, if so, an IPM will be created and class teachers will create SMART targets for the child with appropriate, evidence-based interventions. This will be shared with parents and signed.</p>
<p>SEND SUPPORT begins – parents invited in to discuss and sign permission to join the SEND register</p>			

(Wave 3)

Class teacher, with the support of the SENCo create an IPM for the child with SMART targets.

The SENDCo requests advice from an external agency.

A new IPM is devised from the additional guidance given and the teacher involved delivers the plan of action. The IPM is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. IPM is reviewed regularly and shared with parents.

Most pupils should make progress with the additional help but if the targets and strategies implemented in the Intervention plan mean that adequate progress is not made, intervention is modified. Advice may be requested from outside agencies.

The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request *at*

- *Inclusive School Forum (ISF).*
- or*
- *for an Education, Health and Care Assessment.*