

# THORPE LEA PRIMARY AND NURSERY SCHOOL



*A dedicated community working together, nurturing a safe, happy school where all children can achieve their potential*

# Special Educational Needs and Disabilities Policy

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Headteacher

Caroline Wright

Chair of Governors

SENCo

Adam Collin

At Thorpe Lea Primary School it is our aim to promote inclusion so that children with special educational needs and disabilities can achieve their full learning potential through access to broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences.

## **SECTION 1: BASIC INFORMATION ABOUT THE SCHOOL**

### **1. OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR PUPILS WITH SEN**

The governors are required to have regard for the SEN Code of Practice. The definition of SEN is as follows in this document:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them:

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

At Thorpe Lea Primary School and Nursery we are committed to the early identification of needs. We adopt a graduated response, as recommended in the present SEN Code of Practice. This approach recognises that there is a continuum of special educational needs and disabilities, and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

We aim to provide every child with a broad balanced curriculum, which meets their individual needs and provides challenge for all. All staff are involved in meeting the needs of individuals. At Thorpe Lea Primary School and Nursery we whole-heartedly encourage effective parent partnerships.

### **2. RESPONSIBILITIES**

It is a whole school responsibility to meet the needs of children with SEND.

The governing body has a mandatory responsibility towards the children with SEND. They are responsible for:

- Ensuring provision is made for pupils with SENDs
- Ensuring children with SEND join with all pupils in the activities of the school as far as possible
- Reporting to parents on the implementation of the SEND policy
- Having regard to the SEN Code of Practice when carrying out their duties to pupils with SEND
- Ensuring parents are notified of any decisions to support, or changes to a child's provision

Karla Hanna is the designated SEND governor.

The head teacher, Martin Belfrage, has overall responsibility for the day-to-day organisation of SEND, which he has delegated to the SENDCo, Adam Collin. The SEND admin/teaching assistant is Nikki Green.

The SENDCo's responsibilities are:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating the provision for SEND children through the development of the provision map
- Managing the professional role of the Teaching Assistants and Learning Support Assistants
- Advising and supporting school staff
- Contributing to the professional development of Staff
- Monitoring children's progress
- Ensuring that IEPs are in place, and reviewed
- Ensuring that relevant information about SEND children is collected, recorded, updated, and disseminated
- Liaising with external agencies including SEND management, the Multi professional Team, Health and Social Services
- Ensuring liaison between parents, outside agencies and other professionals

The Class Teacher is responsible for:

- Ensuring that the needs of all children in their class are met through a differentiated curriculum and suitable deployment of support staff
- Familiarising themselves with children's records and information regarding their SENDs
- Supporting children in achieving personalised targets outlined in the SEND support arrangements
- Keeping the SENDCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns, or concerns expressed by parents

The Teaching Assistants are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENDCo.
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the SENDCo regarding children's progress in achieving individual targets
- Keeping records of their work with individuals or groups

The parents support their child with encouragement, positive reinforcement, attend meetings and reviews.

The SEN Governor is responsible for:

- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Working with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher is responsible for:

- Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- The overall responsibility for the provision and progress of learners with SEN and/or a disability

### **3. ADMISSION ARRANGEMENTS**

We welcome all children to Thorpe Lea Primary School and Nursery and endeavour to ensure that the appropriate provision is made to cater for their needs.

Pupils with Education and Health Care Plans are admitted to the school, and fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils. Children with special needs and disabilities will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

### **4. ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION**

The SEN Code of Practice recommends that when a child is identified as having special educational needs the school should provide support, which is additional to, or different from those provided as part of the school's differentiated curriculum. Should a child fail to make progress over time, it may be necessary to request advice and support from the multi professional team or other professionals and increase or modify the support arrangements to meet Additional Needs. The range of support provided will vary between individuals according to their level of need. The next stage of this graduated response is requesting statutory assessment in an Education, Health and Care Plan from the LEA. This only occurs in a very small number of cases when a child's special educational needs are a significant cause for concern. Support for children with SENDs is planned and reviewed on a termly basis. The school provision map details all additional support arrangements for children with SENDs. The class teacher, with support from the SENDCO, devises the child's Individual Education Plan; IEPs are reviewed termly by teachers and a meeting is held close to each review date to share feedback with parents. If a child has specialist support from an outside agency, the plan is updated immediately to reflect this support. Provisions (interventions) are reviewed termly by the class teacher and TA, and adjusted accordingly. The SENDCO updates the SEN and Early Intervention registers regularly to keep track of provisions for both SEN and Early Intervention children.

At Thorpe Lea Primary School, we pride ourselves in our Quality First Teaching. For further support, we provide a wide range of interventions such as:

- Small group work or individual support within the classroom
- Intervention Groups such as: ELSA groups, basic number skills support, fine motor skills support, Colourful semantics, phonics support, reading support, timetables support, spelling support, pre-teaching (English, maths and vocabulary), number bonds support,

SALT support and individual, needs specific 1:1 interventions recommended by specialists

- Behaviour monitoring through behaviour charts, escalation plans and reward systems
- Individualised programmes of work
- Increased use of laptops and ICT
- Use of symbols to aid understanding
- Support is reviewed and amended as necessary each term according to each child's progress in relation to National Curriculum attainment and personalised targets and outcomes
- Same-Day Interventions

## **5. FACILITIES FOR SEND PUPILS**

Children with SENDs spend the majority of time learning with their peers in their classroom. There are resource areas, an Emotional Literacy room where individuals or small groups may work from time to time with a learning assistant or teacher. We also have two mini classrooms dedicated to intervention work: The Hub and The Den. The site is disability friendly, which is accessible to wheelchair users and has access provision to toilets across the building.

## **6. ALLOCATION OF RESOURCES**

The delegated SEND budget is used for the SENDCo salary, classroom assistants and individual support assistants. A budget is also allocated each year according to the resources needed to carry out the SEND Action Plan and update resources.

Children with an EHCP or Statement are provided with additional funding from Surrey County Council.

## **SECTION 2: IDENTIFICATION, ASSESSMENT AND REVIEW**

### **IDENTIFICATION**

Thorpe Lea Primary School and Nursery is committed to early identification and intervention of SEND. To do this, staff use information from feeder schools and preschool settings and information about children's needs are gathered on entry through meetings with parents, and from reports from outside agencies such as speech therapists, medical professionals, Educational Psychologists, Portage and SEND advisers.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



## **ASSESS**

Pupil attainment information is gathered by class teachers, senior leaders and the SENDCo during Pupil Progress Meetings which are held half termly. Records are kept and information discussed with class teachers and SENDCo as to the progress made. Observations and assessments are carried out by the Multi professional team and health professionals such as Speech therapist, Occupational Therapist and the Child and Adolescent Mental Health Service. Information from assessments used in school to support identification of needs include: the Foundation profile, Ann Locke GL Assessments, Phonic Awareness Check, SATs, PM Benchmarking, ABACUS half termly maths assessments, Wellcomm Early Years Speech and Language Assessment, PORIC Speech and Language Awareness Assessment and Rising Stars termly assessments.

## **PLAN**

Where it is decided to provide a pupil with SEN support, the parents will be notified. The teacher and the SENCOs will agree, in consultation with the parent and the pupil, and IEP will be written to outline the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided will be selected to meet the outcomes identified for the pupil in the IEP. Where appropriate, the plans will seek parental involvement, this occurs termly, to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required; this is all recorded on the child's IEP. This should also be recorded on the school's information system. The school use a piece of online software called Provision Map which enables parents to regularly check their child's IEP and provides a communication channel between parents and school.

## **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.

Teachers 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 SENDCos 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 should be reviewed in line with the agreed date. The SENDCos, together with the class teacher will evaluate the impact and quality of the interventions, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs and the review of the provision to be provided.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan annually.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, SENDCo and SEN Governor
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Development Plan
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

## **INCLUSION AND CURRICULUM ENTITLEMENT**

The National Curriculum's statement on Inclusion sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Thorpe Lea Primary School and Nursery all children are entitled to a broad balanced curriculum. We aim to identify barriers to learning as early as possible and do our utmost to support these. We enable access to the curriculum through differentiation of the curriculum, additional resources, additional adult support, specialist equipment and/or small group work and we make special access arrangements for tests where appropriate. Thorpe Lea Primary School and Nursery have developed strong, professional relationships with the multi professional team and other professionals and often seek advice in order to maximise children's' access to the

curriculum. All children at Thorpe Lea Primary School are included, where possible in every aspect of the school life such as trips, extra-curricular activities, school council and positions of responsibility.

## **5. EVALUATION OF THE POLICY**

The policy is subject to a yearly cycle of monitoring, evaluation and review by the SEND governor, Karla Hanna. The SENDCo, school leadership team and Governing body evaluate the effectiveness of the policy against the principles and objectives set out in the policy. The numbers of children placed on the SEND register, and their need and level of need is evaluated and adjusted as necessary each term. The effect of the whole school provision map is evaluated each term through analysis of assessment and intervention data and is adjusted accordingly.

## **6. PROCEDURES FOR CONCERNS**

Parents contact the class teacher in the first instance when they have a concern about their child. Once this route has been explored, if they so wish, they are able to speak with the SENDCo and then the Head teacher. Finally, they can contact the Governors.

The Surrey Parent Partnership helpline (and the support group Family Voice) is available for parents who wish further information or support.

## **SECTION 3 STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES**

### **1. STAFF DEVELOPMENT**

At Thorpe Lea Primary School, there are regular opportunities for the SENDCo and staff to discuss a child. Throughout the school year, there are various training opportunities run by both internal and external professionals to further develop staff's knowledge and skills and will support identified areas of need. In addition, the SENDCo will meet with new staff and student teachers to induct them on the school's SEND policy.

### **2. INVOLVEMENT OF SUPPORT SERVICES**

The Multi Professional team predominantly consists of the Educational Psychologist (EP), Behaviour Support Teacher (BS), Learning and Language Support Teacher (LLS), Inclusion Officer and Speech and Language (S & L). The involvement of most of the Multi professional team is mapped out at a termly planning meeting.

Involvement of these professionals is by referral. (Referral to the Educational Psychologist, Behaviour Support or Learning and Language Support requires parental permission). These professionals provide consultation to school staff about SEND issues and individual pupils. Settled travellers or children with English as an Additional Language who have Cognitive or Learning Additional language needs are supported by REMA the Race, Equality and Minority Advice support teachers.

Additional specific health needs at present are supported by professionals at St Peter's Hospital.

For children under three and a half, we are also able to refer to Portage Early Education Support Service.

The school has frequent visits from a Speech Therapist, who provides assessment and short block therapy. Occupational Therapy and the Physical and Sensory Support Service also visit the school where referrals are made in conjunction with parents. Advice is sort in conjunction with Visual Impairment and Hearing Impairment and the ICT where appropriate. During the



COVID-19 school closure, many consultations took place digitally via Teams as opposed to school visits.

For children who have an Autism diagnosis, the school can be supported by the Freemantles Outreach team.

The Specialist Teachers for Inclusive Practice (STIPS) team work closely with the school to support children in overcoming barriers to learning and engaging with the curriculum.

The school can also make direct referrals to the Child and Adolescent Mental Health Service or the Community Paediatrician.

### **3. PARTNERSHIP WITH PARENTS**

At Thorpe Lea Primary School and Nursery we value greatly the role parents play in their child's learning and the impact of parent involvement on pupil progress. Our *ELSA* (Emotional Literacy Support Assistant) works closely with parents, supporting them by meeting with them at home or school.

Parents can make contact with staff either informally in the playground, or by requesting a meeting.

Parents are notified early of any concerns about their children. They are informed in person when a child's name is placed on the SEND register. Parents are informed when a member of the Multi Professional team visits their child and parents are invited to a meeting with the professional and the SENCo to share their advice. Some children, especially those with an EHCP or Statement may have a home school contact book.

SEND support arrangements are reviewed at a meeting with parents and class teachers three times a year (each term) for all SEND pupils and annually with parents, class teachers, support staff and the SENDCo using external reports for those with an EHCP or Statement.

We respect the differing needs of parents such as disability, communication or language barriers, for example, we will try to find a translator for parents whose first language is not English.

### **4. LINKS WITH OTHER EDUCATIONAL ESTABLISHMENTS**

The SENDCo/SEND Admin Assistant liaises with SEND staff at feeder schools and nurseries and meets with staff from local secondary schools and special schools at transition. The SEND file is passed to receiver schools. Year 6 SEND children have a visit from the Head of Year and the SENDCo in the summer term and make a visit to their new establishment. We are able to make referrals to Freemantles Outreach for advice for pupils with a diagnosis of an Autistic Spectrum Disorder.

### **5. LINKS WITH CHILD HEALTH SERVICES, SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND VOLUNTARY BODIES**

The school can make referrals to the Community Paediatrician, Child and Adolescent Mental Health, Occupational Therapy, Paediatric Speech Therapy. We can make referrals to Social Services and the Family Support Worker for families who need additional support, with parental permission. These Services will then decide if the referral meets their criteria for involvement. The school monitors attendance closely and refers children who have poor attendance to the Educational Welfare Officer who can then provide parental support.