

SEND Policy

Tenterfields Primary Academy School Offer



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Responsible Committee:	Tenterfields Primary Academy LAB
Revised by Local Advisory Board:	
Next review date:	September 2024

Tenterfields Primary Academy School Policy for Special Educational Needs and Disabilities

Policy Aims

Tenterfields Primary Academy is committed to working together with all members of our school community to provide the best opportunities for our pupils. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and /or disabilities are the same as those for all children in school.

This policy aims to highlight what is meant by SEND and to outline what SEND provision looks like at Tenterfields Primary Academy.

Definition of SEND

The term 'special educational needs' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most children of the same age. This includes children where a medical, social, emotional or behavioural need creates a barrier to learning.

Co-ordinator, Executive Headteacher and Governor Roles

The coordinator's role along with the Executive Headteacher and governing body plays an important role in deciding the development of the SEND policy and provision. This will result in the raising of the achievement of children with SEND.

- The Senco takes day-to-day responsibility for the coordination of the provision for children with SEND.
- They work closely with staff, parents and carers, and other agencies from the earliest stage of the process.
- The Senco also provides guidance to staff in order to ensure high quality teaching for children with SEND.
- The Senco, with the support of the Head teacher and colleagues, aims to overcome barriers to learning and deliver effective teaching through the analysis and assessment of children's needs. Tenterfields does this by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The SEND co-ordinator at Tenterfields Primary Academy is Mrs Lucy Taylor.

The Governor for SEND in school is Mrs Samantha Grinham.

At Tenterfields Primary Academy:

We strive to meet the special needs of all children with the school, within our normal quality first teaching intervention groups and flexible learning and support arrangements.

- We welcome children of all abilities, offering them full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, meeting their individual needs as appropriate.
- We seek the views of the child and take these into account.
- We believe parents have a vital role to play in supporting their child's education. We have an open door policy and encourage parents to speak to the Class teacher, SEND Coordinator or Head teacher if they have any concerns about their child. We welcome and encourage parents' support in school and at home.
- We share information at parents' evenings, review meetings, in termly and end of year reports and on the school website.
- SEND has a high profile within the school.
- The SEND coordinator is a member of the Senior Leadership Team (SLT).
- SEND provision is monitored half termly by all members of staff.

- Targets are set and reviewed by all members of staff involved with the learning of the children. Analysis of the children's progress takes place half-termly and where necessary interventions are put into place to help close gaps in learning. Parents are informed of these targets and a review of progress is carried out. The findings are discussed at progress reviews; parent's evenings and informally when parents request a meeting with staff.
- We ensure that those children with disabilities and SEND are given opportunities to develop their full potential through high quality provision to raise standards of achievement through personalised learning.
- We are fully accessible for the disabled and have disabled toilet facilities.
- We use dyslexia friendly strategies in school.

We aim to ensure that:

The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.

- We work together with the local authority and outside agencies to ensure that any child's special educational needs are identified early.
- We take into account the views and wishes of the child.
- We work in partnership with parents, taking account of parents' views.
- A range of teaching strategies are used along with flexible groupings to meet the needs of all pupils.
- Provision and progress is monitored and reviewed regularly.
- Individual targets are clear and detailed, specify monitoring arrangements and are reviewed each term.
- Staff are aware of the progress of pupils with additional needs and understand next steps.
- Individual targets are stored in the class SEND file containing current and past individual targets, assessment information and any additional information.

Admissions

Tenterfields Primary Academy does not operate a prejudice against a child with a disability or special educational need. We welcome children of all abilities. There is one intake per year in September for children with their fifth birthday between 1st September and 31st August. Tenterfields has an admission limit of 30 pupils. Parents are required to complete their child's application online. Information about applying online for children living in the Dudley borough is available at www.dudley.gov.uk/admissions . If you do not have access to the Internet or experience difficulties trying to access the website, please contact the Admissions Service on 01384 814223. If your child lives in a neighbouring borough you should contact your local authority.

Complaints Procedure

The Local Education Authority has prepared a formal appeal procedure in regard to complaints from parents and others under the terms of section 23 of the Education Reform Act 1988 regarding the way in which the curriculum is delivered in school. "Education Reform Act 1988 – Local Arrangements for the Consideration of Complaints" is available for inspection in the school office. Tenterfields Primary Academy's complaints procedure can be found on the school website.

Identification, assessment, review and planning for pupils with SEND

All teachers continually monitor the progress of children in their class through observations, day-to-day and other tests and assessments to identify those not making progress over a continued period of time.

The Graduated Approach

- We adopt a model of action and intervention to help children who have SEND.
- The approach recognises that there is a continuum of SEND.
- We aim to identify SEND as soon as possible. We use an Assess, plan, do, review model to identify and plan for additional needs. Quality First Teaching along with differentiation enables all pupils' needs to be catered for. Individual targets are put into place and all pupils are aware of their

individual targets. Teachers plan differentiated or scaffolded activities for a range of differences, abilities, interests, preferred learning styles, language style, and for special educational needs. All staff are aware of the needs and abilities of pupils in their class with SEND. Whole school additional provision is recorded and monitored on our provision map.

- Where necessary, increasing specialist expertise is brought in to support with difficulties that a child may be experiencing.

The Concerns List

- At present, children who are a concern to their teacher are registered on the concerns list so that staff can monitor them. Children are monitored termly and moved to SEN Support if greater intervention is required.
- If after a period of monitoring, staff feel that a child has a particular need that needs additional support, they will refer their concern to the Senco. A decision will be made in consultation with parents whether to monitor the child's progress, investigate further or whether to add a child to the register of need at SEN Support and make additional provision for them.

SEND Support

- When a class teacher identifies that a pupil has SEND - the class teacher devises interventions **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – individual targets will usually be devised, future interventions planned in discussion with colleagues, actions will be monitored and reviewed.
- Staff seek permission from parents before putting a child onto the SEND register and a parents' meeting with the SENCo is arranged to support parents.
- Staff will share individual targets with parents and children and review them at least every six months. This review will be shared with parents and pupils.

If further concerns are raised, then:

- The Senco and class teacher, in consultation with parents, may ask for additional support from external services.
- The Class teacher and Senco are provided with advice or support from outside specialists.
- Additional or different strategies to those at SEN Support (SS) are put in place – individual targets will usually be devised
- The Senco should take the lead in
 - any further assessment of the child
 - planning future interventions for the child in discussion with colleagues
 - monitoring and reviewing the action taken

Education, Health and Care Plans (EHCP)

- Where a child continues to be cause for concern, the Senco, class teacher, parents and outside agencies ask for further support from the Local Authority to deliver support to cater for the needs of children with specific learning difficulties.
- All staff involved with a child will work together to report on areas of difficulty.
- The Local Authority will evaluate the child's needs and will offer support. If an EHCP is written, extra support may be in the form of additional funding, providing specific resources or offering further education advice.
- A child's EHCP is formally reviewed annually with the Senco, class teacher, parents and other agencies involved.
- Education, Health and Care Plans (EHCP) have replaced statements.

Actions to meet pupils' SEND tends to fall within four broad strands

- Assessment, planning and review
- Grouping for teaching purposes

- Additional human resources
- Curriculum and teaching methods (First Quality Teaching is vital)

Relating Action to SEND

- Strands of action need to be organised so that progressively more powerful interventions can be used to meet increasing needs.
- The range, type and intensity of interventions can also be reduced as a child makes adequate progress.
- The actions may be appropriate at SEN Support for pupils with an EHCP.
- For most pupils, extra help will be provided within the classroom, managed by the class or subject teacher. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.

Relating intervention to individual needs

- decisions about which actions are appropriate for which pupils must be made on an individual basis
- By a careful assessment of the pupils' difficulties and
- the pupil's need for different approaches to learning and
- the school and classroom context

External Agencies

The school welcomes support from a range of external agencies, including the LA, Health (the school nurse), Children's Services, Learning Support Service, Sycamore Outreach Service and Educational Psychologists. The school will contact these agencies for support when specific needs have been identified. Parental permission will be sought before these agencies work with individual children. Parent consultation meetings will take place and review meetings are held to inform parents of progress and next steps.

Resources

Funding for SEND is allocated within the school's budget.

- The coordinators are responsible for all resources and they are to be found in the storage units in the intervention room (eg. nurture groups, speech and language, maths skills, English skills, social skills, dyslexia etc). Teaching Assistants and other staff can access them when necessary.
- The budget is allocated at the beginning of the financial year and any suggestions for resources should be made to the SENCo. The budget is distributed in order to aid learning.
- At school we closely monitor the allocation of resources and support from adults, in order to maximise the children's learning. We analyse pupil's progress to decide upon the best intervention. We review these half-termly to measure the impact. As part of this process, some pupils may receive 1:1 support in one area. This support may also be part of a small group, e.g. 1:6.

Assessment

- Assessment by teaching assistants, teachers and Senco; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests
- Foundation Stage profile
- KS1 SATs
- KS2 end of year tests
- Maths assessment each term
- Reading assessment each term
- Writing assessment each term
- Target setting - 'SMART' targets
- Regular monitoring and review of individual targets
- Parents informed and may be involved in supporting targets in the home
- External services (Learning Support Service, Educational Psychologist) undertake specialist assessment leading to a more specifically-focused targets
- The key test of the need for further action is evidence that the current rate of progress is not as expected

- There should not be an assumption that all pupils will progress at the same rate
- Use of intervention records kept by support staff and shared with teachers regularly

Transition Arrangements

The school has close links with secondary schools in the local area. We always work closely with colleagues to ensure that pupils with a special educational need receive the necessary support during the transition process. Prior to pupils starting the new school, secondary staff meet with the Year 6 class teacher to discuss needs and progress in the summer term. The Year 6 class teacher and the SENCo will also meet with the secondary school SENCo to discuss provision and support for each child with SEND to ensure a smooth transition.

Equal Opportunities

All children should receive their full entitlement to the curriculum, regardless of gender, race, ability or religion.

- Pupils with SEND are based predominantly in the ordinary classroom, supported through flexible grouping strategies and a scaffolded and differentiated curriculum where appropriate.
- At Tenterfields Primary Academy, we believe that some children will require additional support to achieve equal opportunities.
- Access to individual or small group tuition to support individual targets is delivered within the classroom and through limited periods of withdrawal.

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Review

This policy will be reviewed when necessary or if not before in September 2024. The Special Educational Needs and Disabilities Coordinator will share developments in special educational needs and disabilities with the Special Needs Governor on a termly basis.