



At Thakeham we CARE

SEND Policy

Thakeham Primary School

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| Date approved by the Full Governing Body: | July 2023 |
| Review Date: | July 2024 |
| Headteacher: | Will McDonald |
| Chair of the Full Governing Body: | Tom Gray |
| Policy written in house by Headteacher. | |

Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into High School and then adult life
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Our team:

Thakeham's SENCo team was set up in January 2023. Mr Will McDonald and Mrs Bex Stender share the SENCo role. Mr McDonald has been a SENCO since 2017 and completed the National SENCo Award in 2020. Mrs Stender is working through accreditation as of September 2023. The team also has Mrs Bowbrick as the Deputy SENCo who is currently working towards accreditation as an Early Years SENCo. Mrs Stender is the main SENCo and responsible for all provision around the areas of Communication, Interaction, Cognition, Learning, Sensory and Physical. Mr McDonald is responsible for SEMH as this links with his role as the DSL and the school's Mental Health and Emotional Wellbeing Lead (MHEWL). Mrs Bowbrick carries out a support role for the SENCOs alongside targeted intervention work with pupils.

Vision & Rationale

"High quality learning and teaching are at the heart of our school. We nurture and celebrate each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future."

Thakeham Primary School Vision 2017

'Every Teacher is a Teacher of SEND.' All pupils at Thakeham Primary are valued and respected equally and their needs must be addressed. By developing a whole school approach to Special Educational Needs and disabilities, we will ensure an efficient delivery of the curriculum by all staff to all pupils and help ensure the inclusion of all. Children with Special Educational Needs and disabilities may require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including the National Curriculum. All pupils at Thakeham Primary have access to a broad and balanced curriculum differentiated to enable them to understand the relevance and importance of an appropriate education. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy promotes best practice towards students with SEND. The school aims to: promote independence, equality and consideration for others, support all children to excel by offering different pathways for progression, equip pupils with the skills and attributes

necessary for later life, celebrate the wide range of our pupil's achievements, and, create a welcoming atmosphere for parents/carers and other stakeholders.

Legislation and guidance

This policy and the SEND Information Report is based on the statutory Special Educational Needs and Disability Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN Co-ordinators (SENCOs/InCos) and the SEN&D Information Report.
- SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The school's SEND Information Report is published annually and is available on the school's website. The report contains information about SEND procedures at the school, including contact information for the Co SENCO team, the school's approach to teaching pupils with SEND, how the school consults and involves pupils and parents, staff expertise and training and how the school works with other agencies to support pupils with SEND.

The 2014 SEND Code of Practice defines Special Educational Needs as follows: a child has SEN if they have a learning difficulty which calls for educational provision to be made for them. A child has a learning difficulty or disability if:

- a) they have a significantly greater difficulty in learning than the majority of their peers; or
- b) they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs : A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Disability: Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Responsibility for SEND

Co SENCo Team

The Co SENCo team is responsible for implementing the SEND policy and liaises with the dedicated Inclusion Governor. The role of the Co SENCo team is set out in the SEND Code of Practice 2014.

The Co SENCo team will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The Headteacher will:

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers:

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Governing Body:

- The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Identification, assessment, provision and monitoring of pupils requiring additional support

On entry to Thakeham Primary School, all pupils are screened immediately using speech and language screening tools (NELI, SpeechLink and LanguageLink). We screen for both expressive and receptive language needs. This is because we recognise the importance of language communication and the core role it plays not only with a child's education but their wider development. Intervention is then put in place immediately and continues until it is no longer required. Alongside this, we work with West Sussex County Council's Early Years team and all local nurseries to ensure pupils start at Thakeham with their needs clearly identified.

Through the Key Stages, we have a clear approach to identifying and responding to SEND. Children are monitored across all key stages of the school and if there are any concerns then staff will bring these up informally through meetings or relay them through the 'causing concern' form which is returned to Mrs Stender as the main SENCO. The SENCO Team meets every two weeks and all children highlighted as causing concern are discussed and a way forward planned for in line with our tiered approach.

There are several assessment tools and systems that are used to identify the area of need for the child. If more complex assessment is needed, the SENCO will secure the help of outside agencies such as the paediatric medical specialists, the Educational psychologist, speech and language therapists and also the specialist teachers that are available through the County Council. Any parent/carer who is concerned about a child should talk to the class teacher who will then pass on these concerns to the SENCO.

Class teachers, supported by the Headteacher and SENCO team, make regular assessments of pupils' progress. When monitoring pupils' progress, class teachers look for pupils who have made less than expected progress given their age and individual circumstances. They have looked to see if progress:

- is significantly slower than that of their peers from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers

In addition to ongoing formative assessments, the school has also used a range of specialised assessments to assist in identification of pupils' specific learning difficulties. These come under the following four key areas: communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical needs. Following identification of specific learning difficulties, small targeted intervention groups are created that run for about 6 weeks. We use the TARGET

model as defined by the Education Endowment Fund to plan and carry out our interventions. Progress is tracked across each session and then reviewed at the end of the intervention. All of our interventions have a 'rationale' mapped out for each one detailing:

- [1] The reason we are using it
- [2] How we use it in school
- [3] The research and evidence base that proves it is an intervention worth using
- [4] Training and CPD given to staff in the intervention
- [5] Review of impact

Our Interventions

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| Communication and Interaction | Cognition and Learning | Social, emotional and mental health | Sensory and physical needs |
| Nuffield Early Language Intervention Language Link Speech Link | Read Write Inc Lexia Precision teaching Alpha to Omega | Zones of regulation Talkabout | Sensory circuits Jump ahead |

Following teacher assessment and our specialised assessments, pupils are placed onto our 5 tier provision. Pupils who are on Tier 4 of the SEND register will have an ISP with termly targets that are set together with the class teacher and Co SENCo team. These are then shared with the parents and pupils where we encourage their voice and support in helping their child achieve their targets. These are reviewed each term and where appropriate new targets are set. The Co SENCo team and class teachers will also discuss and review where on the tiers of provision the pupil is and if they need to move up or down a tier following their targeted support.

| Not on formal SEND register | | |
|---|---|---|
| Tier 1 | Tier 2 | Tier 3 |
| Universal Provision | Early Intervention | Targeted Support |
| Pupil may have been identified but the teacher can provide provision through QFT. | Small group work. Differentiation on top of tier 1, e.g: working on targets from another year group. | Not on the SEND register as still making enough academic progress but in tracked interventions. |

| Formal SEND register | |
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| Tier 4 | Tier 5 |
| In receipt of targeted, intensive additional support (e.g: from outside agencies like SALT, LBAT, APC) ILP Pupil Passport Inclusion Dashboard | Has an EHCP |

Assessing and Reviewing Pupil's Progress

All pupils on our Tiers of provision are part of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a pupil's progress is constantly monitored and members of staff have checked that the intervention in place is both relevant and effective.

Assess – The SENCo and class teacher have carried out a clear analysis of the pupil's needs. This analysis has drawn on the class teacher's assessments, previous attainment and progress of the pupil, and where appropriate the views of the pupil and parent.

Plan – The SENCO and class teacher have agreed, in consultation with the parent and pupil, the interventions and support put in place, along with a clear date for review.

Do – The class teacher has been responsible for ensuring that a pupil has accessed Quality First Teaching in the classroom. The pupil may have accessed additional support, depending on the level of need. Interventions will have been delivered by the SENCO team, TAs and by outside agencies such as play therapists.

Review – The effectiveness of the support and interventions and their impact on a pupil's progress has been reviewed and evaluated in line with the agreed date. Parents and the pupil have also had the opportunity to review progress. The SENCo and class teacher have also revised the support in light of the pupil's progress and development, deciding on any changes that need to be made to the ISP.

Statutory Assessment

If concerns about a pupil's progress within the school's capacity for support continue over time, the school and/or parent/carer may consider the criteria for an Education, Health and Care Plan. If these criteria are met, and the parents/carers are in agreement, the school will request a Statutory Assessment. This may lead to the Local Authority producing an EHCP.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil, parent and pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Expertise and training of staff

The SENCo team at Thakeham Primary School attends regular meetings with the other teachers responsible for special educational needs in the locality. Through these meetings, the SENCo team access the skills and advice of other SENCOs as well as training opportunities from outside agencies. Training received by the SENCo team and other members of staff at Thakeham Primary School over the last academic year includes:

- Locality SENCo meetings
- Asthma online training
- Anaphylaxis training
- Safeguarding training

- EYFS SENCO training
- ELSA
- MHEWL
- MHFA
- Autism Aware training
- Therapeutic Thinking training for staff and the Deputy SENCO

The school has also benefited from close links with outside agencies. The SENCo team has drawn on the expertise of the specialists through meetings, phone calls and emails.

Class teachers at Thakeham Primary School receive training through weekly staff meetings as well as locality and county training sessions. Staff have observed other teachers working within the school. The Co SENCo has supported class teachers and TAs with individual pupils' needs

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and Language Therapy Service – Expressive, Receptive and Social Communication
- Highly Special Speech Therapy Service – Social Communication
- Learning and Behaviour Advisory Team – Consultation and Review Meeting
- Learning and Behaviour Advisory Team – Individual Assessments
- Autism and Social Communication Team – Consultation and Review Meeting
- Autism and Social Communication Team – Individual Assessments
- Educational Psychologist
- Alternative Provision College (APC)
- Advisory Teacher – Adoption (Virtual School)
- Child and Adolescent Mental Health Service (CAMHS)
- Community Mental Health Liaison Service
- Single Point Access
- Occupational Therapy Service
- West Sussex Fair Access Team
- Child Development Centre
- School Nurse
- Early Help Team
- Family Support Workers
- Social Workers
- Play Therapists
- Bereavement Support

West Sussex Local Officer

Services available for identifying and assessing children and young people with special educational needs from birth to age 25 can be found on the West Sussex Local Offer website. Areas covered are education, health, social care, support services and leisure.

The provision, support and resources available at Thakeham Primary School which is part of the STARS and Chanctonbury locality group can be found in the school's Local Offer. This can be found on the school's website. There is also a link to the West Sussex Local Offer.

Complaints

If parents wish to register a complaint regarding provision for their child, they should express their concerns to the class teacher, Co SENCo team or Headteacher. Their concerns will be fully investigated. Procedures for formal complaints, regarding SEND, are outlined in the school's Complaints Procedure Policy. Parents or carers can obtain information and support by contacting the West Sussex SEND Information, Advice and Support Service (SENDIAS).

send.ias@westsussex.gov.uk

Links with other policies and documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Medical policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy