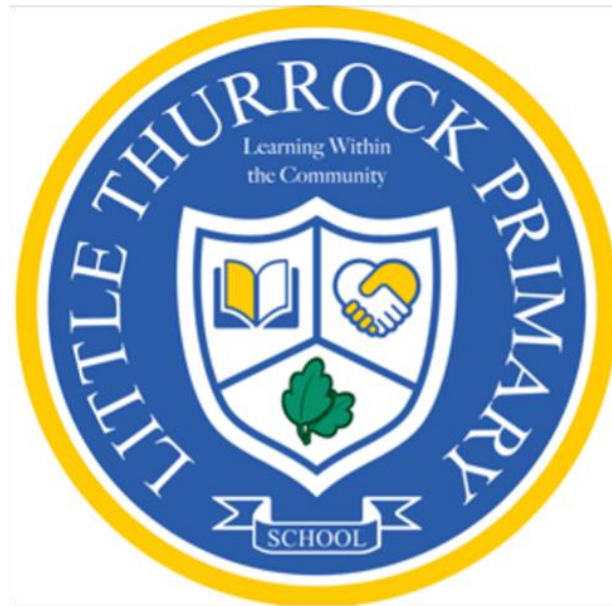


# LITTLE THURROCK PRIMARY SCHOOL



## Special Educational Needs and Disability Policy.

Signed: *Deoise Hanson*

Chair of Governors

Signed: *Can Robert Broyd*

Headteacher

**Date:** November 2023

**Next Review:** November 2024

### Changes since last review

Detail added on categories of SEND from the SEND code of practice (Page 3)

Update on roles and responsibilities of the SENDCo (Page 5)

## Contents

Aims	Page 3
Legislation and Guidance	Page 3
Section 3 of the Children and Families Act – definitions of SEND	Page 3
Graduated approach to SEND	Page 4
Evaluating the effectiveness of SEND provision	Page 6
Roles and Responsibilities	Page 6
Complaints about SEND provision	Page 7
Review	Page 7

## Aims

At Little Thurrock Primary School we take pride in our supportive and inclusive environment and our drive to provide the best possible experiences for our children which will prepare them to be life-long learners.

Our broad and balanced curriculum provides opportunities for all pupils to achieve in their learning. We support pupils by removing barriers to learning and enabling them to participate in all aspects of school life. Access to learning opportunities must be a reality for all our pupils despite their ethnicity, religion, cultural background, age, gender, sexual orientation, disability or attainment (Equality Act 2010).

This SEND Policy works alongside, and in conjunction with, the Local Offer offered by Thurrock Local Authority and is embedded in the Teaching and Learning Framework of the school. Provision for children with special educational needs is a matter for the school as a whole. The Local Governing Body, The Headteacher (Mr Broyd), SENCo (Mrs Wright) and all other members of staff, both teaching and support, have very important day-to-day responsibilities. All teachers are teachers of special educational needs, promoting a whole school responsibility. Communication with pupils with SEND and their parents or carers is key; enabling involvement and a team around the child, including discussions and decisions about support and provision for the pupil, is vital. It is important to identify at an early stage children who may have additional needs, to ensure that high quality teaching, which is adapted and personalised, is available for all pupils.

At the heart of the work of every class is a continuous cycle of assessing, planning, teaching and reviewing (known as the graduated approach) which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

## Legislation and guidance

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Little Thurrock Primary School adheres to the Special Educational Needs and Disability Code of Practice 2014, part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014. In response to these legislations, we aim to raise the aspirations of and expectations for pupils with SEND and we are focused on achieving positive outcomes for all.

## Section 20 Children and Families Act 2014

### Definition of Special Educational Needs and Disability (SEND)

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. 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 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.

Many children and young people who have SEND may have a disability which is defined as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people, and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The code of practice introduces 4 main categories of need:

- **Communication and interaction:**  
Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  
Examples include- Autistic Spectrum Disorder, speech and language difficulties
- **Cognition and learning:**  
Pupils with learning difficulties usually learn at a slower pace than their peers.  
A wide range of needs are grouped in this area, including:
  - Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
  - Moderate learning difficulties
  - Severe learning difficulties
  - Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Social, emotional and mental health difficulties (SEMH):**  
These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:
  - Mental health difficulties such as anxiety, depression or an eating disorder
  - Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
  - Suffered adverse childhood experiencesThese needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
- **Sensory and/or physical needs:**  
Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  
Pupils may have:
  - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
  - A physical impairmentThese pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

## **Graduated Approach to SEND support**

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account any concerns the parents have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

When it is established that a child may have a special educational need, they are added to the SEND Register. This formal identification allows for the appropriate provision to be implemented. This support is then guided through a 4-part cycle:

**Assess** – Determining the pupil's needs through liaising with previous or pre-schools, observations, benchmarking assessments, teacher assessments and discussions with external agencies, where applicable.

**Plan** – Consultation between the class teacher, support staff, SENCo, the child, parents and any other external agencies involved in the child's care so objectives can be agreed and appropriate provisions arranged.

**Do** – The class teacher remains directly responsible for the child's daily provisions but works alongside support staff and SENCo to ensure that the child's needs are fully met.

**Review** – Each child on our SEND register has a One Plan, where their progress through provision and achievements can be closely monitored. These are reviewed termly and the class teacher (sometimes alongside the SENCo) consults with parents to revise the level of support and make amendments where necessary. The child is also involved in this process as much as possible, if appropriate.

Children with SEND are categorised under two strands of support: SEND Support or an Education, Health and Care Plan (EHCP).

The category of SEND Support is very broad. Many pupils within this category have their needs met within the classroom through adapted tasks and individual or small group intervention. Their progress is monitored 3 times each year through our school's tracking system and individual objectives are set within their One Plans so that specific progress can be assessed regularly by all staff involved in the child's care. This is a document that is drawn up collaboratively with school and parents, where the child is at in the centre of all decision making.

Other pupils within the SEND Support category require a higher level of intervention. If we are noticing that the child's needs are indeed long-term an EHC Plan may be required: Once two or three cycles of the graduated approach has been carried out and where intervention and support has had little or limited impact, after discussion between the teacher, SENCo and parents, a request for an EHC plan Needs Assessment may be made to the Local Authority. Through this plan, the child receives a level of additional funding in order for their needs to be fully met.

Where more specialist assessment or advice is needed for these pupils, support can be accessed from external agencies, including Educational Psychologist, Speech or Occupational Therapist, Paediatrician, Treetops Outreach or counselling via Open Door. Advice may be sought because of lack of academic progress or attainment, or because of sensory, emotional or physical needs, or difficulties with communication or social interaction.

## Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress through pupil progress meetings and their One Plans once a term

- Reviewing the impact of interventions half termly in most cases
- Using pupil voice
- Parent questionnaires/review meetings
- Monitoring by the SENCo
- Holding Annual Review meetings for pupils with EHC plans

## Roles and responsibilities

The SENCo (Mrs Chloe Wright) will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and cooperate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## Complaints about SEND provision

Our staff endeavor to work together with parents and carers to support SEND pupil needs. If a parent or carer is dissatisfied with their child's SEND provision, they should contact the SENCo in the first instance, who will try to help to resolve complaints or signpost parents or carers to the school's Complaints Procedure document, which is available on the school's website.

## Review

The governing body reviews this policy every year. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.