

SEND POLICY

Tollgate Primary School
Tollgate Lane
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Tollgate Primary School SEND Policy

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs' OfSTED

As an inclusive community, Tollgate Primary School ensures that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, the vulnerable, children in public care and those with social and emotional difficulties.

We are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities available to them.

As an inclusive community we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the Senior Leadership Team (SLT).

We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

The ways we have created this are:

- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- We have a SEND Co-ordinator (SEND Co) who ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- We have a SEND register to include all children who are receiving additional support. The register incorporates information from support plans, and details of the type and nature of support offered (internally and externally). The register is up-dated half-termly and enables all the children to be tracked and support adjusted if necessary. This allows us to compile essential data such as the levels of attainment of various vulnerable groups, attainment/support by gender and enables us to monitor how successful our inclusive education is;
- All plans, including: Support Plans and Behaviour Support Plans are up-dated by class teachers with support from the SEND Co on a termly basis, in some cases they are updated within a shorter period. The targets are monitored so that the plans are effective in meeting children's needs. This data is transferred to the SEND register and the children's progress is tracked;
- The SEND Co and the Behaviour Support Co-ordinator meet regularly to review the register and copies are available for all staff;
- The SEND Co and Behaviour Support Co-ordinator will support class teachers in good quality assessments enabling teachers to determine what they need to do to ensure that their teaching support and intervention moves pupils through both vertical and lateral progression routes.

- A whole school model of assessment builds in the “graduated approach” for pupils who have been identified with SEND. As part of the four-stage cycle of SEND support (Assess, Plan, Do, Review), teachers, working with the SEND Co, carry out a clear analysis of the pupil’s needs. This draws on any on-going formative and summative assessment, as well as the views of parents, the pupils themselves and assessments from relevant external support services.
- Assessment is designed to offer the next steps on each pupil’s personalised learning pathway and ensure that the pupil and parents are at the centre of any decision-making. This personalised pathway includes a focus on the long-term outcomes for the pupil in the areas of higher education and employment, independent living, participation in society and being as healthy as possible.
- The SEND Co meets regularly with external agencies to review individual cases and ensure provision is effective.
- All staff are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated lead or alternate responsible for child protection. These are Mrs C Bates (Head teacher) and Miss H Brookman (Assistant Head Teacher).

We work closely with Social Care to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs. We track the children through the SEND register and Year group team meetings and consider the next steps needed when reviewing progress.

The SEND Co and Behaviour Support Co-ordinator meet in response to the needs of individual children and we invite the appropriate professionals, when relevant, including representatives of social care to meet with us. The school also liaises closely with receiver secondary schools to enable smooth transition to take place.

All school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. We ensure that school practices reflect the inclusive cultures and policies of our school although our needs and the funding to achieve these don’t always coincide.

Indicators of inclusion at Tollgate Primary School:

- Everyone is made to feel welcome
- Pupils help each other
- Staff and pupils treat each other with respect
- Pupils are equally valued
- The school seeks to draw and admit all pupils from our locality
- Pupils new to the school are helped to feel settled
- There is a partnership between staff and parents/carers
- Staff and governors work well together
- Staff, governors, pupils and parents/carers share a philosophy of inclusion
- The school strives to eliminate any discriminatory practices
- Community resources are known and drawn upon
- Thorough induction of new staff
- Staff expertise is fully recognised and utilised
- Local communities are involved in the school
- There are high expectations of all pupils
- Differentiation supports each individual pupil’s needs
- Teachers, TAs and Nursery Nurses are concerned to support the learning and participation of all pupils
- Teachers plan, review and teach in partnerships
- Staff collaborate with each other
- Staff development activities help staff to respond to pupil diversity
- Staff seek to remove all barriers to learning and participation in school

- All forms of support are coordinated
- The Code of Practice is used to reduce the barriers to learning and participation of all pupils
- Support for those learning English as an additional language is coordinated with learning support
- We identify children who are exceptionally able learners and provide opportunities to meet their needs
- We are working to remove barriers to full attendance
- We maintain anti-bullying and race relations policies (we record incidents of racism and report these centrally)
- We assess and monitor the attainment of pupils to ensure equality of opportunity
- We provide a range of support strategies delivered by teachers and TAs in order to meet individual pupil's needs
- Lessons are made accessible to all through a fully differentiated curriculum and by support
- Lessons develop an understanding and acceptance of difference
- Pupils are actively involved in their own learning including the target setting process
- Pupils learn collaboratively
- Assessment encourages and tracks the achievements of all pupils
- Classroom behaviour is excellent, based on mutual respect
- Homework contributes to the learning of all
- Opportunities are available for all pupils to take part in activities outside the classroom
- Staff develop and secure resources to support learning and participation and distribute these fairly to support inclusion

Inclusion for all is at the heart of the school mission statement, permeating all that we do as a learning community.

Special Educational Needs

This section is based on the guidance of the Code of Practice for Special Educational Needs. It aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Education Act 1996 and the SEND Code of Practice 2014 (reviewed January 2015).

We aim to identify children with special needs at the earliest opportunity and ensure that the appropriate support is in place to support learning.

Principles

- A child with SEND should have their needs met
- The views of the child should be sought and taken into account
- Children with SEND should have full access to a broad, balanced and relevant education
- Parents and carers will be invited to work in partnership with the school to address SEND pupils

Roles and Responsibilities

The Head Teacher has overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The SEND Co has overall responsibility for children with SEND. The SEND Co monitors, reviews, evaluates and manages the support provided for children on the SEND register. They are responsible for the day-to-day processes and procedures, supporting teachers and TAs in meeting the needs of children. The SEND Co may also work with individuals and groups of children on the SEND register.

- ❖ The SEND Co and the Behaviour Support Co-ordinator meet weekly to monitor and review the progress of children identified as having SEND. The SEND Co will feed back to the teachers and support staff as necessary.

- ❖ All teachers will work to implement this policy and take the responsibility for planning to meet the needs of their pupils on a day-to-day basis (with reference to Support Plans and external advice).
- ❖ The SEND Co and Behaviour Support Co-ordinator will ensure that requirements set out in the Code of Practice are being met.

This will be achieved by:

- Liaising with and advising colleagues
- Reviewing SEND data
- Monitoring the records of all pupils with SEND
- Liaising with the parents of children with SEND
- Contributing to and arranging CPD for all staff when needed
- Liaising with external agencies/professionals
- Writing Support Plans with teachers
- Inviting parents to Support Plan reviews
- Seeking the views of children on the SEND register

Admission Arrangements

Children are admitted throughout the school in accordance with Suffolk's admission policy which states that those with SEND, where appropriate, should be given priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on the forms special needs their child may have.

The Graduated Approach

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of planning, teaching and assessing. SEND information follows the child from the Foundation Stage to Primary and then to Secondary School.

Identification, Assessment and Provision for SEND

A child has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

The Education Act 1996 defines a child as having 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 the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority
- (c) Are under five and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for the child.

A child must not be considered as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught.

Allocation of resources

We use resources to support TAs and to provide appropriate resources for use with individuals or small groups of children.

The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated.

Identification and Assessment Arrangements and Review Procedures

Special educational provision means:

(a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of the child's age in maintained schools, other than special schools, in the area

(b) for a child under two, educational provision of any kind.

(Educational Act 1996, Section 312)

Identifying the Need

Observations are made in the first term for each child in Reception, and foundation stage profile activities take place. We believe that early identification of a child's difficulty is essential so that necessary provision may be made to support the child's progress as soon as possible.

When a Class Teacher or parent expresses a concern about a child's development, the SEND Co is informed. The Class Teacher gathers information to be passed to the SEND Co who then decides whether the child's difficulties require special educational provision to be made. This is discussed with the parents/carers.

Children who join Tollgate Campus who have already been identified as having special educational needs are discussed at Senior Leadership meetings and the team then ensures that appropriate arrangements are made for that child with Class Teachers and discussed with parents.

Assessment

At Tollgate Campus, teachers continually assess children's learning. Each term, every child completes assessments in reading, writing and maths. The results of these assessments are analysed by Class Teachers and the SEND Co. Pupil progress meetings with the Head Teacher ensure that response to underachievement is swift and robust.

Tollgate Campus has adopted the procedure outlined in the Special Educational Needs Code of Practice. In many cases, action taken at one phase will mean that the child will not have to move on to the next. Only if a child's progress continues to cause concern at any one phase will the child be moved to the next phase. When there is no longer any cause for concern, the child will either move down a phase or will be removed from the SEND register.

Procedures at Tollgate Campus

1. 11. 1. Concern

A teacher may highlight a concern to the SEND Co. This child will be closely monitored to determine whether a targeted intervention or provision is required to meet a specific learning need.

- Quality First Teaching and graduated approach embedded throughout.
- SEND provision is that which goes beyond differentiated approaches and learning and arrangements normally provided as part of high quality personalised teaching.
- Appropriate evidence-based interventions.
- SEND support in schools based on 4 types of action
 1. Plan
 2. Assess
 3. Do
 4. Review
- Children who require support past high quality teaching and are referred to outside agencies will be placed on School Support. These children will receive specialist support and advice from other agencies.
- Children whose needs are greater than School Support can apply for an Educational Health Care Plan. The EHCP will provide a holistic approach to the child's needs and provide a plan of care that can follow a child through education to the age of 25 years.
- Every EHCP is reviewed annually. At this review, the child's progress is considered in the light of the targets set. The special provision made for the child is discussed and evaluated. If it is thought the EHCP should be maintained, new targets are agreed for the coming year. Parents' comments are sought two weeks before the annual review. The views of the child are always sought and recorded before the review.

The Class Special Needs File

A class file is kept by every class teacher with SEND information for each child who has special educational needs. Information contained will include up-to-date:

- Support Plans and Reviews
- Behaviour Support Plans
- Other SEND information e.g. reports from outside agencies
- Pupil Portrait

Information from previous academic years will be stored in a separate folder (for each child) in the information cupboard. The class teacher will use discretion as to whether something should be recorded but should it be needed as reference later on, it is better to record, especially in concerns about health, safety, bullying or extraordinary concern.

Arrangements for providing access to pupils with SEND to a balanced curriculum

At Tollgate Campus we believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development.

It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum.

Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific teaching.

Equal Opportunities

We believe that it is important that children with SEND are able to take a full part in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Disability Equality Scheme Policy clearly states that we encourage mutual respect and equal access to the curriculum, subject to appropriate modification.

Governing Body

Through monitoring the operation of the policy, the governors must make sure that:

- The necessary provision is made for pupils with Special Educational Needs.
- Pupils' needs are communicated to all involved teachers
- Teachers are aware of the need to identify and respond to Special Educational Needs.
- There is a policy for pupils with Special Educational Needs.
- The policy is reported to parents annually.
- Special Educational Needs do not unreasonably restrict integration and there is an appropriate balance

A member of the Governing Body is identified at the first Governors' Meeting in the Autumn Term. In the event of the SEND Governor leaving during the year, the Chair of Governors assumes the role until the next Governors' meeting.

Regular meetings will be held with the SEND Co and the Special Needs Governor to monitor the successful implementation of the school's Special Needs Policy. The SEND Governor will report to the Governing Body.

CPD

The SEND Co in conjunction with the SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The SEND Co attends training sessions in order to fulfil the requirements of the Code of Practice and monitor and maintain the policy of the school effectively.

Outside Agencies

The SEND Co and the Behaviour Support Co-ordinator meets regularly with adults working with children with Special Educational Needs or Disabilities. All adults involved with educational progress in the core subjects work with the school's assessment documents. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings kept on a whole school register. Meetings are organised with parents, teachers, outside agencies and the SEND Co as required and stated on the register.

For those children with specific medical special needs, there is regular liaison between the Health Authority and the school. All outside agencies are invited to send a report or attend review meetings for those children transferring from another school to Tollgate Primary.

External Agencies

External agencies include:

- Educational Psychology Service
- Behaviour Support Service
- Outreach Service for Pupils with Autistic Spectrum Disorder: County Inclusive Resources
- Specific Learning Difficulties Team:
- Child Development Centre
- Occupational Therapy Service
- School Nursing Team
- Speech and Language Therapy Service
- Children and Adolescent Mental Health Service
- Parent Partnership
- Special Schools Out Reach Service
- Advisors from SEN Learning Support
- Pastoral Support
- Primary Mental Health Workers