



SEN policy and information report

Ratified by Children's Learning Committee Autumn 2019

Date of next review - Autumn 2020

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1. Aims

Thorpe Church of England Primary School, in partnership with the parish and parents, will provide a quality Christian education for all children regardless of their starting point. Through the love of God, we will foster individual pupil uniqueness, spiritually, academically, emotionally, socially and culturally by encouraging each child to strive for personal achievement and awareness that their contribution is necessary for the good of the community.

This policy is based on the importance of promoting positive relationships between all our children. Thorpe Church of England Primary School will strive to provide excellent provision for all children so that they reach their full potential.

At Thorpe Church of England Primary School every effort is made to create a caring family, where everyone is valued. We believe children should respect themselves, each other and all adults within our community and God's world in which we live.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based Surrey County Council's Model Policy and also on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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) and the SEN information report

3. Definitions

A pupil has SEND if they have a disability, learning difficulty or difficulty learning due to their behaviour or attention which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Orriss.

They will:

- Work with the headteacher and SEN 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Staff work hard to ensure that all children are supported as much as necessary when transitioning to different year groups and new schools.

We will share information with the setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. When moving year groups the new class teacher will have an in-depth meeting with the pupil's current class teacher, ensuring as much as possible is prepared for when the child returns to school in September.

In the summer term all children have induction sessions at their new schools or in their new classrooms. Some children will require additional visits and this will be organised as appropriate. For those who find transition as a particularly challenging time, photos and social stories are used to prepare the pupil for their new learning environment and Class Teacher(s). When transitioning year groups within our school all the children complete a piece of work that is displayed in their new classroom in September.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Theraplay
- ELSA
- SNAP
- Time to Talk
- Teaching Children to Listen
- Let's Talk About Social Skills
- Write from the Start

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Creating an individualised curriculum for those pupils who require it, and varying recording methods as appropriate

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school has an Accessibility Plan to ensure that all pupils are able to access all areas of the learning environment
- In some cases the school may seek support from various specialist teachers and outside agencies so that a child's needs can be fully met. Their advice on curriculum and learning environment adaptations are implemented to support a child's specific needs.

5.8 Additional support for learning

We have fourteen teaching assistants who are trained to deliver interventions as listed above.

Teaching assistants will support pupils on a 1:1 basis and in small groups as appropriate for the intervention and the child.

We work with the following agencies to provide support for pupils with SEN:

- Learning Language Support
- Behaviour Support
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Physical and Sensory Support
- Freemantles Outreach Service
- Our Primary Mental Health Worker and CAMHS

5.9 Expertise and training of staff

Our SENCO has eight years' experience in this role and has worked as Year One and Reception Class Teacher and interventions with Year 6.

They are allocated two days a week to manage SEN provision.

We have a team of fourteen teaching assistants are trained to deliver SEN provision.

In the last academic year, staff have been trained in TAMHS, TEACCH, LEGO Therapy and Precision Teaching.

We use specialist staff for ELSA sessions.

5.10 Securing equipment and facilities

Each financial year a SEN budget is dedicated to the purchase of equipment and facilities to support those children with special educational needs. When necessary, outside agencies will supply specific equipment and facilities for a particular child.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term. Parents receive a copy of the SEND Support Arrangement and may comment on targets. Parents then have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. This may be carried out through meetings or via parent responses.
- Reviewing the impact of interventions after six to twelve weeks depending on the intervention
- Monitoring by the SENCO
- Using the school's costed provision map to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils in year 4 and year 6 are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in any activity because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with social needs are encouraged to take part in social communication interventions, such as LEGO therapy and Time to Talk
- Where appropriate pupils have access to the ELSA for 1:1 sessions

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school is able to refer individual pupils to a wide range of outside agencies so that their needs can be better met. Where necessary the school is able to suggest voluntary organisations to parents, who may be able to support them further with their child's special educational needs.

5.15 Complaints about SEN provision.

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The school is able to refer parents to the Early Help provision, if parents would like more support at home.

The Surrey Local Offer website details all the voluntary organisations and support groups for special educational needs.

5.17 Contact details for raising concerns

If pupils or parents have a concern that they would like to raise then they can contact Mrs Orriss, SENCO or Mrs Southgate, Headteacher on the school's number 01932 562329.

5.18 The local authority local offer

Our contribution to the local offer is Surrey's 14 Questions.

Our local authority's local offer is published on the school's website.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Orriss, SENCO, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions