

SEND POLICY

Head teacher signature:

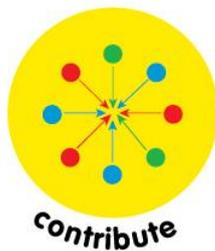
Chair of Governors signature:

Review date: September 2018



Our School Vision

Thomas Buxton Primary School will work with everyone to create a **happy, safe** and **stimulating** setting where children are motivated to **learn together**. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter **opportunities** and **challenges** with **resilience** and **determination**. We encourage a **curiosity** about the world and strive to ensure that our children will contribute **positively**, now and in the future.



contribute



respect

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

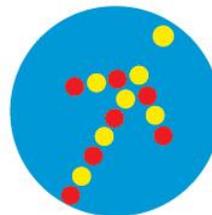
Aspire Aim high to ensure that everyone fulfils their potential.

Team Work Our collaborative culture ensures children, families and staff and learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.



enjoy



aspire



enquire



team work

SEND Policy

Introduction

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Thomas Buxton Primary is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life.

Policy objectives

In order to meet the special educational needs of our children at we

- identify those children who have SEN as soon as possible.
- Provide effective intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEN.

Access to information

Information about the school and its various activities can be provided in a range of formats, on request.

Information about the school, including the 'Local Offer' is available to all on the school's own website.

Co-ordinating provision: The SEN team

The SEN Governors: Momtaz Begum is the current Governors with responsibility for SEN. They have regular contact with the SENCo and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision.

The Inclusion Manager: Cathy Burns is Assistant Headteacher and SENCo and is responsible for the arrangements for SEN provision throughout the school. The post is part-time, currently three days a week. She

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- manages teaching assistants who support children with statements or who identified as needing additional support
- liaises with the outreach staff who work in school
- liaises with the senior TA responsible for medical needs.
- is a named child protection person within the school
- works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN including the Speech and Language Therapist who currently works in school one day a week.
- contributes to in-service training for staff on SEN issues.

The SEN Support Staff

The school employs three TAs at Level 5; three TAs at level 4 plus at least 10 scale 3 TAs (this varies according to the number of statemented children on roll). Their roles include supporting the SENCo in delivering learning programmes to children with SEN throughout the school, working 1:1 with pupils who are statemented.

TAs work with individual children and with small groups on very specific intervention programmes. They are responsible for keeping careful records of all intervention programmes and carrying out baseline and review assessments. They also liaise and feed back to class teachers on pupils' progress.

Deleted paragraph as we don't have Ark class

Admission arrangements

The school has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school

- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

This will not change when the new Code of Practice comes into effect (September 2014)

Access

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme to cover the period 2012 - 2014.

Access to the school environment - Thomas Buxton is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There is a special toilet/shower facility which includes a height-adjustable changing bed.

Access to the National Curriculum - The SEN provision at Thomas Buxton is based upon the Inclusion statement in the National Curriculum 2014

(<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>). Section 4 covers:

- setting suitable challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system ~~deleted reference to PAM~~ is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping/setting of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEN staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- access to the school's Pathways team e.g. for attendance, counselling
- In-Service training for all staff on the needs of children with SEN

SEN support at Thomas Buxton

At Thomas Buxton we ensure that quality first teaching and a graduated approach to SEN support is embedded in our planning, teaching and assessment throughout the school. We recognise that every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working including where pupils access support from teaching assistants or specialist staff

We also recognise that some pupils will require additional SEN support which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching.

The school's **assessment system** rigorously tracks all pupils' progress and regular 'closing the gaps' teaching sessions take place to enable children to 'catch up' with their peers. However, we recognise that some children will need additional support that goes beyond these measures e.g. they have a specific learning difficulty, complex needs or a range of needs which make accessing the curriculum and progressing at the same rate as their peers more difficult. Children with Education and Health Care Plans (previously known as a Statement of Educational Need) will always have access to the appropriate amount of individual and small group support.

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine e.g. adapt resources, change the teaching method being used, to suit that child, adapt the classroom environment to help the child overcome the problems. The SENCo is available to advise on any aspects of planning and differentiation for these pupils.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

If there is a child protection concern this is reported immediately to one of the designated staff and recorded on a concern form. Other concerns can be raised at the termly Pupil Progress Meetings or, if more urgent, the regular highlighting meetings (via highlighting form).

The "triggers" for further intervention/SEN support

The "triggers" for further intervention are one or more of the following:

Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:

- the child is working at least a level below the national expectation for that Year group
- the attainment gap between the child and his peers is getting wider.
- a previous rate of progress is not being maintained.
- little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment

- Looked After Children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns e.g. from medical services, Educational Psychologist, Children Services and local Children's Centres.

Identification and assessment

At Thomas Buxton Primary we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by monitoring and tracking the progress of all children by an ongoing process of planning, teaching and assessment. In addition, we hold termly Pupil Progress Meetings where assessment information is reviewed and a decision is made as to which children may need further intervention/SEN support. At these meetings the list of SEN children is reviewed and adjusted, actions are agreed and recorded which include 'plan, assess, do, review' and the provision map is updated. The Inclusion Manager (SENCo) also receives regular feedback from highlighting meetings where concerns about individual children are discussed and planned for.

Additional assessments used for SEN screening include:

- Renfrew language test (for Talk Partners and Talk Boost)
- SLT assessments (if pupils are highlighted by teachers as having SLCN they are referred to SLT who works in school)
- Wave 3 literacy screening (phonics, sight words, segmenting and blending)
- Spelling Made Easy baselines
- Sandwell Number test
- Educational Psychologist (particularly if a child is likely to have language impairment, ASD or require an EHC plan for other reasons)

Further intervention/SEN support

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, assesses whether the child has a significant learning difficulty. Where this is the case, we provide appropriate evidence-based interventions into support pupils. These are part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required. This is part of the Assess, Plan, Do, review process which takes place in PPMs. The SENCo and the class teacher also meet together with the parents at termly open evenings to discuss targets, progress and activities to support children at home.

Interventions

We train our teaching assistants to carry out a range of interventions. These include language and social groups, literacy interventions (e.g. phonics, sight vocabulary, comprehension, reading fluency and spelling programmes), catch up maths programmes and also more individual programmes for children with more complex needs. Planning for interventions is done through the school provision map and full details can be found on the website under SEN Local Offer.

Where a child continues to make little or no progress, despite appropriate interventions delivered consistently, we refer the child to specialists, including those from outside agencies e.g. SLT, Educational Psychologist, Specific Learning Difficulty team, ASDAS (for diagnosis of autism).

Assessments and Education, Health and Care plans

It is recognised that the majority of children and young people with SEN will have their needs met through the school's existing resources (see above). However, if it is felt that additional support over and above the school's SEN support is required, the school or parent can apply to the local authority for an assessment of education, health and care needs and, if the LA deems it necessary they will prepare an Education, Health and Care (EHC) plan for the pupil.

The process will include:

- Co-ordinated assessment and planning leading to timely, well-informed decisions.
- The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.
- When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request
- Local authorities must also gather advice from relevant professionals.
- Following assessment, if the local authority decides that a statutory EHC plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks of the initial request or of the child or young person having otherwise been brought to the local authority's attention.
- The local authority must send the draft EHC plan (including the appendices containing the advice and information gathered during the assessment) to the child's parents or the young person and give them at least 15 days to give views and make representations on the content.
- If an EHC is drawn up it is subject to monitoring through an annual review process which must include as much involvement as possible from parents and child.

Resource allocation/Funding

SEN funding mainly comes through the delegated budget and none of it is ring fenced. There is some specific accountability e.g. pupil premium where the school has to

demonstrate the impact of the funding and for pupils with a plan/statement through the annual review process.

1. Age Weighted Pupil Number – the amount the school gets per pupil (core budget). The governing body set the budget and allocate some of this for SEN provision (around 3-6%) and it includes the SENCo salary
2. Notional SEN budget which is based on a formula agreed between the Local Authority and schools e.g. prior attainment, FSM, deprivation
3. Pupil premium from April £1400 per pupil on FSM and £1900 for LAC which now includes both fostered and adopted children.
4. Currently resources for children with Statements of SEN are delegated directly to the school from the LA. Each statemented child is classified in a band from A-E according to his/her needs. Each band carries a weighting from which the amount of delegated money is calculated. This will be gradually being replaced by the new system of Education Health Plans. From September 2014 there is an expectation that the school provides the first £6000 of any provision from its existing budget before any application can be made for top up funding through an EHC.

All children with statements/EHCs receive several termly visits from specialist teacher (e.g. Phoenix, Stephen Hawking). These teachers monitor the provision made for the child in school and makes further recommendations where appropriate.

We currently buy into Service Level Agreements with the Local Authority for Educational Psychology and Speech and Language.

Information sharing

Within the school the SENCo shares information about pupils with SEN as needed with

- class teachers, phase leaders and TAs
- the leadership team
- assessment co-ordinator
- the co-ordinator for medical needs
- members of staff responsible for child protection issues
- Pathways Team
- Senior TA support

Information about SEN pupils

The SENCo passes on any relevant information – reports etc to class teachers. Backup copies are kept in SENCo office and/or on T drive. Class teachers' responsibility for maintaining the SEN information they receive and passing it on to the next teacher. IEPs, intervention details and meeting logs relating to individual pupils are stored on a web based programme called Edukey and all staff have a login to access this information.

Provision Mapping

The Provision Map is drafted towards the end of the summer term and finalised in the first part of the autumn term. It is based on information from PPMs and in consultation with phase leaders. It shows all SEN support and intervention programmes that take place in each year group. It is reviewed and revised half way through the academic year.

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of LA courses on disability and SEN issues and are invited to attend.

The SENCO regularly attends courses on SEN issues run by the LA and other agencies.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEN issues.

Links with other schools

The Early Years Manager arranges home visits or visits to other Early Years setting when they are informed of a child with SEN who will be starting school at Thomas Buxton. The Early Years Manager also liaises with local Children's Centres in order to find out about children with additional needs who may be applying for a place at Thomas Buxton.

Admission meetings and Stay and Play sessions are organised in the summer term by the EYFS manager and SENCo to find out any further information about pupils who may have SEND and are coming into our nursery.

At Y6 transition the Inclusion Manager provides information to the local feeder Secondary Schools about children with SEN who have chosen to go there. Where appropriate, the Inclusion Manager arranges a meeting with the SENCO from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition.

The Inclusion Manager is also informed if an additional admission child has any special needs and she then contacts the current school to ensure appropriate provision can be made for the new child.

Links with other services

LA

Schools Special Needs Link Officer
Educational Psychology Service

Specialist teachers from Support for Learning Service
Other External Staff
Specialist teachers from Stephen Hawking Special School
Specialist teachers from The Phoenix Special School
Specialist teachers from Cherry Trees Special School

The Medical Services

Child Development Team (including ASDAS)
School Nurse Service
Speech and Language Therapy
Occupational and Physiotherapy
CAMHS

Partnership with parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's action plan each term and are invited to review progress at the class Parent's Evenings. Class teachers have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Information about the Tower Hamlets Parent Partnership is displayed in the school entrance foyer.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the Inclusion Manager and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LA to conduct an Education and Health Care assessment of their child at any time. The LA must comply with the request unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an EHC for the child the parents again have the right to appeal to the SEN Tribunal.

Monitoring the success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress

- discussion with outside agencies about the child's progress
- successful requests for additional funding for EHCs

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the child's needs via statements
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EY	Early Years
HI	hearing Impairment
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
SA	School Action
SAP	School Action Plus
SATs	Standardised Attainment Tests
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment
PPM	Pupil Progress Meeting