



SEND POLICY

Head teacher signature:

Chair of Governors signature:

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Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
V.1	Identification and Assessment	p.8 paragraph added to clarify referral system
V.1	Information about SEND Pupils	p.11 section added explaining use of Provision Map
V.1	Partnership with Parents	p.12 information added regarding sharing of information with parents

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 most 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 School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

Policy objectives

In order to meet the special educational needs of our children, we do the following:

- identify those children who have SEND as soon as possible.
- provide effective intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the National Curriculum.
- use resources effectively to support children with SEND.
- assess and keep records of the progress of children with SEND.
- work with outside agencies who provide specialist support and teaching for children with SEND.
- inform and involve the parents of children with SEND 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 SEND.

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 authority's 'Local Offer' is available to all on the school's own website.

Co-ordinating provision: The SEND team

The SEND Governor: Momtaz Begum is the current Governor with responsibility for SEND. They have regular contact with the SENDCo and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision.

SENDCo: The SENDCo is responsible for the arrangements for SEND provision throughout the school. The post is full time and their responsibilities are as follows:

- managing the day-to-day operation of the SEND policy
- maintaining a register of children with SEND and ensures that the records on children with SEND are up to date.
- working closely with the Headteacher, AHT for Inclusion and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEND children.
- ensuring that Individual Education Plans (IEPs) are regularly reviewed on a termly basis in consultation with children and parents. Top up funding for individual children via EHC plans.
- applying for statutory assessment to access top up funding for individual children via Education and Health Care Plans (EHCPs).
- organising and overseeing annual review meetings for children with EHCPs and reporting to Tower Hamlets SEND section.
- managing teaching assistants who support children with EHCPs or who have been identified as needing additional support
- liaising with the outreach staff who work in school
- liaising with the Senior TAs responsible for medical needs and parental engagement.
- working closely with the parents of children with SEND and providing them with SEND training opportunities.
- liaising with outside agencies to gain advice and support for children with SEND including the Speech and Language Therapist who currently works in school one day a week.
- providing in-service training for staff on SEN issues.

The SEND Support Staff

The school employs three TAs at Level 5, the rest are at scale 3 (this varies according to the number of children on roll with EHCPs) and several agency TAs. Their roles include supporting the SENDCo in delivering learning programmes to children with SEND throughout the school and working with SEND Support and EHCP pupils in the classroom.

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.

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).

NB: This remained unchanged when the new Code of Practice came 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 SEND 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 SENDCo and SEND 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 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 of children according to ability for all subjects 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 a multi-sensory approach to support all types of learners with sensory needs
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEND staff where appropriate
- 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 JIGSAW programmes throughout the school as part of the PSHE (Personal, Social, Health and Economic) curriculum.
- 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 or medical.
- INSET for all staff on the needs of children with SEND.

SEND support at Thomas Buxton

At Thomas Buxton, we ensure that Quality First Teaching and a graduated approach to SEND 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 SEND 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, or adapt the classroom environment to help the child overcome the problems. The SENDCo 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/SEND 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 their 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 despite 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 SEND as early as possible, through regular contact with our feeder Early Years settings and by monitoring and tracking the progress of all children through 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/SEND support. At these meetings, the list of SEND children is reviewed and adjusted, actions are agreed and recorded which include 'assess, plan, do, review' and the provision map is updated. The SENDCo also receives regular feedback from highlighting meetings where concerns about individual children are discussed and planned for.

In addition, staff are able to raise concerns with the SENDCo via an internal referral system. When a difficulty is first identified, the staff member will speak to the parent to determine if there are similar problems at home. They will then make a number of reasonable adjustments in the classroom e.g. providing specific resources and monitor the child's progress. If there is little impact, with the parents' consent, the staff member will complete the internal referral form and send this to the SENDCo, who will then determine next steps and liaise with all the relevant stakeholders.

Additional assessments used for SEND screening include:

- Renfrew Language Test (for Talk Partners and Talk Boost)
- SALT assessments (if pupils are highlighted by teachers as having SLCN they are referred to SALT – Speech and Language Therapist who works in school)
- Literacy screening (phonics, sight words, segmenting and blending)
- Spelling Made Easy baselines
- Sandwell Number test
- SCQ and SDQ (particularly if a child is likely to have ASD or require an EHCP for other reasons)
- IDL Dyslexia screener
- IDL Dyscalculia screener

Further intervention/SEND support

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

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical (including Independence)

Where pupils continue to make inadequate progress, despite Quality First Teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, assesses whether the child has a significant learning difficulty. Where this is the case, we provide appropriate evidence-based interventions to support these 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 SENDCo and the class teacher also meet 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 school's website under SEND 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. Speech and Language Therapist (SALT), Educational Psychologist (EP), Specific Learning Difficulties 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 SEND 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 SEND 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 Plan (EHCP) 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 EHCP 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 EHCP 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 when the child or young person has otherwise been brought to the local authority's attention.
- The local authority must send the draft EHCP (including the appendices containing the advice and information gathered during the assessment) to the child's parents or the young person as well as their educational placement and give them at least 15 days to give views and make representations on the content.
- If an EHCP 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

SEND 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 sets the budget and allocates some of this for SEND provision (around 3-6%) and it includes the SENDCo's salary.
2. Notional SEND 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 £1385 per pupil on FSM and £2410 for LAC, which now includes both fostered and adopted children.
4. Currently resources for children with Educational, Health and Care Plans are delegated directly to the school from the LA. Each child with an EHCP 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.

All children with EHCPs receive termly visits from specialist teachers (e.g. Phoenix, Stephen Hawking, Hearing/Visual Impairment). These teachers monitor the provision made for the child in school and make further recommendations where appropriate.

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

Information sharing

Within the school, the SENDCo shares information about pupils with SEND as needed with the:

- Class Teachers, Phase Leaders and TAs
- Leadership Team
- Assessment Co-ordinator
- Co-ordinator for Medical Needs
- the Safeguarding Team
- Pathways Team

Information about SEND pupils

The SENDCo passes on any up-to-date and relevant information e.g. reports to class teachers via the web based portal – Provision Map/Edukey. All outdated information is saved in the T drive and passed on to other educational placements when a child leaves Thomas Buxton. The SENDCo and class teachers have the responsibility for maintaining the SEND information they receive and passing it on to the next teacher. Individual Education Plans (IEPs), Pupil Passports and intervention details relating to individual pupils are also stored in Provision map/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 SEND support and intervention programmes that take place in each year group. It is reviewed and revised each term after PPMs have taken place.

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 SEND issues and are invited to attend.

The SENDCo regularly attends courses and termly forums/conferences on SEND 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 SENDCo leads INSET sessions for the school staff on specific SEND issues.

Links with other schools

The EYFS (Early Years Foundation Stage) Phase Leader arranges home visits or visits to other EYFS settings when they are informed of a child with SEND who will be starting school at Thomas Buxton. The EYFS Phase Leader also liaises with local Children's Centres 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 Phase Leader and SENDCo to find out any further information about pupils who may have SEND and are coming into our nursery.

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

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

Links with other services

LA SEND Team

Schools Special Needs Link Officer

Educational Psychology Service

Specialist teachers from Support for Learning Service

Specialist teachers from Stephen Hawking Special School

Specialist teachers from The Phoenix Special School

Specialist teachers from Beatrice Tate Special School

The Medical Services

Community Paediatrics

Child Development Team (including ASDAS)

School Nurse Service

Speech and Language Therapy

Occupational Therapy and Physiotherapy

CAMHS

Partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term as well as having access to the Parent Portal in Provision Map/Edukey, where they can view the IEPs, Pupil Passports and interventions that their child is receiving. Parents are invited to review their child's 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, 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 SEND, 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 SENDCo. If parents still feel dissatisfied, they may choose to raise their concerns with the Headteacher and/or the school's governor responsible for SEND.

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 SEND 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 EHCP for the child, the parents again have the right to appeal to the SEND Tribunal.

Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND 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 EHCPs

Evaluating the success of the SEND Policy

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

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND
- 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 Education, Health and Care Plans
- 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
EYFS	Early Years Foundation Stage
GDD	Global Developmental Delay
HI	Hearing Impairment
IEP	Individual Education Plan
INSET	In – Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disability
PPM	Pupil Progress Meeting
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SENDA	Special Educational Needs and Disability Act
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment