



# **SEN Policy 2020**

**SENCO**

**Mrs Z. Ashton (PGCE, NASENCO)**

## **SECTION A SCHOOL ARRANGEMENTS**

### **A1: Definition and Aims**

Tonge Moor Primary Academy believes that every child is special, should be valued irrespective of their individual differences and encouraged to develop to their full potential and contribute to the life of the school.

At Tonge Moor Primary Academy, Governors and staff endeavor to meet the needs of those children with Special Educational Needs whilst ensuring that each child is encouraged to develop confidence in his or her abilities and to feel a valued member of the school 'family', where the teaching and learning, achievements, attitudes and well-being of every pupil matters.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. This also links to our Safeguarding and Child Protection policies.

### **THE SEN AIMS OF THE ACADEMY**

- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practical, in decisions affecting their future SEND provision.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To promote effective partnerships and involve outside agencies when and where appropriate.

The Headteacher and SENCO regularly update the governors on SEND pupils' provision, achievements and progress. The SEND policy has close links with the Inclusion, Equal opportunity policy and schemes, Behaviour and Anti bullying policies and is included in the schools Teaching and Learning policy and all other curriculum policies.

Whilst many factors contribute to the range of additional needs experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A child has special educational needs if he or she has learning difficulties or physical difficulties that call for special educational provision to be made.

According to the SEND Code of Practice (2015) A child has learning difficulties if he or she:

a) Has a significantly greater difficulty in learning than the majority of children of the same age

b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

A child is not classed as having SEND if their difficulties with learning are borne from the fact that they are learning English as an additional language, have an attendance issue or are a looked after child.

The four broad areas of need as defined by the SEND Code of Practice (2015) are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and / or physical

### **Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1996 Education Act, section 312)

Tonge Moor Primary School knows and believes children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Tonge Moor Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

### **SEND INFORMATION REPORT**

The school sets out its SEND information in the SEND Information Report. This report is accessible on the school's website and is intended to provide parents with the information that they require to make informed decisions about their child's education.

### **A2: Roles and Responsibilities**

The SEN team of the school is:

SEN Coordinator (SENCO): Mrs Z.Ashton

Pastoral Support Team: L.Money and L.Cowell

A number of Special Need Assistants who support children with EHCPs.

## **THE ROLE OF THE SENCO**

The SENCO is responsible for implementing the SEN Code of Practice. They have a key role in:

- Co-ordinating the provision for pupils with SEND.
- Monitoring the school's SEN register
- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Liaising with and giving advice to fellow teachers.
- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Managing Special Needs Assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to Continuous Professional Development.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities

## **THE ROLE OF THE CLASS TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher:

'All teachers are teachers of pupils with special needs.'

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Work with the SENCO to collect all available information on the pupil
- Working with SEND pupils on a daily basis to deliver targets within differentiated planning
- Developing constructive relationships with parents
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## **THE ROLE OF THE HEADTEACHER**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team

## **A3: Co-ordinating and managing provision**

Tonge Moor Primary Academy recognises the SENCO to have a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

#### **A4: Admission arrangements**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND'. Pupils with special educational needs but without an EHCP must be treated as fairly as all other applicants for admission.

Tonge Moor Primary Academy strives to be a fully inclusive school and fully complies with the Equality Act (2010). We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHCP educated in a mainstream provision the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

#### **B1: Allocation of Resources**

All schools in Bolton LA receive funding for pupils with SEND in these main ways:

The base budget covers teaching and curriculum expenses for all pupils.

2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEN Register and previous attainment) covers the additional SEN support required. This is known in school as SEN support.

3. The school receives additional funding from the Government due to derivation factors. Bolton LA gives this allocated money to schools.

The Code recommends that 'it is good practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN.' (5.35) The DfE state that 'core or base budget' refers to sources 1 and 2 above.

Tonge Moor Primary Academy follows LA guidance to ensure that all pupils' needs are appropriately met. It is the SENCOs responsibility, in conjunction with the Headteacher to manage SEN resources efficiently through managing the budget for SEN and distributing the resources fairly according to need. It also involves advising the Governors and colleagues of any additional resources received or required.

#### **B2: Identification, Assessment and Review**

##### **(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED**

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and / or physical

**The SEN Code of Practice 2015 makes it clear that 'all teachers are teachers of pupils with special educational needs.'**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

**(b) EARLY IDENTIFICATION**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against standards expectations.
- Pupil progress in relation to national expectations
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.
- Standardised screening or assessment tools such as:- Screening /diagnostic tests, Reading and spelling tests, Information from outside agencies e.g. Ladywood, Educational Psychologist, Reports or observations, Information from parents, National Curriculum results, External exam results.

**(c) SEND PROVISION**

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in provision and learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

**(d) THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- In-class support with adult assistance

- Attendance with a specialised teacher within the school.
- Support from specialists within class or as part of a withdrawal programme e.g. Ladywood, THRIVE behaviour support, or Speech and Language.

A full list is available on the school's website in the document 'School Offer'.

### **(e) ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **(f) MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. An initial concern sheet is completed. The pupil is placed on the SEND list as a concern. Where support additional to that of normal class provision is required, it will be provided through SEN Support. The additional interventions and strategies are recorded in a support plan and progress is reviewed half-terminally. If, after further consideration, it is decided that expert advice is needed, then this will be sought by the SENCO with the parent's approval. Where concerns remain despite sustained intervention, the school will consider requesting an assessment for an Education, Health and Care Plan (EHCP). Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy and outlined by the flow chart in Appendix I.

The school also recognises that parents have a right to request an assessment for an Education, Health and Care Plan (EHCP) directly through the Local Authority.

### **(g) RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- A support plan outlining the additional support in place for the child.
- Information from health/social services or other agencies where appropriate.
- Information from parents

- A Pupil Profile which includes the voice of the child and an outline of their specific needs

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through SEN Support using an 'Assess, plan, do, review' process.

SEN support is characterised by interventions that are different from or additional to the normal differentiated curriculum. This intervention can be triggered through a concern, supplemented by evidence that, despite receiving differentiated quality first teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing Literacy or Numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

## **USE OF SUPPORT STAFF WITHIN SEN SUPPORT**

### SEN Support

Support staff are used in a variety of ways in providing SEN support at Tonge Moor:

- They work with small groups or on a one to one basis daily.
- Playground support.
- Listening and speaking support
- Sit close by a pupil on a main input session and act as a prompt or interpret what the teacher may be saying or asking.

## **NATURE OF INTERVENTION**

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment

- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

## **REQUEST FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)**

The school will request an assessment for an EHCP from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. It might also be requested by a parent or outside agency. The school will have the following information available:

- Evidence of at least two terms of intervention at SEN support level
- Records and outcomes of regular support plan reviews
- Information on the pupil's health and relevant medical history
- Attainment levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Social Work Service reports
- Any other involvement by professionals

An Education Health and Care Plan (EHC Plan) will normally be provided where, after a statutory assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health and Care Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives and aspirations set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

## **REVIEWS OF STATEMENTS AND EDUCATION HEALTH AND CARE PLANS**

The SENCO will organise these reviews and invite:

The child's parent, the child (if appropriate), the relevant teacher, a representative of the LA, any other person the LA considers appropriate, any other professional working with the child.

The aim of the review will be to:

Assess the pupil's progress in relation to the outcomes set out in the EHCP

Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic Literacy/Numeracy and life skills

Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it

Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school.

Allow parents opportunity to voice their opinion on the support in place.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

### **B3: Curriculum Access and Inclusion**

Tonge Moor Primary Academy strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Tonge Moor Primary Academy we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

### **B4: Evaluating success**

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results - for individual pupils - for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation/SDP

In evaluating the success of this policy, the school will consider the views of: Teachers, Parents, Pupils and External professionals.

### **B5: Complaints procedures**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **C1: Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The

Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

## **C2: Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

Educational psychologists, Medical officers, Speech and Language therapists, Physiotherapists, Hearing impairment services, Visual impairment services, Pupil Referral Service (PRS), Education Service for Physical Disability (ESPD), Ladywood Outreach, Occupational therapy, Traveller Education, Early Intervention Team (EIT), ASPIRE behaviour support, Youth Challenge, Targeted Youth

In addition, important links are in place with the following organisations:

The LA, Specialist Services, Education Social Worker, Social Services, Sure Start Children's Centre, Friends of Tonge Moor Primary Academy, Other groups, charities or organisations.

## **C3: Partnership with Parents**

Tonge Moor Primary Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school will make available, to all parents of pupils with SEND, details of the independent advisory service available through the LA. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

## **C4: The voice of the child**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Tonge Moor Primary Academy, we encourage pupils to participate in their learning by reflection, journals, discussing targets, discussing their work and visual aids.

A child will always be invited to their EHCP review and will be encouraged to share their achievements and concerns at the meeting where appropriate.

## **C5: Links with other schools and transfer arrangements**

The EHCP review process allows for parents to specify their preferred secondary provision in the Y6 transfer review meeting.

For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's EHCP must then be amended by spring term of the year of transfer in the light of the recommendations of the annual review, the parents' views and preferences and the response to consultation by the LA with the schools concerned.

### **Change History Record**

<b>Issue</b>	<b>Description of Change</b>	<b>Approval</b>	<b>Date of Issue</b>
1	Initial issue	September 2019	September 2019
2	Annual review	September 2020	September 2020

**Next Review Date: September 2021**