

Tweeddale Primary School Model SEND Policy and SEND Information Report

Date : June 2018 - 2019

This report describes Tweeddale Primary School policy and provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: Inclusion Manager

This report was approved by the Local Governing Body on: Thursday 14th June 2018

Part One: Model SEN Policy

Part Two: Model SEN Information Report

Part One: SEND Policy

1. At *Tweeddale Primary School*, the inclusion of all our pupils is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



At *Tweeddale Primary School* we:

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the school SEND information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Definitions

A pupil has SEND if they have a learning difficulty or disability 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.

3. Legislation and guidance

This policy and information report is based 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, Special Educational Needs co-ordinators (SENCOs) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENCO/Inclusion Manager:

Maureen McDermott

Office@tweeddaleprimary.sutton.sch.uk

0208 644 5665

Headteacher:

Terrie Jerrom

Office@tweeddaleprimary.sutton.sch.uk

0208 644 5665

SEN link governor:

Mrs H Matthey

Helen.Matthey@BT.connect.com

0208 644 5665

Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENCO

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 local governing body 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

The headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SEND link governor

- The local governing body will appoint a SEND link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENCo and the local governing body on matters relating to SEND.

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 SEND policy

5. Contacts

Contact details of support services for parents of pupils with SEND

https://www.sutton.gov.uk/events/200611/local_offer

<https://www.yell.com/biz/sutton-dyslexia-association-carshalton...>

<https://www.netmums.com/.../special-needs-autism-aspergers>

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder>

Contact details for raising concerns

Complaints about SEND provision in **Tweeddale Primary** school should be made to the Mrs T Jerrom headteacher in the first instance, and may be referred to the school's complaints procedure.

Part Two: SEND Information Report 2018 – 2019

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/severe/profound and multiple learning difficulties

2. Identifying pupils with SEND 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.

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.

The SENco and the teacher will write a 'Learning Support Plan' to highlight targets for the coming term

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 behavior

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. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All children have at least one induction session at their new school.

Children spend time with their new teachers, especially if they are staying in the school moving to the next key stage.

Children on the SEND register will have passports to inform them of next class and teachers to take home over the holiday period

Children on the SEND register will meet with their next year teacher, several times before the end of the current school year

6. Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

PiXL – reading, writing and maths for key stage 2

Toe by Toe – Phonics

Speech and language

Reading and thinking - comprehension

Writing without tears – hand writing intervention

Talking partners EAL pupils

Wave 3 maths

Direct phonics

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, small group working, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visual clues, personal word banks

8. Additional support for learning

We have learning support assistant in each class, who are trained to deliver interventions which support the curriculum

Teaching assistants will support pupils on a 1:1 basis when required

Teaching assistants will support pupils in small groups when required

Children with EHCP will have support from the Local Authority for Speech and Language and / or Occupational Therapy

9. Expertise and training of staff

Our SENCO has 5 years' experience in this role and has worked as the Inclusion Manager for the past 4 years

We have a team of 20 learning support assistants, who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Speech and language, the role of learning support assistant for children with ASD, the role of learning support assistant with support children with SEND,

We use specialist staff for occupational therapy and educational psychologist

10. Securing equipment and facilities

We have a hearing loop for children with hearing impairment, hand rails on the stairs, changing facilities for all ages, slanting writing desk and foot rests, wobble cushions, gym balls, weighted body wraps, fidget toys, pencils grips and coloured overlays. All staff are experienced to use and promote these teaching aids.

11. Evaluating the effectiveness of SEND provision

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

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks / half a term weeks

Using pupil questionnaires

Monitoring by the SENCO

Monitoring by the class teacher

Using Learning support plans to monitor progress of attainment and progress across the year

Holding annual reviews for pupils with EHC plans

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our year 6 residential trip to Kingswood in Kent

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

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

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 SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of sports club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

14. Complaints about SEND provision .

Complaints about SEND provision in our school should be made to the class teacher/SENCO 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

15. The local authority local offer

The London Borough of Sutton Local offer can be seen at:

https://www.sutton.gov.uk/events/200611/local_offer

For further information about the local offer, see Part One section 4.