

Tweeddale Primary School

SEND Policy and SEN Information Report

2020-2021

December 2020

This report describes Tweeddale Primary School's 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: SENCO

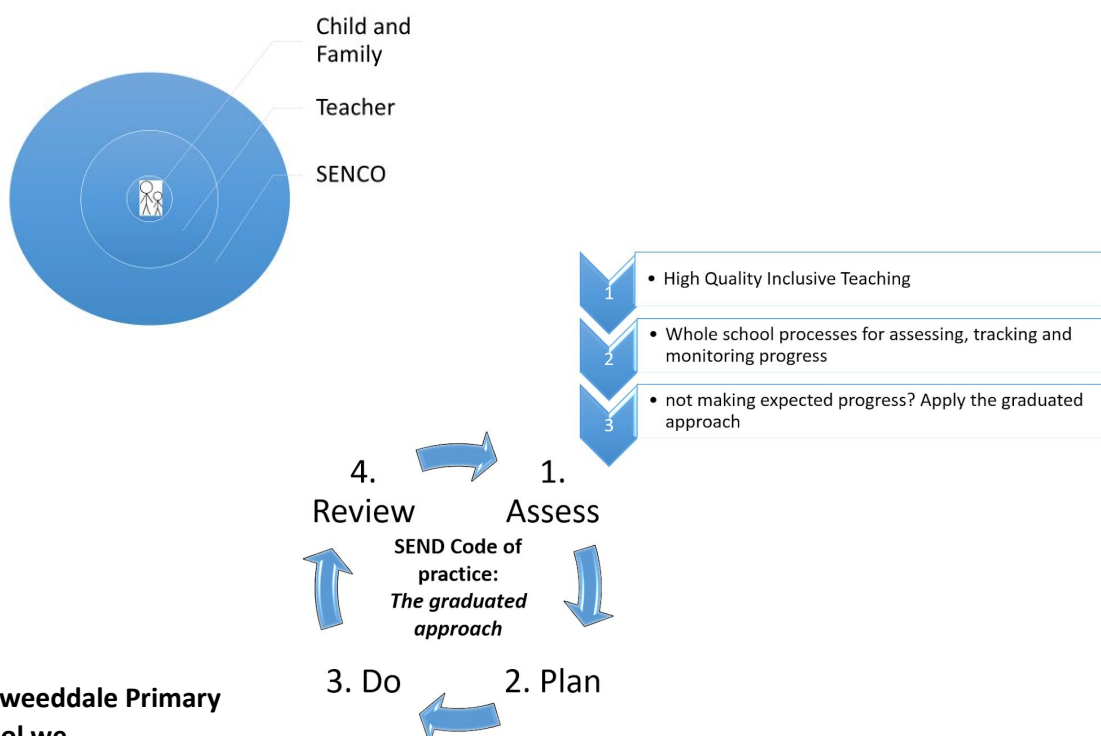
This report was approved by the Local Governing Body on: 04/12/2020

Part One: Model SEN Policy

Part Two: Model SEN Information Report

Part One: SEN 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 SEN 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 (SEN)

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

2. Definitions

A pupil has SEN 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, SEN 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:

Sharon Ashton. Email: office@tweeddaleprimary.sutton.sch.uk , telephone 020 8644 5665

Headteacher:

Terrie Jerrom. Email: office@tweeddaleprimary.sutton.sch.uk , telephone 020 8644 5665

SEN link governor:

Mrs J Thompson: office@tweeddaleprimary.sutton.sch.uk telephone 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 SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and 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 SEN policy and provision in the school

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

The SEN link governor

- The local governing body will appoint a SEN 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 SEN policy

5. Contacts

Contact details of support services for parents of pupils with SEN

Sutton's Local Offer: [Sutton's Local Offer](#)

Sutton Information, Advice and Support Service (SIASS): SIASS@cognus.org.uk

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

Autism: <https://www.nassutton.org.uk/>

Dyslexia: <http://www.suttondyslexia.org.uk/about-dyslexia/>

Contact details for raising concerns

Complaints about SEN provision in Tweeddale Primary School should be made to the headteacher, Mrs Jerrom and the SENCO, Mrs Ashton in the first instance, and may be referred to the school's complaints procedure.

Part Two: SEN Information Report 2020 – 2021

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 SEN and assessing their needs

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

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

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

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

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

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.

4. Assessing and reviewing pupils' progress towards outcomes

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

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

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

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

If possible, all children to have at least one induction session at their new school

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

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

Children on the SEND register will meet their next class teacher, several times before the end of the current academic year.

6. Our approach to teaching pupils with SEN

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

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

We will also provide the following interventions:

Talking Partners

Target Readers

Precision Teaching

Numbers Count

ELSA

Nurture Group

Lego Therapy (planned for Spring 1, 2021)

7. Adaptations to the curriculum and learning environment

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

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

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

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have teaching assistants 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

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

Speech and Language service

Educational Psychology Service
Occupational Therapy Service
Autism Service
CAMHS

9. Expertise and training of staff

Our SENCO/Assistant Headteacher has six year's experience in this role.

They are allocated 5 days a week to manage SEN provision.

We have a team of 20 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision Teaching, Speech and language provisions, autism, ADHD and how to support children with Special Educational Needs.

We use specialist professionals to support our staff in supporting pupils with complex needs.

10. Securing equipment and facilities

We have 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 SEN provision

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

Reviewing pupils' individual progress towards their goals each term

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

Pupil voice

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with statements of SEN or EHC plans

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

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

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 residential trips.

All pupils are encouraged to take part in sports day, school plays, special workshops, etc. 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. Working with other agencies

Tweeddale Primary School staff work closely with professionals in order to provide the highest level of support for pupils with SEND. The following list shows the services we link with but there are many agencies who can help children with SEND and we will always try to match the best support to each child:

- LBS Special Educational Needs Team
- Speech and Language Service
- Educational Psychology
- ASD Service
- Sensory Impairment Service
- Occupational Therapy
- Medical Practitioners e.g. School Nurse
- CAMHS

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the **headteacher and 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

16. The local authority local offer

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

[Sutton's Local Offer](#)

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