



THE NELSON THOMLINSON SCHOOL

S.E.N.D. POLICY

Signed by Headmaster:

Signed by Co-Chair of Governors:

Reviewed by Behaviour, Safeguarding and Wellbeing Committee:
Next review date:

9 June 2022
June 2023

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY
(SEND) POLICY

2022 - 2023

Mr Cowen
Governor with responsibility for
SEND

SENCo
Rachel Twedde

Head of Learning Support
Claire Speakman

Headmaster has the ultimate responsibility
Mr Sam Northwood

The Nelson Thomlinson School

Special Educational Needs and Disability (SEND) Policy

1. Introduction

This school provides a broad and balanced curriculum for all pupils, which is differentiated to meet individual needs and abilities.

Pupils may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Teachers take into account, in their planning, a child's special educational needs, and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

2. Aims and objectives

2.1 The aims and objectives of this policy are:

- To identify pupils with special educational needs as soon as possible;
- To create an environment that meets the special needs of each pupil;
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- To raise aspirations of and expectations for all pupils with SEND;
- To encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To encourage pupils to be fully involved in their learning;
- To make clear the expectations of all professionals in the progress and provision of special needs;
- To focus on outcomes for pupils and not just hours of provision and support;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEND.

3. Role and responsibilities

3.1 In this school, provision for pupils with SEND is the responsibility of all members of staff.

3.2 Mrs Speakman, the Head of the Learning Support Department and Mrs R Twedde, the Special Needs Co-ordinator (SENCo), share the responsibility for the day-to-day operation of the SEND policy. Their main duties are: -

- To identify pupils who have SEND and additional needs;
- Coordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Management of the LSD Teaching Assistants;
- Ensuring an appropriate curriculum is set for SEND pupils;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- To work within the guidance provided in the SEND Code of Practice, 2015.

3.3 The governing body does its utmost to secure the necessary provision for any pupil identified as having SEND. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEND.

3.4 The governing body has agreed with the LA admissions criteria, which does not discriminate against pupils with SEND. The admissions policy has due regard for the guidance in the SEND Code of Practice.

4. Educational Inclusion

4.1 At this school we respect the fact that pupils: -

- Have different educational, social and emotional needs and aspirations;
- Require different strategies for learning;
- Learn at different rates;
- Require a range of different teaching strategies and experiences

4.2 Teachers respond to pupils needs by:

- Providing support in all curriculum areas;
- Being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Providing high quality teaching which is differentiated for individual pupils;
- Planning to develop pupils' understanding through the use of all senses and experiences;
- Planning for pupils' full participation in learning, and in physical and practical activities;
- Regularly reviewing the quality of teaching for all pupils, including those at risk of underachievement;
- Where necessary improve understanding of strategies to identify and support vulnerable pupils and knowledge of SEND;
- Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning.

4.3 This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the Additional Literacy Support or Paired Reading programmes.

5. Specialist Provision

The school has ramps on all the main pupil entrances. The cloakrooms and toilets are close to the classroom areas. Mrs M Banks has managerial oversight of the arrangements for SEND pupils. Mrs Speakman is the Head of Learning Support and therefore, organises the day to day operation of the department. Mrs Tweddle is the SENCo and is responsible for co-ordinating the provision for SEND pupils. Mrs Clark and Mrs Foody are Special Needs Teachers. There are 9 Teaching Assistants (TAs) and 4 HLTAs who work within the Learning Support Department. All of the TAs assist with the lunch time clubs, including the homework club, supported transitions and lunchtime support of pupils with mobility, social or emotional difficulties. The Learning Support Department enjoys attractive facilities in the school, being based in a suite of three rooms and possessing a wide range of specialist resources. These include: -

- A comprehensive library of books catering for pupils at various stages in their reading development.
- Computers with software designed for the development of specific learning objectives.
- Interactive whiteboards in each classroom.
- A kitchen area whereby pupils can develop their independent living skills for courses such as CoPE or for personal development. The area is also utilised for SEAL and multi-sensory learning across the curriculum.
- A quiet library/time out area for pupils.
- Lockers, which are allocated to pupils on a needs led basis.

Section 2

6. Information about the school's policy for assessment, plan, do and review for all students with SEND

6.1 In addition to the points made in **4.1 - 4.3**, the SENCo will work with all staff to ensure pupils who may need additional or different support, to that normally found within the classroom, are identified as soon as possible.

6.2 The progress made by all pupils at this school is regularly monitored and reviewed. The school does not identify pupils as having SEND unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

6.3 Pupils who are not making adequate progress are identified as having SEND.

6.4 Class Teachers / Heads of Years / Form Tutors / Teaching Assistants consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements gives cause for concern about a pupil's progress. The triggers for concern are:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the pupil's identified area of weakness.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional, social or mental health needs, which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised management programme.
- Has sensory or physical problems, and requires additional specialist equipment.
- Continues working at levels substantially below their peer group.
- Has ongoing communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

6.5 Additional support is provided through **SEN Support**. A plan will be created with clear outcomes to be achieved within an agreed time frame. This will be monitored and reviewed regularly with the involvement of parents, pupils and relevant school staff.

6.6 Pupils identified as receiving **SEN Support** will be recorded on the SEND Register. If a pupil is recognised as no longer requiring SEN Support, they will be removed from the SEND Register.

6.7 The SENCo will consult with pupils, parents, carers, teachers and support staff about the plan to ensure all interested parties are aware of the learning outcomes and their contributing role to its implementation.

6.8 The engagement of external and specialist support will be considered at a review meeting if it is identified that school is unable to fully meet the needs of a pupil through the current school support plan. Parents and relevant school staff will be involved in this process.

6.9 An application for statutory assessment, leading to a possible Education, Healthcare Plan (EHCPs) for a pupil will be considered at a review meeting if it is identified that additional funding and support are required from the LA High Needs Block. Parents, relevant school staff, external and specialist support agencies will be involved in this decision.

6.10 Students holding EHCPs will be identified as having **SEN Support**.

6.11 Students with an EHCP will be reviewed every term. A report containing recommendations will be provided for the LA at an annual review, which will consider whether to maintain, amend or cease the EHCP.

7 Allocation of Resources

7.1 The SENCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for pupils with EHCPs.

7.2 The Head Teacher informs the governing body of how the funding allocated to support SEND has been employed.

7.3 The Head of Pastoral and the Head of Learning Support / SENCo meet to agree how to use funds for the benefit of pupils with SEND.

7.4 The effectiveness of the resources for SEND will be monitored as part of the on-going process of self-evaluation in school.

8 Access to the Curriculum

8.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to: -

- Understand the relevance and purpose of learning activities,
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet pupils' special educational needs and disabilities. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

8.3 ISPs contain a small number of specific targets, ideally 3 or 4, designed for the pupil to achieve and make progress.

8.4 Pupils with specific reading and spelling difficulties may be withdrawn from lessons to work in small groups or in a one-to-one situation outside the classroom. The threshold for this intervention is any child with a spelling age / reading age of 10.7 and below.

9 Complaints procedures

9.1 The school's complaints procedures are set out in the school prospectus.

9.2 Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

Section 3

10 Staffing and Partnership

10.1 The school undertakes an annual audit of staff training needs related to SEND issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to NQTs and new members of staff by the SENCo as part of their induction.

10.2 The Head of Learning Support/SENCo, in consultation with the Head Teacher/Staff Development Officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within the school.

11 Partnership With Parents

11.1 SEND teachers work closely with parents throughout their child's education. Parents should in the first instance contact the Form Tutor in case of any concern or difficulty.

11.2 The school provides information about the Cumbria SEND IAS Service (formally the Parent Partnership Service) to all pupils with SEND on request. Our local SEND IAS Co-ordinator is listed on the current leaflet, available to all parents. S/he can provide independent support and advice.

11.3 At all stages of the SEND process the school keeps parents fully informed and involved.

12 Links with other schools

12.1 The SENCo regularly attends meetings with other local SENCos to discuss relevant SEND issues including government initiatives.

12.2 The SENCo attends Transition and Annual Reviews at primary schools in Year 5 and 6.

12.3 As part of transition planning, the SENCo and Learning Support staff will work closely with the feeder primary schools.

13 Links with other agencies

13.1 The school works closely with all of the LA's Support Teams, when identifying, assessing and making provision for SEND pupils.

13.2 Inclusion Panel meetings are held every half term where the following agencies work in partnership with school staff:

- Educational Psychology
- School Nurse
- Inspira
- Careers Lead
- Attendance Officer

13.3 The SENCo attends TAC and TAF meetings, with other relevant outside agencies, for individual pupils when it is decided that this is the appropriate action after an Early Help Assessment has been administered.

Section 4

14. Success Criteria

14.1 The success of this policy is judged against the aims set out above. The policy is reviewed annually.

14.2 Additionally, the school will set specific targets against which progress can be measured on an annual basis, for example: -

- All teaching and non-teaching staff will have received ongoing training with regards to SEND provision.