



Special Educational Needs & Disability Policy

Signed

Chair of Governors

Date Reviewed:

Next Review:

Identification, Assessment and Provision

This SEND Policy works alongside and in conjunction with The Local Offer offered by Thurrock Local Authority and is embedded in the Teaching and Learning Framework of the school. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Local Governing Body, the Head teacher, the Inclusion Lead and all other members of staff both teaching and support staffs have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Wave 1

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked six times per year by the schools Tracking Systems and parents kept fully informed. School Rewards Systems will be paramount at this stage to encourage self-esteem.

Wave 2

Many pupils at East Tilbury Primary School & Nursery receive an allocation of monies known as Pupil Premium for Free school Meals Looked After and Armed Forces and specific interventions for delay in the following areas will be undertaken;

Communication and Interaction Speech and Language, **Cognition and Learning English and Maths** **Social Mental and Emotional Health** **Sensory and Physical**

It is to be hoped that there will be considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.

Each and every Pupil Premium intervention should be benchmarked, undertaken and evaluated alongside the school Tracking System. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs should be presented to the Local Governing Body on an termly basis and reported to Parents/Carers on line on the School website

Rewards for the children via the school House/Reward system will be paramount as part of these two policies working together.

Wave 3

Children with an EHC plan will have an individual Learning passport, which will inform any adult supporting that pupil to have awareness and understanding of their needs. Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

“Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

Further support

Classroom teachers and the Inclusion Lead have evidence that certain children are still not making good progress and refer children to the Inclusion Lead, who will arrange intensive ADDITIONAL SEND SUPPORT in any or all of the four areas

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or physical.

The school nurture groups will support those pupils who need a significant amount of input to ensure that they make good progress across the curriculum through carefully planned morning sessions.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place

1. Assess
2. Plan
3. Do
4. Review and this will be known as the graduated support

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving Additional SEND Support, schools should meet parent/carers at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent/carer, pupil and the school
Individual pupil progress at Additional SEN Support Level will be intensively monitored six times per year by the school tracking system and personally by the Head teacher in conjunction with Parent/Carers and the Inclusion Lead. A full report on the progress of children will be presented to the Local Governing Body once per term and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the Inclusion Lead and Head teacher

STEP 5

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the Inclusion Lead in conjunction with the Parents/Carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Thurrock Local Authority.

Details of these arrangements are available from the Inclusion Lead at the school
School Complaints Procedure

If you feel that your child's needs have not been met or that the provision isn't as agreed please follow our complaints policy, which is on the school website.