



SEND Policy

Signed:

S Allen-Clarke
Chair of Governors

F Bates
Head of School

Date Reviewed: July 2022

Next Review: July 2023

Aims

At East Tilbury Primary School, we take pride in our supportive and inclusive environment and our drive to provide the best possible experiences for our children which will prepare them to be life-long learners.

Our broad and creative curriculum provides opportunities for all pupils to achieve in their learning. We support pupils by removing barriers to learning and enabling them to participate in all aspects of school life. Access to learning opportunities must be a reality for all our pupils despite their ethnicity, religion, cultural background, age, gender, sexual orientation, disability or attainment (Equality Act 2010).

This SEND Policy works alongside, and in conjunction with, the Local Offer from 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. The Local Governing Body, The Head of School, SENCo and all other members of staff, both teaching and support, have significant day-to-day responsibilities. All teachers are teachers of special educational needs, promoting a whole school responsibility. High quality teaching, which is adapted and personalised, will be available for all pupils.

At the heart of the work of every class is a continuous cycle of assessing, planning, teaching and reviewing (known as the graduated approach) which takes into 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.

Legislation and guidance

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. East Tilbury Primary School adheres to the Special Educational Needs and Disability Code of Practice 2014, part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014. In response to these legislations, we aim to raise the aspirations of, and expectations for, pupils with SEND and we are focused on achieving positive outcomes for all.

Section 20 Children and Families Act 2014 Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people who have SEND may have a disability which is defined as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people, and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The code of practice introduces 4 main categories of need:

- 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, sensory processing difficulties

Graduated Approach to SEND support

When it is established that a child may have a special educational need, they are added to the SEND register. This formal identification allows for the appropriate provision to be implemented. This support is then guided through a 4-part cycle:

Assess – Determining the pupil’s needs through observations, benchmarking assessments, teacher assessments and discussions with external agencies, where applicable.

Plan – Consultation between the class teacher, support staff, SENCo, the child, parents and any other external agencies involved in the child’s care so that objectives can be agreed and appropriate interventions arranged.

Do – The class teacher remains directly responsible for the child’s daily interventions but works alongside support staff and SENCo to ensure that the child’s needs are fully met.

Review – Each child on our SEND register is then presented with a Passport for Learning, where their progress through intervention and achievements can be closely monitored. These are reviewed termly and the SENCo consults with parents and teachers to revise the level of support and make amendments where necessary.

Children with SEND are categorised under two strands of support: SEN Support or an Education, Health and Care Plan (EHCP).

The category of SEN Support is very broad. Many pupils within this category have their needs met within the classroom through differentiated tasks and individual or small group intervention. Their progress is monitored 3 times each year through our school’s tracking system and individual objectives are set within their Learning Plan so that progress can be assessed regularly by all staff involved in the child’s care.

Other pupils within the SEN Support category require a higher level of intervention. Some of these pupils require additional support from our nurture provisions or external agencies, such as: speech therapy, play therapy or occupational therapy. Progress within these interventions is assessed at least termly and monitored through their Passports for Learning.

When a child displays complex or multiple needs, they may require support through an Education, Health and Care Plan (EHCP). Through this plan, the child receives a level of additional funding in order for their needs to be fully met.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress through pupil progress meetings and the Passports for Learning once a term
- Reviewing the impact of interventions half termly in most cases
- Using pupil voice
- Parent questionnaires/review meetings
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual review meetings for pupils with EHC plans

Roles and responsibilities

The SENCO will:

- Work with the Head of School and governors 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 deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies
- 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 Head of School and governing board 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

Complaints about SEN provision

Our staff endeavour to work together with parents and carers to support SEND pupil needs. If a parent or carer is dissatisfied with their child's SEN provision, they should contact the SENCo in the first instance, who will try to help to resolve complaints or signpost parents or carers to the school's Complaints Procedure document, which is available on the school's website.