



Tower Hill Primary School Special Educational Needs & Disability Policy

Date : Autumn 2022 **Author** : Christine Cartlidge (SENDCo)
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Introduction

At Tower Hill we believe that each child is unique and that during his/her time at Tower Hill may be in need of special consideration or support, either in the long or short term.

This support whether educational, physical or pastoral is monitored and updated continually in line with the school's philosophy and statutory and Local Authority regulations and guidelines.

Review of Policy

This policy will be reviewed **annually** by the SENDCo and Headteacher and subsequently recommended to the Governing Body for approval.

Our Main Aims:

- ❖ To identify barriers to learning and participation, and to provide learning contexts and styles that enable every child to access a broad and balanced curriculum.
- ❖ To ensure that all children are valued equally, regardless of their abilities or behaviours.
- ❖ To promote a partnership with parents/carers in assisting their child when in need of Special Educational Need &/or Disability (SEND) support.
- ❖ To listen to the voice of the pupil and include them in the planning of their education
- ❖ To support the inclusion of children experiencing Special Educational Needs in mainstream school.
- ❖ To fully integrate all pupils within the school and extend opportunities to participate in all activities within and beyond the school.



Tower Hill Primary School

Procedures Related to the Special Educational Needs and/or Disability Policy

The Context of the School

We accept any child whose parents/carers wish him/her to attend this school within the constraints of our buildings, the standard numbers as set out in our Admissions and Accessibility Policies, and the staffing and relevant resources which we have available for the particular needs of that child.

In order to provide for pupils' SEND, effective identification, assessment and intervention strategies are implemented from the Reception Year, against the school's criteria of need and County guidelines. The funding for these strategies comes from a variety of sources which include the devolved budget, the Standards Fund and additional funding from Hampshire.

This funding covers:

- Staffing
 - SENDCo (Special Educational Needs &/or Disability Coordinator)
 - QTA (Qualified Teacher Assistance)
 - LSA (Learning Support Assistant)
 - SNA (Special Needs Assistant)
 - HLTA (Higher Level Teaching Assistant)
 - PSLW (Pre-School Link Worker)
 - SENCo Assistant
- Maintaining a Special Needs and/or Disability Register and evidence of pupil need
- Resources
- Specific Resource Programmes and their delivery
- Staff Training and monitoring of provision
- Liaison with Specialist Support from outside agencies

In meeting the SEND of each individual child the school works in partnership with the pupil and their parents/carers. All the staff at Tower Hill support pupils experiencing special needs and are supported by the SEND Team.

Teaching and Learning

Planning and Differentiation:

The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities to match the needs of individual pupils experiencing SEND.

Curriculum Provision and Intervention Strategies

Our objective is for all children experiencing SEND to be fully integrated within the classroom setting. To enable them to do this, where appropriate, the curriculum is modified and differentiated within the classroom environment for individuals or groups of pupils. We try to provide pupils with the range of provision and support considered necessary for them to reach their full potential within the National Curriculum and Religious Education.

Small groups of pupils may be supported with their class work by SNAs, LSAs, governors, parent helpers or students from local colleges/schools on work experience. These pupils are taught at the class teacher's direction.

Pupils experiencing SEND may be withdrawn from class activities for short periods of time to pursue individual or small group-specific learning programmes, such as Precision Teaching, with an LSA or SENDCo. Other programmes are provided by outside agencies such as Speech and Language Therapy (SALT) or the Primary Behaviour Service.

All specific support programmes are intended to boost pupils' self-esteem and build confidence to enable them to become independent learners within the classroom.

SEND Provision

The SEN and Disability Code of Practice (CoP) expects that the vast majority of children's needs will be met through High Quality Teaching that is differentiated and personalised for individual children by the class teacher. Children that need support, in addition to and different from this, will be identified as needing SEND Support. Some children who have high or complex needs may need an Education Health and Care Plan.

Having a diagnosis (e.g. ASD, ADHD, ADD, Dyslexia) does not mean a child needs an EHCP (K). Generally we apply for an EHCP if:

- The child is designated as a Looked After Child with additional needs and/or is likely to move schools frequently
- The child has a disability that is lifelong and means they will always need support to learn effectively
- The child's progress and achievements are so far below that of their peers that we think it is likely that the child may at some point benefit from special school provision

Further details of how Tower Hill supports children with additional needs can be found in the school's SEND Information Document.

Identification and Assessment of Individual Pupils' Needs

Tower Hill has a continuous termly cycle for planning, teaching and assessment of pupils which takes account of the wide range of abilities, aptitudes and interests of the pupils.

As with all pupils, children experiencing SEND are assessed on the evidence of what they know, understand and can do within the subjects of the National Curriculum and the requirements for Religious Education.

Pupils experiencing difficulties may be identified through observations and assessments of attainment in the classroom, previous records, formal and informal assessments carried out in school, SATS and Optional test results, reports from health, social services, or other outside agencies.

The school responds to concerns expressed by the pupil and their parents/carers within 5 working days.

Pupils with difficulties are highlighted early and further diagnostic assessment is undertaken by the SEND team to identify the provision required for the pupil to progress.

Tower Hill uses the checklists in the CoP to gather information on children experiencing difficulties in the four broad categories of:

- Communication and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (S&P)

However, the school is not able to offer any diagnoses beyond Special Education Needs and, as part of our partnership with parents, the SENDCo may suggest parents seek advice from their GP should they have concerns that their child has ASD, ADHD, or a medical condition/disability.

When planning school support for individual needs, in partnership with parents/carers, appropriate targets will be set on an Individual Plan (IP).

Children who have a diagnosis (e.g. ASD, ADHD, ADD, dyspraxia) but who are at least securely at Age Expectations in their learning will have a One Page Profile (OPP) detailing the kinds of strategies that support their continuing success. This will be shared with parents/carers.

Children experiencing individual needs will be registered as having SEND Support (SS). All children will be working towards agreed targets and these will form the main focus of each review. Target setting for all pupils takes place daily, weekly, half-termly and termly across all year groups. Our success in these areas is evaluated as necessary and reported to the Governors.

The school keeps a confidential up-to-date register of all children identified as experiencing special needs. This identifies specific areas of concern/need and whether outside agencies are involved.

Identification

Prior to entry to the Reception Year (YR) there are meetings with parents/carers and teachers of the Reception Year to identify pupils experiencing SEND. The findings are reported back to parents/carers. The Early Years Foundation Stage Profile is

commenced in the initial term of school and shared with parents/carers. This process is revisited termly.

In the Spring Term, pupils in Y1 are usually screened for dyslexic tendencies using the Dyslexia Gold Screening Test. This online programme then provides an individualised programme of support. These activities can also be practised at home and any child using the programme will be given a personalised log in. Any child across the school can be screened using Dyslexia Gold if a parent or teacher have concerns about progress in reading and/or spelling.

Reading (PIRA), spelling (BSTS2) and Maths (PUMA) tests are administered by class teachers termly to track progress.

Teachers continue to make assessments of pupils based on the Tower Hill Primary School Progression Framework, pre-Key Stage Standards or Standardised Scores throughout the year.

Ongoing monitoring takes place with class teachers and the SENDCo to assess the evidence accumulated against set criteria. Children identified via this monitoring process are further assessed by the SEND Team, using relevant materials, depending upon the nature of the concern reported by the class teacher, parents/carers or outside agencies.

The SENDCo and staff work closely with outside agencies to meet the needs of all pupils.

Some pupils have more complex problems due to a combination of circumstances. Each child is treated as an individual. Parents/carers are involved at an early stage and when necessary their permission is requested to involve an outside agency such as the Educational Psychologist (E.P.), the Primary Behaviour Service or Children and Adolescent Mental Health Services. The latter can also be accessed by the family through their G.P. We are currently also working with the Mental Health Support Team who offer support tailored to a specific child's or family's needs once a referral has been accepted.

The strategies used to support complex needs vary but will usually involve setting up an Individual Plan in consultation with the SENDCo and class teacher and perhaps the E.P. if involved.

Resources

Tower Hill School is equipped with a wide variety of resources for SEND. These are stored centrally in the SEND room but are readily available to all members of staff. Resources are distributed across the school in response to identified needs.

Working in Partnership with Parents/Carers and Pupils

The school works in partnership with parents/carers, who have key information and a critical role to play in their children's education. The class teacher is available to talk and listen to parents/carers and advise them at all stages of their child's development.

After consultation with the class teacher, SENDCo or Head Teacher, regular contact may be established in order to monitor behaviour or progress via reading records, a home/school book or telephone calls/consultation with parents/carers.

When a need has been identified, parents/carers will be contacted and invited to attend parent/teacher interviews and contribute to the provision of their child's needs, detailed in the child's updated I.P. or OPP. Any parent/carers unable to attend will be sent a copy of their child's I.P. or OPP for their information.

If parents/carers have further concerns about the SEND provision or the teaching their child is receiving, they should approach the class teacher or SENDCo in the first instance. If after discussion and explanation they are still not satisfied they should then approach the Headteacher. If after consultation with the Headteacher they are still dissatisfied, they should follow the guidelines laid out in the school's complaints procedure for parents. These guidelines are available from the school office and on the school website.

Inclusion

Staff at Tower Hill value all pupils equally and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is a flexibility of approach in order to find the best placement for each child. We follow the guidelines in Hampshire County Council's Inclusion Policy and we use this as a tool to evaluate and review our practice.

Staff at Tower Hill recognise the relationship between regular attendance and educational success. Levels of attendance will therefore be monitored on a weekly basis by the SENDCo & SENDCo Assistant and parents/carers will be notified of any concerns. The SENDCo or Family School Link Worker will contact the Family Support Service when necessary and will attend local meetings as appropriate.

The school is committed to Pupil Involvement and children are encouraged to play an integral part in the identification of targets and the writing of IPs and OPPs.

Looked After Children (Child Looked After - CLA; also Children in Care - CIC)

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. The Governing Body will ensure the school makes appropriate provision for all CLA pupils. In order to do this, the school will follow the LA 'best provision protocol' to ensure the setting can meet the needs of the individual child. The Designated Teacher for the CLA should initiate an Electronic Personal Education Plan - EPEP with co-operation from the social worker. The school will assess the CLA's attainment on entry to ensure the smoothest possible transition and continuation of learning.

The school will monitor and track the achievement and attainment of all CLA and EPEPs are to be reviewed, according to their needs, as initiated by the reviewing office or social worker. The young person's views should be sought by the Designated Teacher and noted on the EPEP. The Designated Teacher will know all CLA on the school roll and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any CLA from other authorities. It is important that the school flags CLA status appropriately in the school's information systems so that information is readily available as required.

Vulnerable Groups

Tower Hill recognises that some children will experience greater barriers to learning and may be identified as being vulnerable other than, or as well as, having SEND through e.g.

- English as an Additional Language
- In receipt of Free School Meals (and Ever 6)
- Young Carer
- Domestic turbulence and/or upheaval

The SENDCo will monitor the progress of all of these children and the school will work in partnership with parents/carers, staff and any appropriate agencies to provide support and interventions that aim to reduce the impact of these difficulties.

Assessment and Record Keeping

- ✓ All staff will plan, monitor and review pupils' progress through writing and reviewing IPs and OPPs termly.
- ✓ The SENDCo will monitor IPs and OPPs.
- ✓ A whole school tracking register of pupils with SEND Support will be maintained and updated by the SENDCo.
- ✓ The SENDCo will ensure that all information from Outside Agencies will be shared appropriately with relevant members of staff.
- ✓ Teachers will maintain and update their class SEND files.
- ✓ The SENDCo will liaise across Key Stages including transition points from Nursery Education and to KSIII.
- ✓ Copies of all letters, referrals, reports & correspondence will be kept by the SENDCo.
- ✓ The SENDCo will ensure the policy is adhered to across the school.

Staff Development

The School Improvement & Development Plan will incorporate action plans and reviews relating to raising the achievement of pupils with SEND.

In-service training and professional development will be arranged to meet these targets and to ensure that provision for pupils experiencing SEND is appropriately delivered and co-ordinated.

Evaluating the Success of the SEND Policy

The SENDCo provides information to the governing body as to the number of pupils identified as experiencing SEN and/or Disabilities.

The Governors publish an annual statement of SEND provisions to parents/carers through its *Equality Policy*.

School data will include relevant information on pupils with SEND. This will include needs, support, achievement and progress. This will enable the school to monitor targets and progress of pupils.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

N.B. "Parents" should be taken to include all those with parental responsibility as defined in the Children's Act.

This policy operates in conjunction with the following policies and/or guidance:-

- Teaching for Learning Policy

- Assessment Policy
- Relationship Policy
- EAL Policy
- Accessibility Plan
- The School's SEND Information Document
- Keeping Children Safe in Education (most current issue)