

Thornton Primary School

Special Educational Needs and Disabilities Policy

2018-2019

Approved by the Governing Body on
30th January 2018

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(Chair of Governors)

Date of next review: February 2019

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (SEN) 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 young person has a 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

A child under compulsory school age has special educational needs if they fall within the definition at A) or B) above or would do so if special educational provision was not made for them.

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.

Summary Statement

We believe that all children with Special Educational Needs should have access to a broad and balanced education, based on the National Curriculum.

Thornton Primary School fully supports the notion of inclusivity and defends the rights of children with special needs to be educated their full potential as far as possible in a mainstream setting.

We acknowledge that a child's needs may have an adverse effect upon their educational and we are committed to early identification of needs, which can often prevent a difficulty with learning.

At Thornton we provide a continuum of provision that matches the continuum of need existing at any one time. We are aware of the need for flexibility and for constant review.

We adhere to the principles underpinning the 2014 Special Educational Needs and Disability Code of Practice: 0-25 years and the Children and Families Act 2014 to have regard of:

- The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Aims

At Thornton Primary School we believe that a child who has special educational needs or disabilities has the entitlement to be educated with their peers at their local mainstream school wherever possible.

Children at Thornton are individuals with unique needs and strengths. Through working effectively with all stakeholders – children, school staff, parents, relevant outside agencies including health services- all children will have access to a broad and balanced curriculum where barriers to learning are identified and removed.

We aim to be an inclusive school, at Thornton we monitor different groups of children to ensure that we identify and remove barriers to learning to enable inclusion and equality of opportunity of all groups and individuals. These groups include:

- Girls and boys;
- Ethnic groups;
- Children for whom English is an Additional Language;
- Travellers;
- Asylum Seekers;
- Newly Arrived Children;
- Looked After Children;

We aim to raise the aspirations and expectations of all children with SEN, every teacher at Thornton is a teachers of every child, including those with SEN. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

At Thornton we use the National Curriculum as our starting point to raise levels of achievement by setting suitable learning challenges, responding to pupils' diverse learning needs.

Objectives

At Thornton we:

- Work within the guidance provided by the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.
- Identify and provides support for children with SEND.

- Use a holistic approach to SEND – looking at the ‘whole’ child.
- Work to identify and overcome barriers to learning and ensure children with SEND have access to the National Curriculum.
- Focus on outcomes for the children with SEND.
- Work with parents, including supporting them in understanding SEND procedures and practices and providing regular feedback on their child’s progress.
- Provide support, advice and training for all staff working with children with SEND.

Identification

The SEND Code of Practice identifies the following areas of need:

- *Communication and Interaction:*

Children and young people with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

- *Cognition and Learning:*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wider range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- *Social, emotional, and mental health difficulties:*

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- *Sensory and/or Physical Needs:*

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

By identifying children with additional needs we are able to work with stakeholders in order to decide what action needs to be taken to meet the needs of the child.

At Thornton we provide a graduated approach to SEND support through:

- Quality First Teaching, differentiated for pupils who have or may have SEND in order to overcome all barriers to learning.
- Monitoring progress and achievement of children to identify those who are not making expected progress (in line with peer group).
- Children who are not making expected progress will have individual targets generated, in the case of speaking and listening, reading and/or writing. At this stage a Wave 2 intervention would be put into place and the outcome of this would be monitored through a system of Assess-Plan-Do-Review
- For children with a higher level of need specialist assessments can be carried out and appropriate targets and outcomes identified in partnership with any stakeholders. The outcomes would be monitored through a system of Assess-Plan-Do-Review.
- A child with significant needs may be assessed for an Education and Health Care Plan.

Pupils are encouraged to express their needs and views in a safe and inclusive environment.

ASSESS-PLAN-DO-REVIEW

The Assess-Plan-Do-Review is an ongoing cycle to enable provision to be accurately matched to the needs of the child. The cycle enables identification of those interventions which are most effective in supporting children to achieve good progress and reach their potential. It ensures that class teachers and the SEN team can accurately implement the next steps for each child.

If a child has significant difficulties/needs then they may undergo a Statutory Assessment, with the agreement of parents this can be requested by the school but parents can make a

request if they wish. This will happen when the complexity of a child's needs require a multi-agency approach to further assess the needs of the child and the planning of provision and identification of the required resources can be made. The decision to make a referral for an Education and Health Care Plan (EHC) will be made at a review meeting. The application for an EHC will combine information from a variety of stakeholders, including:

- Parents,
- The child,
- Teachers and other school staff,
- SENCO,
- Social Care,
- Health professionals – such as doctors,
- Educational Professionals – such as Educational Psychologists, Pupil and School Support teachers, Sensory Support Service teachers, Physical Difficulties Support Service teachers.

Information about what is currently being provided for the child will be collated, focusing on progress towards targets and the realisation of outcomes. A decision will be made by a group of people from education, health and social care about whether an EHC plan is suitable. Further information about EHC plans and Special Educational Needs in Birmingham can be found at <https://www.mycareinbirmingham.org.uk>

Training and Resources

At Thornton we aim to keep all staff up to date with training and professional development regarding the needs of children with SEND. The Assistant Head teacher for Inclusion attends relevant training and meetings and cascades the information to staff. The SLT ensure that the staff training opportunities are matched to the needs of the staff and children and where possible link to the school development priorities.

Working in Partnership with Parents

Thornton believes in working closely with parents in order to ensure:

- Early and accurate identification and assessment of SEND to ensure accurate targets, provision and outcomes for children.
- The progress, social, emotional and academic, of children with SEND.
- That meaningful and effective targets are set and achieved through planned provision.

We encourage a continuous dialogue with parents, through regular meetings to review targets and share progress (these may include Parent's Evenings). Parents may receive

formal and informal communication about their child as required, through phone calls, letters, meetings and school reports.

Reviewing the Policy

This policy will be reviewed yearly by the SEN team and SLT alongside governors. It will be amended as per any findings at the review.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when it is carrying out its duties towards children with SEND. The governing body ensures that the Assistant Headteacher for Inclusion keeps them informed of SEND provision, including the deployment of provision, resources and personnel through regular reports and there is a nominated governor for SEND.

Admission Arrangements

Please refer to the school website for information regarding admissions as well as www.birmingham.gov.uk/school-admissions. The admissions for Thornton Primary School is in accordance with national and local legislation.

Dealing with Complaints

Any issues can, in the first instance, be raised with the class teacher, if the matter is not resolved then please contact Mrs Michelle Easthope Assistant Head teacher. Please refer to the school's complaints policy if the matter is still not resolved.

Further Information

If you require any further information regarding the provision with children with SEND at Thornton Primary School please contact:

Assistant Head teacher for Inclusion (SENCO) Mrs Michelle Easthope.