

# **Thomas Jones Primary School**

## **Special Educational Needs and Disabilities Policy**

This policy was adopted by the Governing board of Thomas Jones School on 14<sup>th</sup> October 2024. It is reviewed annually by the Head Teacher and the Governing Board.

### **1. Introduction**

Thomas Jones School is an inclusive school and we believe in the equality of opportunities for all children including those whose needs are defined in the SEND Code of Practice 2015 under these four areas:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

The school adheres to the borough admissions policy and use of oversubscription criteria. If a pupil has an Educational Healthcare Plan (EHCP), there is a process by which parents and carers can name the school as their first choice. In this case, the Local Authority will approach the school on the parents' behalf. The Head teacher, in consultation with the Governing board, will consider whether the school can meet all the specific needs of the pupil.

The SENDCo at Thomas Jones school is Lindsay Johnson.

The Assistant SENDCo at Thomas Jones school is Abi Kantoch.

They can both be contacted via:

info@thomasjones.co.uk

### **2. Definitions of Special Educational Needs and Disabilities**

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 him or her. This includes children who are looked after by the Local Authority and have SEND.

Pupils of compulsory school age have a learning difficulty or disability if they:

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

Pupils 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. (Education Act 1996 Section 312).

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Parent Booklet contains further information on how the school supports pupils who may require additional support in their learning. This is updated and distributed to all families within the school annually. The school website contains information on how we meet the needs of all learners.

## **INFORMATION ABOUT EDUCATIONAL PROVISION**

### **3. Policy Objectives**

The school believes that all pupils should be encouraged and enabled to access the curriculum and be involved, stimulated and challenged so that they can achieve their full potential. Pupils should receive whatever help and support they require in order for them to reach this potential.

To help ensure this is achieved for children with Special Educational Needs and Disabilities, the school will ensure that:

- Class teachers assess a pupil to identify their strengths, needs and areas for development. If a pupil requires different support to most children of their age, they may be offered additional SEND support. Timely assessments are undertaken to focus on the impact that any support has provided (pupils are no longer labelled as SA-School Action or SA+ -School Action Plus).
- Pupils receiving support are involved, where possible, in the decision-making processes regarding their own learning and they feel confident that they are listened to and that their views are valued.
- Parents and carers are encouraged to participate in all decisions pertaining to their child. They are listened to and plans and documents relating to their child reflect their views. Parents and carers are involved in an open dialogue at meetings with other professionals. Decisions are made about how a pupil's needs will be met and what outcomes are desired by the school and parents and carers in partnership.
- Clear informative records are utilised in a timely fashion to review the outcome for pupils

### **4. Roles and Responsibilities**

#### **The Governing board**

In co-operation with the Head teacher, the Governing board determines the school's policy and approach to provision for children with SEND and maintains a general oversight of the attainment of children receiving SEND support. A designated governor for SEND oversees provision across the school.

In co-operation with the Head teacher, the Governing board establishes the appropriate staffing and funding arrangements for SEND provision.

## **The Head Teacher**

The Head is responsible for day to day management to ensure provision for children with SEND is as described in the SEND policy.

The Head keeps the Governing board informed of developments in SEND provision.

## **The SEND Co-ordinator:**

- is responsible for the day-to-day operation of the school's SEND policy
- ensures support plans are in place
- keeps records on all pupils with SEND, maintaining files containing current plans and cumulative information such as specialist reports, past interventions and reviews
- keeps track of the different areas of need of pupils with SEND
- is responsible for ensuring staff are properly trained for their role in SEND provision
- liaises with appropriate professionals, including the educational psychology service and other support agencies, medical and social services and voluntary bodies and refers children and families to these services as needed
- liaises regularly with class teachers to monitor the progress of children with SEND
- carries out biennial SEND audits and actions any requirements
- is supported by the assistant SENDCo with all of the above duties.

## **Class Teachers:**

- are responsible for delivering outstanding teaching to all pupils
- are responsible for the outcomes of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a teaching assistant or learning support assistant, is in addition to and in no way replaces the attention pupils receive from their class teacher
- are familiar with the SEND Code of Practice (this can be accessed within the school section of the SEN file)
- are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEND. They desire aspirational outcomes for all pupils with SEND. The targets and strategies for pupils are developed with parents and carers and are written in the pupil's support plan. A copy of this plan is available to all professionals that work with the pupil
- are responsible for informing the SENDCo and discussing with parents any pupils they identify as requiring support

- have experience in supporting pupils with a range of needs e.g. speech & language difficulties, autistic spectrum, behavioural difficulties
- have experience of working with other professionals e.g. educational psychologist, the speech & language therapist, occupational therapists

### **Learning Support Assistants (LSA)**

LSAs may support one or more pupils with an EHCP in a class and may also support a target group within a class. LSAs:

- liaise regularly with the class teacher and outside specialists
- If supporting a pupil with an Educational Health Care Plan or statement, will work according to the strategies recommended on it and the pupil's support plan. Provision will be delivered aligned with funding for the child. Support may be individual support, group learning or whole class support. It may also involve monitoring and recording the pupil's progress in an agreed way. LSAs also have responsibility for ongoing assessments in partnership with the class teacher and the SENDCo
- Compile evidence of children's work towards individual targets/outcomes.

### **5. Facilities which increase access to the School and its Curriculum:**

This section should be read in conjunction with the school's *Accessibility Plan* and *Single Equality Policy*

- Differentiated learning from all areas of the curriculum is further facilitated by learning support teachers and learning support assistants
- Physical access is enhanced by ramps to the playground, wide doorways and the generically spare and open-plan style of the school
- There is a toilet accessible to pupils who have physical needs
- Specialist equipment is acquired for the individual needs of pupils

## **ADMISSION OF CHILDREN WITH SEND**

### **6. Admission of children with SEND to our Nursery class**

Upon entry to Thomas Jones Nursery class, all children will undertake a settling period and parents/carers will have the opportunity to meet with the Nursery class teacher. If a child starts in the Nursery class with an EHC Plan then any provision specified in the plan will be put into place for that child and specified outcomes worked towards. If the class teacher, with support from the SENDCo, expresses concern about a child without an EHC Plan, then additional meetings will take place to discuss how best to support the child to thrive in the environment alongside their peers. This meeting may also discuss any next steps such as involvement from the Educational Psychologist or other professionals that the school recommends.

### **7. Admission of children with SEND at Reception age**

If a parent or carer chooses Thomas Jones as their first choice school for their child with SEND then it is within their parental right to do so. An application for this place should be made to the local authority as it would for any child and their child's SEND should be described on this application. The SENDCo, in liaison with the Head Teacher and Governors will review whether the school can meet the needs of any child with SEND. This information will be shared with the local authority before a place is offered. This is to ensure all children with SEND gain access to everything they need in order to achieve desired aspirational outcomes.

## **8. Admission of children with SEND as a mid-phase transfer**

If a parent or carer wishes to transfer their child with SEND to Thomas Jones school at some other point in their education, they may inform the local authority about their wishes. If, and when a place becomes available, the local authority would inform both the school and parent or carer of this. At this point we would encourage the parent and carer to visit the school and meet with the SENDCo or SENDCo Assistant who can answer any specific questions. If the school recognises that the child's SEND can be met within the school building and with available resources, then this is communicated with the local authority and next steps to ensure the transfer are taken.

The SENDCo or Assistant SENDCo would contact the child's current school to gain a picture of the child and share any relevant information to ensure a smooth as possible transition for the child.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **9. Identification and Assessment**

A pupil's special educational needs may have been identified before they arrive at the school, or may be identified once they are on roll, often by class teachers and parents. Identification of special educational needs and disabilities at the school is part of a continuous cycle of assessment.

To identify children with SEND, the school utilises guidelines as set by the Local Educational Authority and as outlined in the 2015 SEND Code of Practice.

The school measures a pupil's progress by:

- analysing class teacher's ongoing observations and assessments as well as termly summative assessment
- the results of baseline and end of key stage assessments
- their performance against the school's own assessment system (aligned to the National Curriculum 2014)

Once needs are identified, the school will intervene to provide additional support, using a staged approach.

Triggers for intervention could be the teacher's or others' concerns, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication or/and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If additional support is put in place for a pupil, the class teacher and the parents draw up a support plan. The plan identifies targets and strategies as well as a review date so that outcomes can be considered. The pupil's views are also utilised in drawing up the plan.

If the SENDCo, class teachers and parents feel that further advice or assessment would be useful, specialist help or advice from outside the school will be sought.

The educational psychologist (EP) visits the school twice a term. The school will ask for parental permission to consult with them. However, whole class observations can take place without requesting consent. Parents, teachers and the EP work together to bring about an improvement in the pupil's learning or behaviour.

If a pupil's needs are complex or profound it may be suggested, in consultation with parents, that the local authority is approached for a single assessment, which will involve parents and significant professionals meeting to discuss and consider whether the local authority should provide extra resources to support that pupil. Resources could include additional staff hours, special equipment, defined targeted provision or the attendance at a school with specialist resourced support.

This additional provision, known as an Education Health Care Plan (EHCP) (formerly a Statement of SEN) is reviewed annually, or sooner if required. The parents/carers, class teacher, SENDCo, pupil and other appropriate professionals are involved in this process. Some pupils' special educational needs may be assessed at pre-school age, in which case they may enter the Reception class with an EHCP and with appropriate provision and support in place.

## **10. Allocation of Resources**

In addition to the resources that all pupils utilise, there are special resources for SEND provision at the school:

- Learning Support Assistants who provide significant individualised support to pupils
- A speech and Language Therapist (for children with EHCplans where a communication need is identified)
- Occupational Therapist
- Mathematics Intervention Programme
- Volunteer Readers
- Outreach support from the Tri-borough such as Early Help and The Autism and Early Years Intervention Team
- School Nurse

- Deaf CAMHS
- Visual Impairment Specialist Teacher
- Hearing Impairment Specialist Teacher
- Behaviour and Family Support Team
- Child Development Service
- Grenfell Wellbeing
- Play Therapist
- Art Therapist

## **11. Access to the Curriculum**

The SEND support that pupils receive ensures that they have access to all aspects of the National Curriculum whenever possible. Where necessary, learning is tailored to meet individual needs.

Class teachers make provision for all pupils in their planning and ensure a variety of pupil groupings for learning in the classroom.

Class teachers plan weekly for children with an EHC Plan to ensure ongoing work towards their outcomes in being made. This will be utilised alongside authentic inclusion in class with their peers.

## **12. Behaviour**

This section should be read in conjunction with the school's *Positive Behaviour Policy*.

Thomas Jones operates an exacting set of standards for all children, and this includes behaviour. It is thought that by pre-empting, making a fuss of the little things and developing meaningful relationships with children that behaviour is usually exceptional. However, the school realises that for some children with SEND, the Positive Behaviour Policy and general expectations need to be adapted in order to meet that child's individual needs and assist them to achieve their full potential. These adaptations are possible through a number of strategies:

- Different expectations in terms of length of time spent on a learning task to enable attention and interest to remain strong
- Different daily timetable and learning tasks
- Different home learning tasks
- Additional adult support in the classroom
- Additional adult support in the playground
- Different strategies and timescales to enable the child to be honest about any negative behaviours
- Personalised sanctions that will discourage negative behaviour from occurring in the first place
- Personalised rewards to celebrate good behaviour and consistency
- Playtime sometimes spent differently to their peers participating in favoured activities or helping with jobs
- A peer mentor/buddy system in place for the child, closely monitored by at least one member of staff
- Increased time out of class focussing on one-to-one or small group learning.

- Non-attendance of some whole school assemblies
- A different verbal warning system building up to a sanction
- Personalised 'scripted' verbal warning for the child
- Additional meetings with parents/carers both formal and informal to discuss progress and adapt existing strategies
- Non-attendance on an educational visit if the visit is deemed too much of a risk for that child at that particular time (this decision is always agreed with the SENDCo)

### **Additional points**

It is imperative that adaptations to the behaviour policy for a child with SEND are communicated and seen through. Professional dialogue between staff should exist to ensure that all adults are working to the same adapted guidelines/expectations and using the same strategies. This is led and managed by the child's class teacher, except in exceptional circumstances where it may be the SENDCo. Additional communication concerning a specific child with behavioural and emotional difficulties may occur at staff briefing and meetings with support staff. Adapted behaviour expectations are usually recorded in the form of targets on the child's personalised Support Plan, or in some cases, on a separate Behaviour Plan.

## **13. Emotional and social development**

Emotional and social development are valued for all children at Thomas Jones and particularly those with SEND. Alongside this, we aim to build resilience for children with SEND, adequately preparing them for life beyond Year 6 and into adulthood. Extra pastoral arrangements are in place for listening to the views of children with SEND:

- Part of Thomas Jones ethos is to have a warm and friendly place for all children to learn where relationships between staff and children are mutually respectful, trusting and friendly. This enables children to form bonds with certain staff members that they trust and can share their thoughts, worries or fears with.
- Extra time spent with their class teacher and/or Learning Support Assistant exists to enable a trusting and mutually respectful relationship to occur. This additional time often focusses on emotional and social development aside from academic learning.
- Additional time spent with the SENDCo. The SENDCo makes it a priority to spend much time with all children with SEND to build yet another trusting and warm relationship. The SENDCo operates an open door policy making this pastoral care an ongoing daily occurrence.
- Many children with SEND spend time with other adults/professionals whether this is the educational psychologist, speech and language therapist, play therapist or specialist reading intervention teacher.
- Certain children with SEND may be using a 'buddying' system as an identified strategy on their support plan. This enables them to build a meaningful peer relationship and offers yet another opportunity for trusted open dialogue to occur.

**Measures to prevent child on child abuse** (steps we take to prevent children with SEND from being treated less favourably than others)

This section should be read in conjunction with the school's *Positive Behaviour policy*.

Thomas Jones operates a zero tolerance stance on child on child abuse/ bullying and instances of it are therefore rare. As a school it recognises that children with SEND may be more vulnerable than other children and so uses the following anti child on child abuse measures to safeguard them:

- Staff and children follow and model the school core value of showing respect and valuing other people, their property, beliefs, feelings, learning and abilities.
- Creating and maintaining a sense of 'family' within the school community enabling positive cohesion.
- Staff to continuously develop the emotional literacy of the children and work to develop their confidence and self-esteem.
- To actively teach and empower children to say "Stop it, I don't like it" from Nursery class upwards in order to develop an independent and robust nature.
- To use assemblies as a forum to role play scenarios, directly using children to act parts and deliver messages in an age-appropriate forum.
- The school leadership team to directly deliver messages concerning the zero tolerance stance on child on child abuse.
- To directly teach children about positive behaviour as part of the Personal Development curriculum.
- To directly teach children about e-safety and cyber bullying through the Computing curriculum.
- Staff to be good role models to the children at all times.
- Increased time with adults who can observe how children interact with the child with SEND.
- Tailored sessions to develop social and emotional development including what is acceptable language/interactions to use and expect from others.

If any member of staff, child or parent/carer has worries about a child with SEND being subject to child on child abuse, they are asked to refer to the guidelines on the school's *Positive Behaviour policy*.

## **PARTNERSHIPS BEYOND THE SCHOOL & STAFF TRAINING INFORMATION**

### **14. Working with Parents and Carers**

Parents and carers are encouraged to participate as fully as possible in the decisions made about their child's progress and identify areas for development and support.

The school publishes its School Offer (Special Educational Needs Information Report) as part of RBKCs Local Offer on the school website in line with the requirements of the new 2015 Code of Practice (Appendix A).

Parents can also access information within the school's SEND Parent Booklet.

This is given to all parents annually and is permanently available from the school administrator and website.

There are many opportunities for parents to meet teachers, to build relationships and exchange information, including some coffee mornings. Throughout the year, there are three Parent & Carer/Teacher meetings as well as an annual report. Additional meetings are organised as necessary.

If a parent/carer is unhappy about the provision made for his/her child at the school then the following arrangements are in place:

- The parent/carer should approach their child's class teacher or the school SENDCo to make a mutually convenient time to meet to discuss the grievance. The desired outcome is to reassure the parent/carer if necessary and also to devise a plan to move forward with their child's learning and development.

If the parent/carer still has a grievance:

- The parent/carer may put their complaint in writing addressed to the Head teacher. The Head teacher will share the complaint with the Chair of governors. The Head teacher may then choose to meet with the parent/carer or write back to them. The desired outcome is to solve the grievance.

## **15. Staff Development & Training**

Teachers, Teaching assistants and LSAs have SEND training both from senior leaders as well as external providers as needed for their role and are familiar with the SEND policy. Training follows an annual staff audit of training needs to identify priorities for new and existing staff.

The SENDCo attends courses regularly and meetings to discuss policy and practice take place on a regular basis.

## **16. Use of teachers, facilities and educational support services outside the school**

### **The Education Psychology Service**

The Educational Psychologist visits the school regularly to:

- Observe pupils and undertake individual assessments;
- Listen to and guide teachers and parents/carers in the best possible ways to support a pupil both in class and at home;
- Support, guide and advise the SENDCo and Head teacher.

Work is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the class teacher, parents and SENDCo.

### **Other Services**

We make use of a full range of services and support available to us to ensure all children receive the appropriate individual support they need.

## **17. Links with other Schools**

When a young pupil with SEND is transferring from a nursery or pre-school setting to the school's Nursery or Reception class, a visit by the class teacher or SENDCo to the previous setting is arranged. Transition work is undertaken to support the new pupil in transferring to the school.

If pupils transfer at any other time, the school will contact the previous school to request records and to speak to a member of staff who knows the pupil.

For Year 6 pupils receiving SEND support the SENDCo liaises with the relevant staff and where possible invites them to the pupil's final annual review meeting to ensure successful transition to secondary school. Contact is maintained throughout the autumn term to support the pupil's ongoing transition.

**Updated: October 2024**

**Review Date: October 2025**

## Appendix A:

### Thomas Jones School

#### Special Educational Needs Information Report The 'Thomas Jones Offer' for children who require support for special educational needs

For the SEN 'Local Offer' provided by the Local Authority, please click [here](#).

For our Parents' guide to the cycle of intervention at Thomas Jones, please click [here](#).

#### **1. Who are the best people to talk to at Thomas Jones about my child's difficulties with learning, special educational needs or disability?**

- In the first instance, you should talk to your child's class teacher about your concerns.
- The class teacher will liaise with Thomas Jones SENDCo (Special Educational Needs Co-ordinator) Lindsay Johnson.
- If after a period of time you continue to have concerns, you should request a meeting directly with the SENDCo. Abi Kantoich is the assistant SENDCo at Thomas Jones.

#### **2. How will Thomas Jones let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also raise concerns at a parent and carer/teacher consultation meeting.
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

#### **3. How will Thomas Jones consider my views and those of my child with regard to their difficulties with learning, special educational needs or disability?**

- At Thomas Jones we believe it is essential for parents and carers to be involved and work in active partnership in all areas of their child's learning and we actively encourage a dialogue. We believe that it is crucial to gain an understanding of your child's perspective on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and, when appropriate, the SENDCo to actively work in partnership to review any benefit or difference made to your child as a result of an intervention being used. This meeting will also offer an opportunity to identify desired outcomes and related interventions for the next term. If your child has an *Education, Health and Care Plan* (EHCP) you and your child will be able to share your views at the Annual Review.

#### **4. How does Thomas Jones ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At Thomas Jones we believe that your child's learning needs will first be met through outstanding teaching delivered by their class teacher.
- We regularly commit to professional development for all teaching and support staff to ensure there is the appropriate expertise to support any child with special educational needs.
- Training for individual staff members is arranged when necessary and audited annually at the start of a new academic year.

- Thomas Jones is able to access training programmes from a variety of organisations, both national and local.

**5. How will the curriculum and the environment at Thomas Jones be matched to my child's needs?**

- At Thomas Jones we believe that your child's learning needs will first be met through outstanding teaching delivered by their class teacher.

- We carefully plan our curriculum to match the age, attainment levels and needs of all children.
- The class teacher will differentiate and adapt planning and teaching to match your child's needs and/or disability.
- It may be appropriate to use a variety of strategies, resources and approaches to ensure the outcomes for your child are optimum.
- Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Thomas Jones annually reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

## 6. What types of support may be suitable and available for my child?

- This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory and/or physical needs
- At Thomas Jones, we have a three tiered approach to supporting a child's learning.
  1. Universal – this is the quality first teaching your child will receive from their class teacher and may include some very minor adaptations to match learning needs.
  2. Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:
    - a. **assessing** your child's needs to have clarity on exactly where they currently are in their learning
    - b. **planning** the most effective and appropriate intervention,
    - c. systematically **providing** this intervention and
    - d. **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards specific learning outcomes.
  3. Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside Thomas Jones in order to plan for the best possible learning outcomes for your child. This may include an educational psychologist, speech and language therapist, occupational therapist, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through an Education and Health Care Plan. The current interventions provided at Thomas Jones School are outlined in our parent booklet available on our website [here](#).

## 7. How will Thomas Jones support my child to reach their learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these outcomes. The support plan, strategies and progress will be reviewed termly.
- Examples of this may include targeted small group sessions, specialist OT or SALT sessions, use of visuals, sensory resources or timers in class.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

## **8. What is an Education and Health Care Plan (EHC Plan) and who can request one for one for my child?**

- The purpose of an EHC Plan is to make specific educational provision to meet the special educational needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood. An EHC Plan will contain:

1. the views and aspirations of you and your child,
2. a full description of their special educational needs and any health and social care needs,
3. the established desired outcomes for your child's progress,
4. the specific provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

- You or the school, usually the SENDCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

## **9. How will you help me to support my child's learning?**

- We acknowledge that you know your child best and understand that the relationship between parents and the school is symbiotic. We will listen and respond to the suggestions you make as well as offering our own professional view. We may suggest strategies or activities for you to do at home to support your child's learning.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning and development at home.

## **10. How is support allocated to children and how do they move between the different levels of support at Thomas Jones?**

- Thomas Jones receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children.
- For a child with an EHCP, funding will be used to ensure specific school based provision laid out in the plan takes place.
- The Head teacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

## **11. How will Thomas Jones know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**

- Your child's progress will be assessed in two ways: through the whole school assessment procedures used for every child and with regard to any specific intervention programmes or strategy.
- The impact of support is carefully measured and considered to review whether the learning outcomes have been achieved. Adaptations will be made where necessary and it may be decided that a further and/or different period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved in all stages of planning and reviewing this support.

## **12. What support will there be for my child's happiness and wellbeing at Thomas Jones?**

- At Thomas Jones School, we pride ourselves on knowing every child very well. We believe that the well-being of all our pupils is crucial in enabling them to do their very best. Members of staff take this aspect of school life very seriously and are available to provide support to match your child's needs.
- You can be confident that your child's class teacher, the SENDCo and Head teacher give particular attention, time and effort to every child. You should also feel free to contact your child's class teacher if you have any concerns.

- All classrooms utilise a calm corner and there is a robust Personal Development curriculum where each year group focusses on feelings and wellbeing.
- The school also utilises the services of a Play therapist, Art therapist and many lunchtime wellbeing spaces, which can be utilised where needed.

**13. How is my child included in all the same activities as his/her peers at school?**

- Thomas Jones is an inclusive school and committed to providing equal opportunities for all children.
- Wherever possible and if legitimate learning can take place, all children with SEND are included in class with their peers. Often children with SEND also learn outside of the classroom in the form of interventions and group work.
- When necessary, we will make reasonable adjustments within the parameters we work with, to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

**14. How will Thomas Jones support my child in transition stages?**

- We liaise closely with the school or nursery from where your child will transfer. We have discussions with the relevant staff members on any individual needs and how best to support your child in our school.
- While at Thomas Jones, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies.
- Thomas Jones makes arrangements to ensure there is a smooth transition when your child transfers to their secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to their moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

**15. If I have any other questions about my child at Thomas Jones who can I ask?**

- At Thomas Jones we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:
  1. The Class Teacher
  2. The SENDCo/Assistant SENDCo
  3. The Head teacher

**16. How do I make a complaint if I feel my child is not receiving the support they need?**

- As stated above, in the first instance if you have any queries or concerns then please speak to your child's Class Teacher, the SENDCo or Assistant SENDCo or the Head teacher.
- If you still feel you would like to make a complaint then please refer to the Complaints Procedure Policy, available on the school website [here](#). This policy includes details about appeals to the Special Educational Needs tribunal.

**17. My child is disabled. How can they secure a place at Thomas Jones School?**

- For children starting school age 4 (Reception class), if a parent or carer chooses Thomas Jones as their first choice school then it is within their parental right to do so. An application for this place should be made to the local authority as it would for any child, and their child's SEND should be described on this application. The SENDCo, in liaison with the Head Teacher and Governors will review whether the school can meet the needs of any child with SEND. This information will be shared with the local authority before a place is offered. This is to ensure all children with SEND gain access to everything they need, in order to achieve desired aspirational outcomes.
- For a child starting at any age (mid phase transfer), if a parent or carer wishes to transfer their child with SEND to Thomas Jones school they should inform the local authority about their wishes. If, and when a place becomes available, the local authority would inform both the school and parent or carer of this. At this point we would encourage the parent and carer to

visit the school and meet with the SENDCo or SENDCo Assistant who can answer any specific questions. If the school recognises that the child's SEND can be met within the school building and with available resources, then this is communicated with the local authority and next steps to ensure the transfer are taken. The SENDCo or Assistant SENDCo would contact the child's current school to gain a picture of the child and share any relevant information to ensure a smooth as possible transition for the child.

**18. What steps have been taken by the school to prevent disabled pupils from being treated less favourably than others?**

- Thomas Jones operates a zero tolerance stance on child on child abuse/ bullying and instances of it are therefore rare. As a school it recognises that children with SEND may be more vulnerable than other children and so uses the following anti child on child abuse measures to safeguard them:
  - Staff and children follow and model the school core value of showing respect and valuing other people, their property, beliefs, feelings, learning and abilities.
  - Creating and maintaining a sense of 'family' within the school community enabling positive cohesion.
  - Staff to continuously develop the emotional literacy of the children and work to develop their confidence and self-esteem.
  - To actively teach and empower children to say "Stop it, I don't like it" from Nursery class upwards in order to develop an independent and robust nature.
  - To use assemblies as a forum to role play scenarios, directly using children to act parts and deliver messages in an age-appropriate forum.
  - The school leadership team to directly deliver messages concerning the zero tolerance stance on child on child abuse.
  - To directly teach children about positive behaviour as part of the Personal Development curriculum.
  - To directly teach children about e-safety and cyber bullying through the Computing curriculum.
  - Staff to be good role models to the children at all times.
  - Increased time with adults who can observe how children interact with the child with SEND.
  - Tailored sessions to develop social and emotional development including what is acceptable language/interactions to use and expect from others.
- If any member of staff, child or parent/carer has worries about a child with SEND being subject to child on child abuse, they are asked to refer to the guidelines on the school's *Positive Behaviour policy*.
- Any incidents of prejudice are taken seriously, thoroughly investigated and good channels of communication ensure all parties involved feel a sense of closure.

**19. What facilities do you provide to help disabled pupils access the school plan as well as have increased participation in the curriculum, accessibility of school information and educational benefits, facilities and services?**

- Differentiated learning in all areas of the curriculum is further facilitated by learning support teachers and learning support assistants
- Physical access is enhanced by ramps to the playground, wide doorways, coloured strips and the generically spare and open-plan style of the school
- There is a toilet accessible to pupils who have physical needs
- Specialist equipment is acquired for the individual needs of pupils
- Health and Safety checks occur termly to identify any obstacles for children/ adults with disabilities
- Transport to be arranged as needed through Westway Community Transport
- Risk Assessments carried out to ensure safe access to all venues for disabled pupils
- In principle, all clubs are open to all pupils with disabilities, including breakfast club and Play Plus as part of our wraparound care offer **(as long as staff can be recruited to the post.)** Discussions with individual families around this will need to take place prior to commencement.
- The school can arrange availability of written material in alternative formats within a reasonable time frame.

- Most communications with parents/carers is electronic via email.