

# **Thomas Jones Primary School**

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

This policy was adopted by the Governing Body of Thomas Jones School on 18<sup>th</sup> November 2019. It is reviewed annually by the Head Teacher and the full governing body.

### **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 has clearly set out admissions criteria based on the location of a pupil's home and whether they have siblings attending the school. 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 Body, 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 SENDCos at Thomas Jones school are Abi Kantoch and Emma Jones.

They can all be contacted via:

[info@thomasjones.co.uk](mailto: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 Handbook 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 Body**

In co-operation with the Head teacher, the Governing Body determines the school's general 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 Body 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 Body 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 pupils with SEND, maintaining files containing current plans and cumulative information such as specialist reports, past interventions and reviews
- keeps track of the number of pupils at different stages of 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
- liaises regularly with class teachers to monitor the progress of children with SEND
- is supported by the assistant SENDCos 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 pupil with an EHCP and may also support a target group within a class. LSAs:

- liaise regularly with the class teacher and outside specialists
- If the LSA is supporting a pupil with an Educational Health Care Plan or statement, s/he will work according to the strategies recommended on it and the pupil's support plan. This may be individual support, group work 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

### **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

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **6. 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 visits the school three times 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 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. They would enter Reception class with an EHCP and with appropriate provision and support in place.

## **7. Allocation of Resources**

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

- A specialist teaching assistant who undertakes reading intervention groups
- Learning Support Assistants who provide significant individualised support to pupils
- Speech and Language Therapist
- Occupational Therapist
- Play Therapist
- Mathematics Intervention Programme

- Volunteer Reader
- Outreach support from the Tri-borough such as Early Help and The Autism and Early Years Intervention team
- Art Therapy

## **8. 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 and working in the classroom.

## **9. 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 homework 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.

## **10. Emotional and social development.**

Emotional and social development are valued for all children at Thomas Jones and particularly those with SEND. 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 peer on peer abuse**

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

Thomas Jones operates a zero tolerance stance on peer on peer 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 peer on peer 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 peer on peer abuse
- To directly teach children about positive behaviour as part of the PSHE 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 peer on peer abuse, they are asked to refer to the guidelines on the school’s *Positive Behaviour policy*.

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

### **11. 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 as part of RBKCs Local Offer on the school website in line with the requirements of the new 2015 Code of Practice.

Parents can also access information within the school’s SEND Parent Handbook.

This is given to all parents annually and is permanently available from the school administrator, Mrs Hoy.

There are many opportunities for parents to meet teachers, to build relationships and exchange information, including coffee mornings. Throughout the year, there are two 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.

## **12. 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.

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

## **13. 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.

## **14. 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: Lindsay Johnson**

**November 2019**

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