



# Thaxted Primary School

# SEND Policy

<b>Policy Date:</b> Summer 2022	<b>Review Date:</b> Summer 2023	<b>Responsible Person:</b> Headteacher <b>In Conjunction with:</b> Inclusion Manager
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## 1. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND information report

We believe that all children at our school have an equal right to learn and are entitled to a broad balanced and differentiated curriculum which is relevant to their needs.

## 2. OUR SEND POLICY AIMS TO:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to individual needs and abilities
- Identify all pupils requiring additional provision as early as possible
- Ensure that pupils with SEND are fully included in all aspects of school life
- Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- Work in cooperation with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of children with SEND

## 3. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 4. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

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.

## 5. ROLES AND RESPONSIBILITIES

Our whole school community is responsible for meeting the needs of children with SEND.

### 5.1 The Inclusion Leader

The Inclusion Leader is Jen Jinkerson ([j.jinkerson@thaxted.essex.sch.uk](mailto:j.jinkerson@thaxted.essex.sch.uk) - 01371830240)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### 5.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and Inclusion Leader to determine the strategic development of the SEND policy and provision in the school

### 5.3 The Headteacher

The Headteacher will:

- Work with the Inclusion Leader and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### 5.4 Class teachers

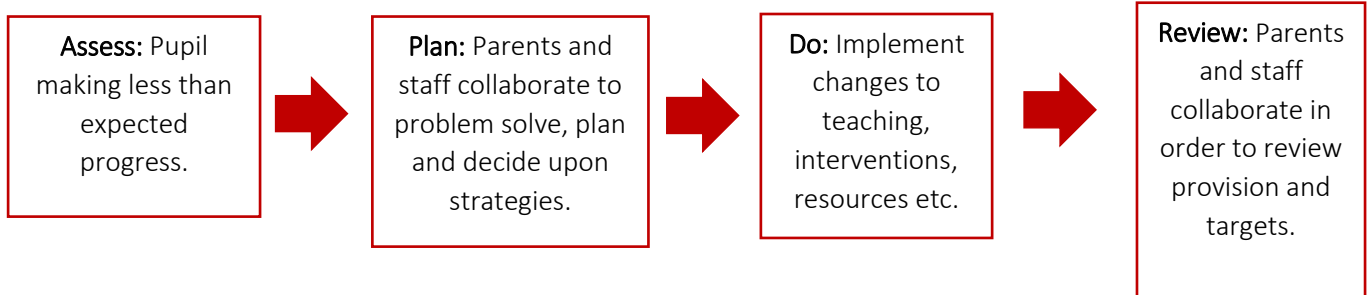
Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 6. HOW DO WE IDENTIFY WHEN A CHILD HAS SPECIAL NEEDS?

Identifying children with SEND is a whole school responsibility. The first step to responding to pupils who may have a special education need is High quality teaching, differentiated for individual pupils.

We follow an “Assess, Plan, Do” review system:



When considering whether a child has SEND, various vehicles are utilised. These include:

- Ordinarily available
- National curriculum checklists
- Formative termly assessments
- Soft data (observations of behaviour, interactions and general mood)
- Attainment records
- Book scrutinies
- Termly review meetings between staff and Inclusion Leader
- Staff concerns
- Parental concerns

### A graduated approach to SEND

High quality teaching differentiated for individual pupils is the first step in responding to pupils who may have SEND. Teachers discuss with the Inclusion Leader pupils whose progress is a cause for concern and the child is now a point of focus and discussion across the term and their progress is carefully monitored.

Should the child's progress show little signs of improvement despite continued high quality teaching and further differentiation, the teacher and Inclusion Leader consider the introduction of additional provision for this child. At this point, the cycle of assess, plan, do review begins and the child is placed on the **SEND support** register and a One Plan is created.

As part of the review cycle, should a child's progress continue to cause concern, **specialist advice** may be sought. We pride ourselves on effective relationships with the local authority's SEND team. We also work closely with health colleagues, the educational psychology service, speech and language therapy and other relevant services as needed.

We endeavor to involve the child and family at each stage of this process.

## 7. ONE PLANNING AND PROVISION

Child A																							
<p><b>Strengths</b></p> <p>Child A enjoys having a job to do, and has kept our class fish well-fed this term!</p> <p>Child A likes to challenge himself with Maths jigsaws.</p> <p>When he is focused on a task, Child A likes to keep going until he has finished it. He has a growing self-confidence in his abilities that we continue to</p>	<p><b>Needs:</b></p> <p>Child A works with a growing independence; he responds well to guidance at the beginning of a task, and support to get started.</p> <p>There are occasionally times when Child A has difficulty regulating his own behaviour; movement breaks before and midway through a task are beneficial – as are rewards and 'choosing time' after completing his learning. Clear expectations need to be upheld and rewards revisited with him to maintain his focus.</p>	<p><b>Aspirations for Now:</b></p> <p>To continue to develop Child A's confidence so that he can work more independently in class, have more stamina for writing and be able to tackle maths calculations on his own.</p> <p><b>For the Future:</b></p> <p>For Child A's behaviour to remain consistent so that he is in a positive frame of mind for learning;</p> <p>For Child A to feel valued and successful;</p> <p>For Child A to be an independent learner, to listen to instructions and complete them;</p> <p>Child A would like to be a teacher.</p>	<table border="1"> <thead> <tr> <th></th> <th>Writing</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Prev Yr</td> <td>PS</td> <td>1B</td> <td>1B</td> </tr> <tr> <td>Autumn</td> <td>1B</td> <td>1W</td> <td>1W+</td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Writing	Reading	Maths	Prev Yr	PS	1B	1B	Autumn	1B	1W	1W+	Spring				Summer			
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<p><b>What's working?</b></p> <p>Child A responds well to positive interaction with adults at the start of the school day; he takes his fish-feeding responsibility seriously, and settles well to task when he feels valued and supported. He is able to work in a small group both inside and outside the classroom; sometimes he turns round and works at a table at the back of the room, which gives him space and renews his focus. <u>He will complete his morning Maths task independently, and is showing more of this learning behaviour throughout the day.</u> Child A is now reading phonics Set 3, book 11. Regular movement breaks and a clear structure work well for Child A, as do rewards and choosing time at the end of the day.</p>																							
<p><b>Not working?</b></p> <p>At times, Child A needs to be reminded that a task is to be completed before he has choosing time. Reward activities need to be kept out of sight and reach so that he isn't distracted by them, or helps himself!</p>																							

Item	Overall Outcomes (related to needs)	Steps to achieve outcomes: Short term targets SMART	Where are we now? Where are we aiming?	Provision e.g. interventions / Modifications needed to support a to access the curriculum	Review of this outcome
SP1	Self-regulation	For Child A to be able to identify where on the zones of regulation he is so that when he starts to become angry he can identify this.	Currently Child A needs an adult to regulate his feelings and offer him options. For Child A to be able to name his own emotions.	Adults to name Child A's emotions for him (I can see you are feeling excited). Ask Child A what he is feeling, with closed answers – TALK BOOST intervention 3 x 30mins per week Give Child A the option to select images of emotions he is feeling (using images) Assembly focus 1)	Child A is starting to be able to bring himself back to a task after he has initially become angry. His response well to movement breaks, and also turning his back to the class and working at a side table when necessary. TALK BOOST intervention to continue. During daily Social Reading, Child A to work in a small group on social skills, following the 'Social Reading' scheme of work.
	Self-Belief	For Child A to have belief in himself so that he can add four numbers during early morning work using a number line (5 questions)	Currently Child A can copy the date, time independently. For Child A to complete work that is heavily scaffolded independently.	Ensure that Child A has 5 questions and use the same technique daily, receiving a sticker when he completes all 5 (1 support for the first week (or so) then move to independent) – all work set for Child A is heavily scaffolded & First/Next/movement breaks/sticker chart/choosing time system in place to reward him for completing his learning and following instructions	Children when Child A has refused to complete a piece of work have received consistently receive the same of them. He seemed to particularly enjoy being something with his teachers e.g. drama, doing something near to his desk etc.
	Attachment	For Child A to understand that adults are thinking of him and work when he can't see them so that he feels safe and can work independently	Currently Child A worries about getting left/going anywhere as when not in the room. For Child A to understand that adults are coming back because she has left her (space) something)	Teacher B and Teacher A to provide an object of reference for Child A to show they are returning. Child A to have a special toy/place to 'store' this object – Box of objects in place, responsibility given of feeding the fish daily & feeding with set-40 jobs as required	Child A is now able to complete his morning mental maths activities independently.
SPB	Self-regulation	When Child A becomes upset, frustrated or angry, he will be able to use a self-regulation/cooling strategy (movement break, deep breathing, quiet space break) so that he can bring himself back into a state for learning	Currently Child A needs an adult most of the time to regulate his feelings and offer him options. For Child A to be able to name his own emotions and tell and adult which technique he is going to use to calm him down.	Adults to begin to ask Child A what he is feeling with open and closed answers. TALK BOOST intervention and social skills group during guided reading time daily.	Child A is now able to complete his morning mental maths activities independently.
	Self-Belief	For Child A to have belief in himself so that he can write three sentences on the line using capital letter, full stops and finger spaces independently.	Child A writing does not stay on the line and he needs support and encouragement to write more than one sentence. At target Child A often asks how much time there is until the end of the session or the day. When given an answer he is nervous of how long that is. For Child A to be able to use how much time there is.	Ensure that Child A has dark lines to write upon and practices sentence writing daily, receiving a sticker when he completes more than one sentence independently. (1 support for the first week or so then move to hover and independence)	Child A is now able to complete his morning mental maths activities independently.
	Attachment	For Child A to have a visual appreciation of time so that he feels motivated, safe and can work independently.	Child A often asks how much time there is until the end of the session or the day. When given an answer he is nervous of how long that is. For Child A to be able to use how much time there is.	When given a task to complete with support moving to independence, Child A to be given a timer so that he can see the time counting up or down. Child A's achievement of a task to be rewarded with choosing time or stickers.	Child A is now able to complete his morning mental maths activities independently.
SUM					

One Plans are reviewed through termly meetings with all those involved in the child's education, including the child. Staff, professionals, parents/carers and children develop an overview of the child's current school experience. Targets are set through whole team discussions and using appropriate data, and the provision is adapted appropriately. In this way, progress and interventions are closely monitored and updated to provide the best possible outcomes.

### Education, Health and Care Plans

The school will request an EHCP when, despite an individualised program of sustained intervention within SEND support, the child's barriers to learning are significant and the provision required to support these needs is above and beyond that which the school is able to provide. An EHCP might also be requested by a parent or outside agency.

### Provision and interventions

The type of provision or intervention a child receives is entirely dependent on the individual child and their needs. We feel that it is extremely important for children to be involved as much as possible in the learning within the class. However, at times, according to need, a combination of the following strategies and interventions may be in place:

- Differentiated curriculum activities
- Small group teaching
- One-to-one teaching
- Support from a Learning Support Assistant (LSA)
- Mentoring
- Additional physical resources
- Literacy interventions
- Numeracy interventions
- Social skills groups

## 8. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Inclusion Leader in conjunction with the head teacher and SEND Governor **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.