

Ursula Taylor Church of England School



SEND Policy

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1. Introduction

'Special Educational Provision' means: Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age, other than in special schools, in the area. (312, Education Act 1996)

Students have special educational needs if they have a learning difficulty or physical disability, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area.

Students will 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.

2. Aims and objectives

The purpose of this policy is to meet and cater for the needs of all our pupils with SEND in accordance with the SEND Code of Practice 2015, the Equality acts 2010 and the Children's and Family Act 2014.

It is the policy of Ursula Taylor Church of England School actively to encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). The learning difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, support staff, the SEND coordinator (SENDCo) and specialist external agencies. The school aims to provide for all the needs of the child whilst encouraging full inclusion in class and school activities. This policy describes the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs and disabilities, whilst aiming to provide the entitlement of access to a full and balanced curriculum.

3. Organisation

All class teachers and the SENDCo are responsible for the initial identification and assessment of SEND; they also have the responsibility for its provision within the class room and for the completion of Learning Support Plans (LSPs).

Parents need to be consulted as soon as identification is made so that the curriculum can be planned for their child. This should take place in consultation with other teachers, teaching assistants that know the child well, the SENDCo and, if necessary, external support agencies.

The teaching needs of all pupils, particularly those with SEND require:

- Positive attitudes from staff.
- Partnerships with Teachers/Teaching Assistants which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible.
- A climate of warmth and support in which self-confidence and self-worth can grow and in which pupils with SEND can experiment without fear of criticism or failure.
- Partnerships between home and school.

- Extra support at times in order to access the curriculum, whether through TAs, the SENDCo, School Support Services, Speech Therapists or the School's Psychological Service.

Generally speaking, pupils with SEND may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a pupil may exhibit:

- Moderate Learning Difficulties (MLD) – characterised by low attainment either within one particular subject area or across the curriculum.
- Specific Learning Difficulties (SpLD) – where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses.
- Behavioural/Adjustmental - difficulties where learning is interrupted as a result of behavioural patterns.
- Sensory Impairment.
- Physical Disability – including Cerebral Palsy, Spina Bifida etc.
- Dyspraxia.
- Autism/Aspergers.
- Other medical problems.

All the above conditions can be brought under the four areas of need outlined in the SEN Code of Practice (2015):

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotion and Mental Health Difficulties.
4. Sensory and/or Physical Needs.

- Some children will fall into more than one category of SEND.
- Some children's needs may be severe enough to warrant an EHCP (Education, Health and Care Plan).
- Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues and his/her understanding and awareness of their individual, which is central to the Special Educational Needs and Disabilities provision offered at Ursula Taylor C of E Primary School.
- One member of the staff (SENDCo) will be designated to have oversight and a coordinating role with regard to SEND provision. This member of staff will liaise with the appropriate support services with a view to forming close partnerships which will benefit children with SEND.

4. Identification

A clear and defined system for identifying and acting upon SEND is set out in the Code of Practice on the identification and assessment of Special Educational Needs and Disabilities. We have adopted the approach set out in the code.

- **Early Years Action**

When an Early Year's practitioner, who works day-to-day with the child, or the SENDCo, identifies a child who may have SEND, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

It may be deemed necessary for the involvement of external support services who can help early education settings with advice on writing LSPs and targets, provide more specialist assessments, give advice on the use

of new or specialist strategies or materials, and provide support for particular activities. E.g. Speech and Language Therapists or Educational Psychologists.

- **SEND support**

When the teacher or the SENDCo identifies a child with SEND they should provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum. LSPs may be used to record strategies, targets and progress. LSPs are used as a working document and annotated frequently to ensure targets are met and next steps identified.

A request for help from external services may be deemed necessary, if the child does not respond to initial strategies and support put in place. This decision will be taken by the SENDCo and colleagues, in consultation with parents, at a meeting to review the child's LSP and progress. Outside specialists may be called at any time for a child giving concern and can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

- **Education Health and Care Plans (EHCPs)**

An EHCP may be applied for when it has become clear that the pupil will need more specialist help and support in order to reach their full potential and be integrated into school life. Consultation with parents, staff and outside support agencies will continue through this process.

The process of assessment, in which evidence is supplied to the Local Authority from parents, teachers and outside agencies, may or may not result in an EHCP.

If an EHCP is issued, it will outline the pupil's SEND and the ways in which the school will meet them.

If a pupil has an EHCP, it must be reviewed annually by all parties, to monitor the pupil's progress and to ensure their individual needs are being met.

5. Access to the curriculum, provision and inclusion

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for inclusion in all areas as far as is reasonably possible, as regular withdrawal will affect access to the curriculum. Class teachers are responsible for their own organisation and teaching styles, but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEND within the classroom. Provision will be made for children with physical SEND where necessary.

Types of extra provision/intervention:

- Differentiation in the daily lesson plans.
- 1 to 1 support from TA's; short daily sessions– following LSP targets.
- Early Years Intervention – planned by class teacher, administered by TA individually or small groups.
- Small group support – for numeracy, writing and phonics by TAs or teachers.
- 1 to 1 speech and language support – by trained TA, following recommendations by SALT.
- '1 to 1 Tuition' for targeted pupils – extra funding used to support pupils individually or small groups – led by teachers, during school hours and after school clubs.
- Pre-learning – for numeracy and writing by TAs or teachers, input prior to the lesson of the topics to be covered that week.
- TA intervention for pupils not supported at home (funded by pupil premium) e.g. not reading at home, not supported with homework.

- Financial support (funded by pupil premium) for disadvantaged pupils where parents cannot contribute to the school educational day or residential trips (e.g. Frontier Centre Residential).
- Buddy reading.
- Phoenix Club (Nurture Group).
- Extra-Curricular Clubs – e.g. Numeracy games, multi-skills etc.

Writing 'Learning Support Plans' (LSPs)

The LSP will set targets for the child and will detail:

- The short term targets set for or by the child – targets will be 'SMART'.
- The teaching strategies to be used.
- The provision to be put in place and whom will provide the support.
- When the plan is to be reviewed.
- Success criteria / medium term / long term aims.

LSPs are to be used as a working document and reviewed at least termly (minimum of 3 per year), through an assess, plan, review, do system of evaluation.

6. Assessments and Record Keeping

Assessments and records will be kept to ensure that pupils with SEND are working at the appropriate level. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents. Pupils' progress will be closely tracked. There will be regular discussions between the SENDCo, child's teacher and parents to inform monitoring and progress.

7. Admissions

Children with SEND are admitted into school in accordance with our Admission policy. (See our School website).

8. Resources/Funding

Funding for SEND is received directly from the EFA (Educational Funding Agency). This funding is used to provide teaching support for children with SEND and the provision of appropriate learning and teaching materials.

'Pupil Premium' is used to support disadvantaged pupils. It is used to purchase resources, eg Numicon, and to provide extra TA intervention. (More information regarding Pupil Premium can be found on our school website).

'One to One' tuition funding is applied for on a yearly basis to support underachieving pupils.

Resource Materials

Class teachers and Teaching Assistants are responsible for collating and making resources for their individual needs support and intervention within their classrooms.

The SENDCo maintains teacher resource materials which are stored in the Wellbeing Room. These consist of information relating to the nature of various types of SEND, the symptoms expressed and strategies for providing for the need.

Resources required to support individual needs are purchased as and when required, the Headteacher is responsible for all purchases and for ensuring that children's needs are met whilst considering best value.

9. Equal Opportunities

We, at Ursula Taylor Church of England School, strive to encourage equality whatever the children's gender, race, faith, academic or physical ability (Equalities Act 2010).

10. Governance

The named governor with responsibility for SEND is Sarah Hammond. The Governor will regularly liaise with the SENDCo and Headteacher and provides feedback to the Governing Body, reporting on the impact of the SEND provision, its management and leadership and provision. The Governing Body will also be presented with any recommendations that will further improve the systems and procedures in place.

This policy will be reviewed annually.

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