

SEN policy and information report

TADCASTER PRIMARY ACADEMY



Approved by: STUART LEWIS

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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition days, where appropriate, will be organised with the new school/provider.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions both school generated and recognised packages, these include:

- Read Write Inc Fresh Start and One to One tuition.
- Success at Arithmetic.
- Success with sentences.
- Inference intervention.
- Third space learning

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 4 teaching assistants who are trained to deliver interventions such as One to One phonics, Fresh Start, Success at Arithmetic.

Teaching assistants will support pupils on a 1:1 basis when the content of the deliver is specific to the needs of that child.

Teaching assistants will support pupils in small groups when the group has similar needs.

We work with the following agencies to provide support for pupils with SEN:

- Autism Support
- Speech. language and communication Outreach.
- Speech and Language therapists
- Occupational Therapists
- Early Years support Teachers
- Educational Psychology service.

5.9 Expertise and training of staff

As part of the Ebor Academy Trust, we are committed to providing high quality training and support to all our staff. We have an experience academy specialist for SEN who had dedicated time to work with our schools and our workforce. Our staff access in house specialist training as well as a wide range of external courses from other professionals and agencies.

Example of recent or planned staff training would include:

- Compass Buzz-mental health awareness training
- De-escalation and physical restraint
- CPA approach to maths
- Bar modelling
- Dyslexia awareness and the environment.

5.10 Securing equipment and facilities

When children's needs require additional equipment or services the school works with Ebor and specialists to source these.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip to Kingswood.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our schools Accessibility Plan can be found on our website.

5.13 Support for improving emotional and social development

At Tadcaster Primary Academy, we believe that happy children learn better and we understand the importance of a holistic approach to teaching and learning. As well as a very clear and consistent behaviour policy and set of expectations, we have a member of staff who works as part of the Ebor pastoral team to deliver quality 1:1 or small group work supporting social, emotional and mental well-being of our children. We also have a dedicated space, where children can receive support and families can meet with the staff in a calm environment.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Within school we can seek support from:

- The Enhanced Mainstream school which provide both in reach and outreach support

Emotional, social and mental difficulties	Barwick Parade
Specific learning difficulties	Barlby High School
Communication and interaction	Thorpe Willoughby
Severe Learning difficulties	Springwater School

- The Educational Psychologist Lucy Hatton
- Minority Ethnic achievement based at Selby CP School
- Speech and language therapists
- CAMHS

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENDIASS will offer information and support to families for pupils with SEN up to the ages of 25 years whether they have an EHC plan or not. For further information contact **01609 536923**

5.17 Contact details for raising concerns

Please contact the Headteacher in the first instance on 01937 833795

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.northyorks.gov.uk/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the SEN 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.

7. 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