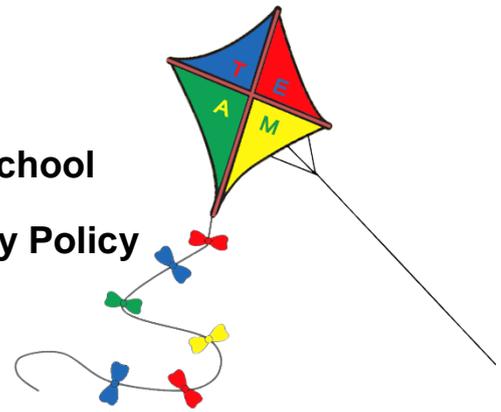


Twyford St Mary's C of E Primary School

Special Educational Needs & Disability Policy



Rationale

At Twyford St Mary's Primary School we believe in educating the whole child. This means valuing each individual by supporting and nurturing academic, personal, emotional and social development. We want children to discover learning, their passions and skills in an inclusive environment where everyone achieves the highest standards possible.

Aims

- All children are welcomed at TSM whatever their abilities and needs.
- All children, including those with special educational needs or disabilities (SEND) will be given the greatest possible opportunity to develop emotionally, socially and academically to the best of their ability.
- All children will have access to a broad and balanced curriculum, including in full or modified form of the national curriculum, which is differentiated to meet individual needs. We aim to reduce or remove barriers to learning and participation.
- Effective assessment and provision will exist where there is the greatest possible degree of partnership between parents/carers, children and the school. The involvement of parents and carers is very important.
- Planning for individuals will take a holistic approach to learning and development.

Definition of Special Educational Needs

Definition of SEND: 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Special Educational Needs and Disability Code of Practice, 2015 p.6.15).

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would if special educational provision was not made for them.

Children 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.

Arrangements for Identification and Provision of Support

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, the Deputy Head teacher, the SENDCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is, therefore, a whole school responsibility.

A child may be identified as having SEND when he/she is not performing as expected and/or is experiencing social, emotional or mental health difficulties. This may result from a parent/carer

concern, from a pre-school agency, from the class teacher, teaching assistant or another professional such as a health or social worker. Formative assessments within each class, as identified on planning sheets, together with reference to National Curriculum (NC) Age Related Expectations and observations will show those children causing concern who may require additional support. Parents/carer concerns will be taken into consideration at all times. Identification and provision of support for children with special educational needs will be coordinated by the SENCo.

The role of the SENCo

The SEND Coordinator (SENCo) responsibilities may include:

- overseeing the day to day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- training learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and psychology services, health and social services and voluntary bodies

The school has adopted the Assess, Plan, Do, Review model of support for children with SEND as described in the Code of Practice (2015) on the identification and assessment of children with SEND. The code of Practice recognises four broad categories of special educational needs:

- Cognition and Learning
- Communication and Interaction
- Behavioural, Emotional and Social
- Physical and Sensory

The school's 'Provision Map' shows how support is managed throughout school according to these areas of need (see appendix 1).

- Quality first teaching for all children
- Early Intervention characterised by the delivery of focussed support for a short period of time in small groups
- SEN Support which is a highly personalised intervention or specifically targeted approach for individuals/pairs of children

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At TSM we identify the needs of children by considering the needs of the whole child.

In line with the definition above and the four areas of need, at TSM, children are identified as having a SEND through a variety of means:

- Concerns raised by school staff or parents/carers
- Progress and attainment data
- Observations by teachers, learning support assistants, SENCo and outside agencies
- Screening tools and specific assessment tests

A graduated approach to SEND support

All children receive high quality first teaching in the classroom from the class teacher supported by a Learning Support Assistant.

- a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having difficulties or learning needs they will be closely monitored by staff and the SENCo in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the child in class.
- e) Through monitoring and consultation with the SENCo, the level of provision the child will need going forward can be determined. This will be recorded on a class action plan.
- f) A pupil who has recently been removed from the SEND register will also be at this first stage of quality first teaching as continued monitoring will be necessary.
- g) Parents will be informed fully about every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Pupil Progress meetings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes (refer to SEND Code of Practice, 2015 p.6.44). At TSM, this is achieved through the process of an Individual Education Plan (IEP) which details the four step cycle. The needs of most children with identified SEND will be met effectively by SEND support. When a child is making expected progress and is no longer identified as needing different or additional support, a review of the child will take place to confirm progress,

including consulting parents, and they will be taken off the SEND register. All records will be kept until the pupil leaves the school and then passed on to the next setting. The child will continue to be monitored through the school's monitoring procedures such as pupil progress meetings.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- The child
- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologists

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Annual Review

Children's Services must review all EHC Plans on an annual basis. The SENCo will seek written advice from the parents/carers and any other professionals who are involved with the child. This advice will relate to the child's progress in meeting the objectives specified in the EHC Plan. The child's progress will be discussed by all those involved, including the parents/carers, and new targets set as appropriate.

Evaluation of Success

Success criteria for the evaluation of the school's SEND policy in practice will be considered by reference to:

- Identification and assessment: children are identified, assessed and placed on the SEND register which is updated three times a year.
- Provision: progress is made by children in relation to their IEP targets. These targets are set appropriately to move children forward.
- Monitoring and record keeping: children on the SEND register move up, down or off the register. Children's records are accessible and regularly updated.
- Use of outside support services and agencies: support services visit school regularly. Their advice is sought and appropriate action taken. Training is delivered to the learning support team and teachers as appropriate.

- Resources: human resources are deployed according to need and physical resources are purchased and used appropriately.
- Continuing professional development: staff are trained to meet the needs of children with SEND.

Partnership with Parents/Carers

- At all stages of the provision for SEND the school keeps parents/carers fully informed and involved. School and parents work together in order that the child's best interests are served by also taking account of the wishes feelings and knowledge of parents/carers.
- Parents, and those with parental responsibility, of all children, including those with SEND, are encouraged to discuss any matters relating to their child(ren) or the school, with the CT, SENCo or HT.
- The CT will share information and concerns with parents/carers as soon as needs are identified. This may be through informal conversation or a specific meeting.
- Parents/carers are encouraged to attend review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies.
- Copies of IEPs will be shared with parents/carers.
- Parents/carers and/or a name person will be invited to annual review meetings of children with EHCPs.

Dealing with concerns

Parents with concerns about their child's progress or provision should discuss this with the child's class teacher and/or SENDCO. If parents are not satisfied following such discussions, the matter should be discussed with the Headteacher who will follow the School Complaints Procedure.

Links with Support services

The school maintains a link with a range of support services

- Educational Psychologist (EP)
- Specialist Teacher Advisors (STA)
- Educational Welfare Officer (EWO)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Behaviour Support Team (BST)
- Outreach support

Links with Health and Social Services

The school maintains positive links with all services which may work on behalf of children, including those with SEND

- Child and Adolescent Mental Health Service (CAMHS)
- Speech and language Therapist (SALT)
- Occupational Therapist (OT)
- School nurse
- The HT and/or SENCo liaise with Social Services and representatives from voluntary organisations.

- The school considers it to be vitally important that parent/carers and support services work in partnership with the school to provide the best possible care and support for all children in line with the Children Act 2004.

Transition of pupils

- Full records are kept of all children, including those with SEND. These are made available to parents/carers and the schools to which children may transfer, whether at 11 to secondary school or at any other time. Discussions between staff from pre-school settings and schools concerned take place to ensure any transition is made as smoothly and effectively as possible.
- The SENCo from the relevant secondary school is invited to meet parents and pupils for whom it will be necessary to put in place an especially carefully managed transition to meet special educational needs. The secondary school SENCo is also invited to attend the Year 6 annual review for those children with an EHCP.
- The SENCo, CTs and LSAs work closely together to put in place any extra support needed for smooth transition from class to class within school.

Conclusion

This policy reflects our belief that all children should be known and valued as individuals. It is within this caring environment that identification of SEND takes place. The school works together with parents/carers and outside agencies to provide the most effective opportunities and resources possible in the best interest of each individual child.

Approved by Governing Body - Autumn 2018

Date of next review - Autumn 2021

PROVISION MAPPING (Foundation Stage) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEND Support/EHCP
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome In class support from Early Years Assistant Focussed group work with Class Teacher (eg guided reading) Visual/concrete aids/modelling Learning keys Water readily available	Additional phonic work in small groups Additional focussed support for number skills	Advice from EP Additional individual targeted support with EYA/SENDCO
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols and visual cues Structured school and class routines	In class support from CT/EYA on language and vocabulary enrichment Additional opportunities for structured talk/ role play/small group discussions	Advice from SALT Individual speech and language therapy programme
Emotional, Behavioural and Social	Whole school behaviour policy Golden rules/ class rules Class reward and sanctions system Circle time Whole school 'team' system HEARTSMART Coram Education materials	Support for unstructured times Social skills practice – turn taking Behaviour management support (sticker books) Home-school book Good News book Motivation chart	Advice from EP/Outreach/BST ELSA programme Playtime/lunchtime support Play skills programme Protected play Individual counselling Play therapy, drama therapy Social stories Legitimate 'fiddle/comfort' objects
Sensory and Physical	Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Pencil grips Listening skills practice	Additional listening skills practice Fine motor skills practice Additional handwriting practice	Advice from OT, Teacher Advisors for HI/VI Occupational therapy programme

TWYFORD PROVISION MAPPING KS1 (Years 1/2) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEND Support/EHCP
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome In class support from LSA Focussed group work with Class Teacher (eg guided reading) Illustrated dictionaries/word banks Use of writing frames Visual/concrete aids/modelling Learning keys TASC wheel Water readily available	Withdrawn group support with LSA Differentiated phonic work (letters and sounds) Individual weekly reading Additional guided reading Multi Sensory spelling practice High frequency/rhyming word games Narrative Therapy group work Multi Sensory maths activities Number games Nessy Lexia Power of 1 Toe by Toe	Advice from EP IEP targets + withdrawn support with LSA/SENDSCO Phonological awareness programme Individual daily reading Intense literacy support programmes Lexia Nessy Paired reading Toe by Toe Power of 1 Additional computer programs Use of i-pad Precision teaching Individual work station
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols Structured school and class routines	In class support from LSA on language development including vocabulary Additional opportunities for structured talk/ role play/small group discussions Word banks Narrative Therapy group work	Advice from SALT Individual speech and language therapy programme Individual visual timetable Pre-reading key texts/words
Emotional, Behavioural and Social	Whole school behaviour policy Golden rules/ class rules It's good to be green Class reward and sanctions system Circle time Whole school 'team' system HEARTSMART Coram Education materials	Support for unstructured times Social skills practice – turn taking Individual behaviour management chart, Home/school liaison Home-school book Good News book Motivation chart Friendship group	Advice from EP/Outreach/Clinical Psychologist/BST ELSA support/ Individual counselling/ 'Time2talk' Use of 'Time out' Playtime support Play skills programme Protected play/ lunchtime 'club' Social stories Play therapy, drama therapy Legitimate 'fiddle/comfort' objects Individual work station/designated chair/time out

<p>Sensory and Physical</p>	<p>Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Pencil grips Brain gym exercises Listening skills practice</p>	<p>Additional listening skills practice Fine motor skills programme (hand gym) Additional gross motor skills practice Additional handwriting practice Writing slopes Simplified layout of worksheets</p>	<p>Advice from OT, Teacher Advisors for HI/VI 'Write from the Start' handwriting programme Occupational therapy programme Use of radio aid Large print books Wide lined paper, large squared maths book, clear ruler etc Use of pen Designated seating position, workstation, time out</p>
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PROVISION MAPPING KS2 (Years 3/4) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEND Support/EHCP
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In class support from LSA Focussed group work with Class Teacher (eg guided reading) Dictionaries/ word banks Use of writing frames Visual/concrete aids/modelling Learning keys Water readily available	Withdrawn group support with LSA Additional Literacy support Individual weekly reading Additional guided reading Multi Sensory spelling practice Small group games to practice phonics (eg word bingo) 'Letters and Sounds' group work Toe by Toe Lexia Sidney Springboard maths	Advice from EP Withdrawn support with LSA/SENDCO Phonological awareness programme Individual daily reading Intense literacy support programme Precision teaching Toe by Toe Lexia Individual word bank Narrative Therapy Wave 3 maths programme Nessy Power of 1 and 2 Additional computer programs Inprint Use of laptop Individual work station
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols Structured school and class routines	In class support from LSA on language development including vocabulary Additional opportunities for structured talk/ role play/small group discussions	Advice from SALT Individual speech and language therapy programme Individual visual timetable Pre-reading key texts/words
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy Golden rules/ class rules It's good to be green Class reward and sanctions system Circle time Whole school 'team' system SEALs materials	Support for unstructured times Social skills practice – turn taking Individual behaviour management Motivation chart Friendship group	Advice from EP/Outreach/Clinical Psychologist/BST ELSA support/individual counselling/Time2talk Use of 'Time out' Meet and Greet/Playtime support Protected play/lunchtime 'club' Social stories Play therapy, drama therapy Legitimate 'fiddle/comfort' objects Individual work station/designated chair/time out

<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Brain gym exercises Pencil grips Listening skills</p>	<p>Fine motor skills practice (hand gym) Additional handwriting practice Pencil grips/ triangular Berol pen Writing slopes Simplified layout of worksheets</p>	<p>Advice from OT, Teacher Advisors for HI/VI 'Write from the Start' handwriting programme Occupational therapy programme Use of radio aid Join me Load 2Learn Large print books (thesaurus, dictionary, atlas) Wide lined paper, large squared maths book Large font for work material Designated seating position</p>
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PROVISION MAPPING KS2 (Years 5/6) Twyford St Mary's Primary School

Area of Need	Quality first teaching	Early intervention	SEND Support/EHCP
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In class support from LSA Focussed group work with Class Teacher (eg guided reading) Dictionaries /word banks Use of writing frames Learning keys Water readily available	Withdrawn group support with LSA Individual weekly reading Additional guided reading Lexia Multi Sensory spelling practice Toe by Toe Small group games to practice phonics/Sentence structure/syllabification Springboard maths/booster maths Nessy Use of practical resources/images	Advice from EP Withdrawn support with LSA/SENDCO Individual daily reading Paired reading Intense literacy support Lexia Toe by Toe Precision teaching Individual wordbank Additional computer programs (Wordshark, Numbershark, acceleread/accelewrite,) Nessy Wave 3 maths programme Use of laptop/i-pad , Dictaphone, amenuensis Individual work station
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome Use of simplified language Visual timetables Use of symbols Structured school and class routines	In class support from LSA on language development including vocabulary Additional opportunities for structured talk/ small group discussions	Advice from SALT, EMA Individual speech and language therapy programme Individual visual timetable Pre-reading key texts/words
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy Golden rules/ class rules It's good to be green Class reward and sanctions system Circle time Whole school 'team' system HEARTSMART Coram Education materials	Support for unstructured times Social skills practice Individual behaviour management Motivation chart Specific responsibilities	Advice from EP/Outreach/Clinical Psychologist/BST ELSA support/individual counselling/Time2talk Use of 'Time out' Meet and Greet/Playtime support Protected play/lunchtime 'club' Social stories Circle of Friends Play therapy, drama therapy Legitimate 'fiddle' objects Individual work station/designated chair

<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements Clear writing on class whiteboards Use of clear computer font Medical support Brain gym exercises</p>	<p>Additional handwriting practice Speed Up handwriting programme Pencil grips/ triangular Berol pen Writing slopes Simplified layout of worksheets</p>	<p>Advice from OT, Teacher Advisors for HI/VI 'Speed up' handwriting programme Occupational therapy programme Use of radio aid Large print reference books Wide lined paper, larger squared books Large font for work material Designated seating position Use of laptop/i-pad , Dictaphone, amenuensis Individual work station, time out</p>
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**Academic Year
2018 - 2019**

Twyford St Mary's CofE Primary School

Expression of Concern



EoC for:

D.O.B:

NC Yr:

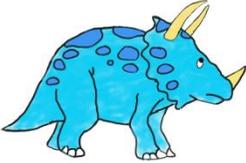
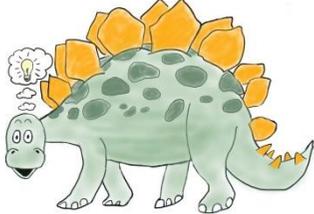
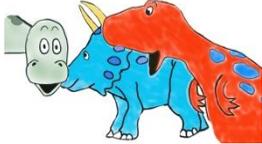
Teacher:

T.A:

Current Concerns and Evidence	Strengths																								
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Friendship Issues	Speech & Language Difficulties	Hearing Difficulties	Physical/Medical Difficulties																						

Within the classroom what has been done to meet the concerns?	How has the pupil responded?

Pupil's views	Parents' views

My Special Plan:-		D.O.B:	Date:	Review date:
My Strengths:-				
Learning Key:-				
Things I find difficult	My targets	What do I need to do?	Who's going to help me and when?	How did I get on?
				
COP Stage	IEP	Outside agencies	IEP agreed by: Class Teacher SENCo Parent/Carer Pupil	

Evaluation of my learning plan.



What have you enjoyed doing the most?

.....

Why?

.....

.....

What didn't you like doing?

.....

Why?

.....

.....

Has the extra help been useful?



Why?

yes

no

.....

.....

What would you change?

.....

.....

Name.....

Date.....

How has having the extra help made you feel?

.....

Do you think there have been any changes in the way you work at school since starting this learning plan?

.....

If you had to write a report about yourself what would you say about the progress you have made?

.....

Have your strengths and weaknesses changed?

.....

If you could have planned the lessons what would you do differently?

.....

What did you think about the teaching?

.....

Is there anything that could have made the teaching better?

.....

Other comments

.....

Name

Date.....

