

TMPF Special Educational Needs and Disabilities (SENDs) Policy 2018

Updated Sept 2020



Diocese of Lichfield



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This SENDs policy is written to comply with the 2015 Children and Families Act and its SENDs Code of Practice together with the Equality Act 2010.

There are four broad categories of SEND:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- physical and sensory.

We are working with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SENDs provision for their child.

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement focused interventions to support and enable these children to make progress in their areas of need.
- We have high expectations of all our children. Children on our SENDs register are expected to make progress which compares well with the progress made by other children in school.

Defining SENDs

The 2015 Code of Practice says that:

A person has SENDs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (2015 SEN Code of Practice: 0 to 25 Years)

The Moorlands Primary Federation's objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SENDs;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents/carers;
- To work with the Trust Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SENDs;



- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;

Sept 2018 (**pending review)

Children with a SENDs are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils (please see SENDs Flowchart: Appendix 2):

- The progress of every child is monitored at pupil progress and pupil performance meetings. Where children are identified as not making progress in spite of 'Quality First Teaching' they are discussed with the School Welfare Coordinator (SWC) or Trust SENDs Leader (TSENDsL) and school leadership team and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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;

Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching and/or some parental/carer support. If resulting from this investigation a child does not resume to make expected progress and meets the criteria set out in the Definition of SENDs (Appendix 1), then the child is placed on our SENDs register.

Although the school may identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents/carers are advised to contact their GP if they think their child may have a specific learning difficulty such as ASD or ADHD or disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents and engage in dialogue in regard to their child's needs. If a child is experiencing difficulties, parents/carers will be informed either at Pupil Consultation meetings or during informal meetings to discuss the child's progress. It *shouldn't* come as a *surprise* to a parent to learn that their child is being identified as having SENDs.

Once a child has been identified as having SENDs, the class teacher will invite the parents to a meeting to:

- let them know that their child is being placed on the SENDs register;
- discuss assessments that have been completed;



- agree to an Intervention Plan (IP) or Classroom Support (CSP) that will be put in place and reviewed within the first month.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

At regular intervals, parents/carers are invited to a meeting to review progress made, set targets and agree provision for the next IP or CSP. Every child on the SENDs register will have their CSP reviewed at regular intervals (some children may require more frequent intervals). This may be amended, altered or targets maintained. Provision Mapping is completed half termly and this details the interventions and support the pupil has received, measuring impact and progress.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, schools will apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- Or
- The child struggles to access the curriculum without one-to-one support;
- The child is working at a minimum of two academic years below national expected levels.

Children, who we think will manage in mainstream schools, albeit with support (through interventions), are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC Plan, which will record the decisions made at the meeting.



Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with identified SENDs are entitled to be taught by their teacher, not always by a Learning Support Assistant (LSA). Teachers aim to spend time working with all children, either individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we look first at the child's learning needs so that we can select the intervention which is best matched to the child. Targets for children with identified SENDs are in the attempt to close the attainment gap between the children and their peers and enable progress to be made. Interventions are often crucial in closing these gaps, so they are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention - and by School Welfare Coordinators and in some cases the TSENDsL who will monitor overall progress after the intervention.

At the end of an IP period, a decision is then made as to whether to continue the intervention, modify, or whether to swap to a new intervention. The class teacher monitors interventions to identify whether it has been successful and will discuss the outcomes with parents/carers at the IP meeting.

Adaptations to the curriculum teaching and Learning Environment

The Moorlands Primary Federation are disability friendly. Adaptations to the physical environment will be made, as appropriate (and where possible), to accommodate children with physical and sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after-school clubs which may develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips/educational visits are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of a SENDs or a medical need.



Staff Expertise

All of our teachers trained to work with children with SENDs and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or Local Authority (LA) courses, provision of books or guidance towards useful websites.

Our LSAs have trained in many interventions to support the needs of *all* children. If we identify information we can't access without the aid of additional, more specialist help, the school is able to 'buy-in' additional expertise from the Local Authority. This includes access to the Educational Psychologist service.

Children with social, emotional and mental health needs

If parents/carers and school are concerned that the child may have significant mental health needs, we encourage parents to ask their GP for a referral to CAMHS which we will support.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained LSAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our TMPF Behaviour Policy, although reasonable adjustments may be made to accommodate specific individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations.

Transition Arrangements

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from pre-school settings- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher;
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc;
- Opportunities to take photographs of key people and places in order to make a transition booklet (if permission is given);
- Enhanced transition arrangements are tailored to meet individual needs.



Transition to Secondary School:

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDs Leader is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

The teaching team at The Moorlands Primary Federation

Enquiries about an individual child should be addressed at first to the class teacher since she or he is the person in school who knows the child best. Enquiries relating to SENDs can also be made to each School's Welfare Coordinator:

Bishop Rawle C. E. Primary School – Miss Averil Kirk
Dilthorne Endowed C. E. Primary School – Mrs Rebecca Love
Great Wood Primary School – Mr Ben Adamson
St. Werburgh's C. E. Primary School – Mrs Louise Proctor
The Valley Primary School – Miss Natalie Ainsworth

Or each School Leader:

Bishop Rawle C. E. Primary School – Miss Averil Kirk
Dilthorne Endowed C. E. Primary School – Mr Craig Broome
Great Wood Primary School – Mr Ben Adamson
St. Werburgh's C. E. Primary School – Mr Alex Brayford
The Valley Primary School – Miss Natalie Ainsworth

or Trust Principal – Mr Alex Brayford,
Or Trust Executive Principal – Mr Jared Eccles.

Other enquiries can be made to:

Mr Ben Adamson – Trust Special Education and Disabilities Leader. Please make an appointment with your child's school office if you wish to meet with him.

Trustees

It is the statutory duty of the Trustees to ensure that the school follows its responsibilities to meet the needs of children with SENDs following the requirements of the Code of Practice 2015. The Trustee with particular responsibility for SENDs is Mrs Kay Hulse. She meets with the TSENDsL at least termly to discuss actions taken by the school.



Complaints (please see TMPF Complaints Policy)

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Staffordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Staffordshire's Local Offer is available from the website <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/Local-Offer.aspx>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender identity, sexual orientation, or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Executive Principal Date:

Signed: Chair of Trust Board Date:

Review Date: Spring Term 2021



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Appendix 1 ***PENDING REVIEW

The Moorlands Primary Federation (TMPF) Special Educational Needs and Disabilities (SENDs) Definition

'A child or young person is recognised as having SENDs if they have a **'learning difficulty'** or **'disability'** which requires special educational provision.

In the context of TMPF, a child of compulsory school age (or a young person) has a 'learning difficulty' or 'disability' if they:

- (a) have a **significantly greater difficulty in learning*** than the majority of other children of the same age (**to meet this criteria, a child needs to be a minimum of 2 years behind national expected levels**); or
- (b) have a **disability**** which prevents or hinders them from making use of usual educational facilities, generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b), or would so do if special educational provision was not being currently made for them (Clause 20 'Children and Families Bill').

***Significantly greater difficulty in learning:** This may be due to the child's attainment in a subject being at least two years behind the average for their age, or because they have a specific identifiable learning difficulty (see 'Staffordshire Graduated Response' document for further guidance).

****Disability** - A physical or mental impairment which has a long term (a year or more) and substantial (more than a minor or trivial) adverse effect on their ability to carry out normal day-to-day activities for a child of that age.



Appendix 2

SENDS Flowchart (draft)

