



Toft Hill Primary School Special Educational Needs, Disability & Inclusion Policy

Version Number	Date agreed by Governors	Date of review	Headteacher	Chair of Governors
4	February 2024	February 2025	Leanne Nesbitt	Alison O'Sullivan Amanda Majer

Introduction

Toft Hill Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having Special Educational Needs and/or Disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have SEND either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

This policy was reviewed and updated in line with the Special Educational Needs and Disability Code of Practice 0-25 years January 2015. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with special educational needs and disabled children and young people (SEND). At Toft Hill Primary we aim to give full consideration to the Code of Practice whenever we take decisions about children with special educational needs and disabilities. We will endeavour at all times to fulfil our statutory duties in the light of the Statutory Guidance in the Code of Practice and if deemed necessary request advice from Local Authority representatives to allow us to be confident in our implementation of these changes to the Code of Practice that will replace the 2001 Code of Practice.

The main points for consideration from the SEND Code of Practice (2015) are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with Special Educational Needs (SEND)
- There is a clear focus on the participation of children and young people and parents/carers in decision-making at individual and strategic levels
- There is a strong focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer at Local Authority and school level of support for children and young people with SEND or disabilities
- There is guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEND
- For children and young people with more complex needs a co-ordinated assessment process and the 0-25 Education, Health and Care plan (EHC plan)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;

- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

SEND Coordinating Arrangements

Mrs Leanne Nesbitt is the school's SEND & Inclusion Coordinator and is responsible for the day-to-day operation of the SEND policy and Mrs Amanda Majer is the designated governor for SEND. In our school the Special Educational Needs Co-ordinator (SENDCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

Admission arrangements

Children with special educational needs will be admitted to the school in line with the school's and Local Authorities agreed admissions policy.

The SENDCO will meet with parents of children with SEND prior to the child's admission into school and ensure that appropriate provision is made for transition and the child starting school.

The school has an accessibility plan. The SENDCO will ensure that adequate arrangements are made with regard to physical access (eg. Toilets, changing facilities, ramps etc) and curriculum access (eg. Hearing loops, laptops etc)

Identification, assessments and provision for all pupils with SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children at Toft Hill are identified as having a learning difficulty or disability if they:

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

- Require provision that is additional to or different from that made generally for other children or young people of the same age by mainstream school or nursery

Requirement for special provision to be made is likely to arise as a consequence of a child having special educational needs and/ or a disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. 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. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Equalities Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act. At Toft Hill Primary we work closely with parents and carers to assess each child as required, and make the appropriate provision, based on their identified needs.

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENDCO meet annually to agree on how to use funds directly related to statements. The SENDCO identifies any issues when the school is planning for the next school improvement plan.

Inclusion

At Toft Hill Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;
- may benefit from accessing interventions to further support their special educational needs.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping children to manage their emotions and social interactions enabling them to take part in learning effectively.

SEND Support

Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. Children's SEND are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs however individual children often have needs that cut across all these areas and their needs may change over time.

The class teacher and the SENDCO assess and monitor the child's progress in line with existing school practices. This is an ongoing process. Where it is decided to provide SEND support, and having formally notified the parents/carers, school staff will agree with parents/carers the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. Plans should consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by staff with relevant skills and knowledge. Parents/carers will be encouraged to be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Triggers for SEND Support Plans to be put in place are often 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
- widens the attainment gap

This may also include progress in areas other than attainment-for instance where a pupil needs to make additional progress with wider development or social needs. It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Conversely it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The SENDCO oversees SEND Support Plans and ensures classroom teachers and support staff work closely with parents/carers and the child to plan an appropriate programme of support and follow the cyclical approach (Assess, Plan, Do, Review)

The assessment of children reflects as far as possible their participation in the whole curriculum and hidden curriculum of the school. The class teacher, the SENDCO and support staff often break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Local Authority seeks a range of advice when a request for an Education Health Care Plan assessment is placed. The needs of the child and their family are gathered (My Story) where

families are invited to share their personal journey so far in a document that can be read, with their permission, by all professionals working with their child. This piece of work is considered to be paramount in identifying strengths and difficulties and planning outcome focused targets that reflect shared high expectations. Procedures are in place in Durham Local Authority and High Needs pupils will have their specific needs formulated in an Education Health Care Plan (EHCP).

Partnership with Parents/Carers

The school works closely with parents/carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with special educational needs and disabilities. The school SENDCO (Mrs Nesbitt) liaises with parents/carers in 1:1 meetings.

This policy on Special Educational Needs and Disabilities is available from the school upon request or via the Special Educational Needs section on the school website. Toft Hill Primary School staff follow Special Educational Needs and Disability Guidelines that are outlined in our SEND Information Report. This clearly defines how this policy translates into practice.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We endeavour to inform the parents/carers of any additional intervention, and the process of decision-making by providing clear information relating to the education of children with special educational needs. Additionally, parents/carers are invited to attend SEND Support Plan Meetings to discuss any issues with the class teacher. They also have the opportunity to speak with support staff and to comment upon and sign documentation.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Early work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their SEND Support Plans. They are encouraged to make judgements about their own performance against their personal targets. Success is acknowledged and celebrated.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. Information regarding Toft Hill Primary School's Local Offer will be published on the School Website and will also be available as a hard copy from the School Office for parents/carers who do not have access to the internet. The Local Offer provides detailed information about arrangements for identifying, assessing and making provision for pupils with SEND. It details arrangements in place to provide a graduated response to children's SEND. It elaborates on the information provided at local authority wide level in the Local Offer. This is available from Durham County Council's Families Information Service Website.

The governing body works with the Head teacher, SENDCO and Senior Leadership Team to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents/carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that Special Educational Provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Head Teacher. The Head Teacher works alongside the Deputy Head teacher/SENDCO to ensure that all those who teach a pupil with an Education Health Care Plan are aware of the child's specific needs and share information on a regular basis or as and when needs may change.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The school SEND Governor is Mrs Amanda Majer.

Complaints

If a parent has a concern regarding the school's SEND provision then they should initially discuss with the class teacher, the SENDCO or the Head Teacher. If the need arises to make a complaint about special educational provision within the school then the person wishing to make a complaint should refer to the school complaints policy. Parents can contact Durham's LA Parent Partnership Service for advice or support. Details of this service will be provided by school.

The school's arrangements for SEND in-service training (CPD)

Staff will be encouraged to seek professional development opportunities and will have the opportunity to attend LA courses and those offered through private agencies. School will arrange for full staff training opportunities by inviting external agencies into school to provide training. Staff meeting time will be used for members of staff who have attended training to share what they have learned with the rest of the staff. Any relevant course notes will be copied and shared. New staff will be given the opportunity to identify any training requirements that they have in relation to SEND and arrangements will be made for the appropriate training to take place. Members of staff may also be asked, by the SENDCO or Head teacher

External Agencies

The SENDCO/Intervention Manager has established strong links with a range of external agencies and uses them effectively to support staff in meeting the needs of children with SEND. These include involving support from:

- Educational Psychology Service
- Durham Virtual School
- Education Health Needs Team
- Special Educational Needs and Disabilities Team (SENDDD) for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- Crisis Response
- Occupational Therapy Service/Physiotherapy Service
- Speech and Language Therapy
- One Point Service
- CAMHS (Child and Adolescent Mental Health Services).
- School Nurse
- Other medical professionals

We are part of Community of Learning (CoL) 8 which enables us to liaise and work with other schools within our CoL, sharing good practise, access to other professionals and resources.

Monitoring and Review

The SENDCO monitors the progress of children on our School Special Educational Needs Register in school. The SENDCO provides staff and governors with regular summaries of the impact of the provision on the children's progress across the school through termly data analysis, narrative and anecdotal comments from parents/carers of special needs pupils.

The SENDCO is involved in supporting teachers involved in drawing up SEND Support Plans for children. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCO keeps the named governor with responsibility for special needs up to date with current issues.

The governing body reviews this policy annually and considers any amendments in the light of the annual review of 'Special Educational Needs and Disability' provision across the school. The SENDCO reports current issues to the full governing body.