



Tadpole Farm
CE Primary Academy

**SEN TFCEPA Policy
VN1**

This Policy is a 2 level policy

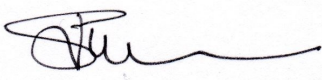
DBAT policy where EITHER scope for academy specific elements OR **separate academy policy/procedures required**

This policy is to be reviewed:

Annually /every two years / **every three years** / other

Drafted by: School Office Manager in conjunction with the Premises Board Members

By signing on physical paper copy, signatories give consent to digital signatures being added to digital documents.

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| Date approved / adopted by LB | 31/01/2017 | |
| Signed By: |  Chair of Local Board |  School Principal |
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Special Educational Needs and Disability Policy

Originally developed by: School Staff and Local Board Consultation

Adopted by Local Board

1. Rationale

Tadpole Farm CE Primary Academy (TFCEPA) strives to be a fully inclusive school. Our school ethos is informed by by our 12 core values.



Learning can be difficult for some children but if all our children are to fulfil their potential we need to understand the way in which each child learns best, and develop teaching strategies accordingly.

We aim to overcome their barriers to learning, celebrate their successes and enable them to feel happy, safe and motivated by their learning irrespective of their ability. Additional provision may need to be implemented to address the needs and abilities of some pupils. Special Educational Needs and Disabilities (SEND) is defined as: '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 them. A child of compulsory school age or a young person has 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

(Section 1.8, Code of Practice 2014 p.9)

Disability: Many children and young people who have SEN 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.'

Children 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 are being taught. - This is English as an Additional Language, and will be supported accordingly.

2. Objectives

In order to meet the Special Educational Needs of the children at TFCEPA we must:

- a. Identify children's individual needs at the earliest opportunity, through accurate observation, assessment and tracking, so that appropriate provision can be made;
- b. Plan to meet the additional needs of children with SEND, through specific interventions that are discussed with parents, recorded and monitored to raise achievement;
- c. Actively involve the children and their parents and carers in the process of identification and meeting their additional needs, through recorded discussion about next steps, interventions and outcomes;
- d. Ensure that all staff who are involved in working with children at TFCEPA are aware of the procedures for identifying SEND and have received appropriate training to enable them to meet those needs to raise achievement.

3. Roles and Responsibilities

- **Teachers and Teaching Assistants**

It is the responsibility of the class teacher to highlight children who are falling behind and to ensure suitable support is made available; in the first instance teachers should ask for a meeting with the SENCO to discuss concerns and make an initial plan.

Teachers will also have the opportunity to meet with SENCo 5 times a year through Pupil Progress meetings, to discuss pupils causing concerns. Following these meetings further interventions are arranged and implemented to target these children's needs.

Children who meet the criteria for SEND Support will then be placed on the school register and additional support will be put in place in consultation with the parents, teaching assistants, child and SENCo. The school office should be informed to update the school management information system.

The teacher plays a key role in understanding children's needs and are expected to make every effort to ensure that children with SEND are fully involved in the life of the class.

Teachers will plan to meet the child's needs through differentiation and/or intervention. Teaching Assistants & Pupil Specific Teaching Assistants are responsible for ensuring that day to day provision is in place for the pupils they support, implementing agreed strategies and programmes as guided by the class teacher or SENCO, and advice from specialists. In addition, they should maintain good record keeping, ensure resources are available to support learning, report and issues with specialist equipment to the School Office Manager and have regular communication with the class teacher and SENCO.

- **The Principal**

The Principal, with the support of the Local Board, makes the decision about whether the Academy can accommodate the particular needs of a child, in terms of potential compromise to the education of all pupils within the Academy.

- **Special Educational Needs Coordinator (SENCo)**

The SENCO along with the Principal is responsible for overseeing the implementation and operation of the SEND provision throughout the school. The SENCo also provides professional advice to colleagues within the Academy, leads the action plan for SEND and reports to the Local Board on the achievement and provision for children with SEND on an annual basis. The SENCo, in conjunction with the class teacher, also liaises with parents over their child's provision and progress.

- **The Local Board**

The Local Board ensures that:

- a. appropriate provision is made for children with SEND (Local Board Members have a sound knowledge of the provision in terms of funding, equipment, personnel and resources);
- b. parents are notified that SEND provision is being made for their child. This may include the provision of an Early Help Record (EHR) or Individual Education Plan (IEP) which will require a signature;
- c. all practice within the academy has regard to the SEND Code of Practice (2014);
- d. consultation with partner agencies and schools takes place to enable a co-ordinated approach to SEND.

4. Legislation and accountability

This SEND Policy contains the information required by the New Code of Practice (2014), and is shared with prospective and existing parents through the academy website.

The **Local Board** designates a member with responsibility for Special Educational Needs to ensure that the above responsibilities are met. This individual can be found on the Local Board section of the school website

External Agencies

Close links are maintained with a wide range of external agencies in order to ensure that the school makes appropriate provision for children with Special Educational Needs: e.g. Educational Psychologist, Speech Therapist, Occupational Therapist, Child and Adolescent Mental Health Service etc.

5. Training

Staff are invited to attend relevant training on SEND. These are run by the Local Authority, outside agencies or by Academy staff. A log is maintained for training to identify and plug gaps in training and to ensure that all training is up to date.

The SENCo regularly attends courses on SEND issues and also attends Academy professional development meetings about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND.

6. Resources

The majority of resources used by children with SEND are available within each classroom; and through the support of the trained adults available. Additional specialist resources are available from the SENCo and are stored in the SEND resource cupboard and group rooms. Items are also available on loan through the Local Authority and specialist charities.

7. Provision

As part of normal teaching practice, every child's attainment and achievement are carefully monitored and reviewed by their teacher and the Principal, five times per year. If a child is not making adequate progress, the teacher will discuss the situation with the parents or carers of the child. The review will include the strategies and approaches currently in place and establish whether the child needs help over and above that which is normally available within the class or Academy.

8. Identification and Review of Children's Needs

- a. Professional teaching practice – effective planning, teaching to meet a variety of learning styles, quality feedback, marking and assessment
- b. Child's progress causing concerns – falling below national expectations at consecutive reviews
- c. Early Support – provision that is additional to and different from the majority of children in the school
- d. SEND Support – provision that is supported by advice from outside agencies
- e. Educational Health Care Plan (previously Statement of Educational Need)

The Code of Practice refers to four broad areas of need:

Communication and interaction: these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning: children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD): affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties: children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health

difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs: some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI),

hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

8.1 Early Support

This involves children receiving 1-1 or very small group interventions on a regular basis (minimum 2 x per week.) They could be working on tailored programmes with the learning mentor, other specialised Teaching Assistant or work with another SEND child being supported by a learning support assistant.

They may have access to specialist resources to support their learning. These children might have an identified special educational need and may have an individualised provision plan (IPP) which will be reviewed three times a year. This plan will be discussed with the child, parents, teacher and SENCo., to ensure that the child's needs are being met through school expertise and provision and their progress is being tracked and reviewed every two terms, to ensure the support is appropriate. This gives a framework and targets for a child's special provision for a fixed period of time.

8.2 SEND Support

These children will have an identified Special Educational Need and will require some specialised provision using advice, support and guidance from outside agencies such as Speech and Language Therapists, Educational Psychologist, Learning or Behaviour Support Teams. The majority of children on SEND Support will have an Individual Education Plan (IEP) which are reviewed a minimum of three times a year in consultation with the child, parents, SENCO and any specialist support being received.

Many of these children will have regular agency review meetings and may have 1-1 specialist provision on a weekly or even daily basis. In some cases provision will be by trained school staff following the advice and training from outside agencies.

As they move through TFCEPA, children with SEND can make enough progress and develop strategies to enable them to cope well on their own with small group support.

Regular reviews ensure that all children on the SEND register are monitored and their progress tracked to ensure provision matches their needs and abilities. All SEND children are included in the classrooms as often as possible and are enabled to access the curriculum with their peers wherever and whenever possible.

Some support may involve being withdrawn from the classroom, others may be in class with a specialised Teaching Assistant.

8.3 Educational Health Care Plan (EHCP) (Formerly known as a Statement)

Where a child still makes little or no progress in the areas targeted, we will discuss with the parents, and possibly the child, the need for either of us to approach the Local Authority to request a statutory assessment. Following the statutory assessment, the local authority may agree to provide the child with an EHCP which will detail the provision and objectives the child needs to enable them to make progress. The provision may be able to be provided at TFCEPA, or a change of placement may be required. The EHCP is reviewed annually.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be

removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

9. Transfer to Secondary School

We are beginning to forge relationships with secondary schools in our local area which in the future TFCEPA pupils will transfer. This will aid the smooth transition from year 6 to year 7. Staff from the receiving secondary schools, will visit us to meet the children and collect relevant information and where required extra transition visits and meetings are organised for children who are considered vulnerable.

10. Evaluating Success

The effectiveness of the SEND Policy and provision in improving outcomes for children with SEND forms part of the normal self-evaluation process for the academy. The SENCo annually reports to the Local Board detailing the attainment and achievement of pupils with SEND and evaluating SEND provision. The report also recommends changes for following year and may be encompassed in an action plan which forms part of the School Development Plan.

11. What to do if you have concerns

If parents/carers have a concern regarding provision for their child they should discuss this, in the first instance, with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or Principal. Should the matter still be unresolved the parents/carers should refer the Academy complaints procedure for formal complaints.

12. Contact details

Tadpole Farm CE Primary Academy
Greene Street,
Tadpole Garden Village
Swindon
SN25 2QS

Telephone Number 01793 729740 Email address: school@tadpolefarmcepa.co.uk

Principal & SENCO Jane Leo

Signed:

Date:

Date for review:

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

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Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Appendix 2: Related School Policies/Documents

Safeguarding Policy

Accessibility Plan

Admissions Policy

Anti-Bullying Policy

Behaviour Policy

Complaints Procedure

Inclusion Policy

Equality Policy