

Tattenhall Park Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Incorporating Special Educational Needs Information Report

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations (Clause
65) and
Special Educational Needs and Disability Code of Practice (2014)

Tattenhall Park Primary School Special Educational Needs (SEN) Policy

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

Aims and Objectives of this Policy

Key Personnel:

SEN Governor:

The Governing body appoints a member of the Governing Body who is responsible for the oversight for the school’s arrangements for SEN as part of the Governing body’s continuing drive to improve the quality of whole –school provision.

Headteacher:

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for reporting regularly to the headteacher, the SLT and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

Senior Leadership Team Team (SLT)

The headteacher in consultation with other members of the Senior Leadership Team (SLT) has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The senior leadership team (SLT) comprises: Headteacher, Deputy headteacher and assistant headteacher

The Designated Teacher for Looked After Children

The Headteacher has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Class teachers

All teachers are teachers of pupils with special educational needs and EAL. Staff members are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Teaching assistants

Teaching assistants work under the day to day guidance of the class teacher. All staff members in school have a responsibility for maximising achievement and opportunity of all pupils with whom they are involved including vulnerable learners.

The name and contact details of the SEN co-ordinator.

Lewis Cragg,
Tattenhall Park Primary School, Chester Road, Tattenhall
Chester, CH3 9AH
Tel: 01244 667 500
lcragg@tattenhallpark.cheshire.sch.uk

**The name and contact details of the Ethnic Minority Achievement co-ordinator
mand of the Designated Teacher for Looked After Children**

Mair Fairweather,
Tattenhall Park Primary School, Chester Road, Tattenhall
Chester, CH3 9AH
Tel: 01244 667 500
admin@tattenhallpark.cheshire.sch.uk

The name and contact details of the SEN Governor.

Ruth Morgan
Tattenhall Park Primary School, Chester Road, Tattenhall
Chester, CH3 9AH Tel:
01244 667 500
admin@tattenhallpark.cheshire.sch.uk

Other relevant inclusion policies

Other policies which relate to the school's inclusion approaches are:

- Looked After Children
- Anti bullying
- Asthma
- Attendance
- Behaviour and Discipline
- Racial Equality Disability and Gender
- Safeguarding
- Medicines in schools

This policy was updated by Mair Fairweather (Headteacher) and Lewis Cragg (SENCO) with Ruth Morgan (SEN Governor) in liaison with all staff and parents of pupils with SEND.

“Every teacher is a teacher of children with SEN”

SECTION I – Aims

At Tattenhall Park Primary School we aim to raise the **aspirations** and **expectations** for all pupils with SEND.

We believe in providing a focus on **outcomes** for children and not just hours of provision or support. The aims of our SEN policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

SECTION 2 – Identifying Special Educational Needs

The SEND Code of Practice (2014) describes the four broad categories of need which are as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Tattenhall Park Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

There are also other significant factors that may impact on a child’s progress and attainment, but are not to be considered SEN. These include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 3 – A Graduated Approach to SEN Support.

At Tattenhall Park Primary we use a graduated approach in the identification and management of pupils with SEN.

The SEN Code of Practice (2014) states that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions and adjustments, as well as good quality personal teaching.

‘Wave 1 – Quality First Teaching’

Every child at Tattenhall Park Primary School is entitled to high quality teaching, thoroughly and effectively differentiated to meet their needs. This is the first step in responding to pupils who have or may have SEN.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This process includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

‘Wave 2 – Timed and targeted interventions’

If a pupil continues to be at risk of underachievement, despite receiving high quality and appropriately differentiated teaching, the class teacher and the SENCO will work together to make special provision for that pupil.

The class teacher will complete a Teacher Concern form to document their concerns regarding a specific child and any supports and interventions already put in place. This should then be sent electronically or physically handed to the SENCO so that a plan for future action and support can be put in place. A One Page Profile will also be completed by the child and an adult to ensure a child-centred approach to their support.

This will involve planning a targeted and timed intervention designed to close the gap and support the pupil to access the curriculum. The impact of any intervention is closely monitored, using quantitative and qualitative data to support this process.

If the intervention is deemed to have achieved its intended outcomes, it may be that the pupil or group of pupils require no further special provision. However, if this is not the case, the pupil will be placed on the SEN Register and a Pupil Profile will be set up in order to closely monitor the progress towards high quality outcomes for the child. Parents will be notified if their child is placed on the SEN Register.

‘Wave 3 – SEN Support’

If a child is in need of support or provision which is **‘different from or additional to’** their peers in order to access the curriculum, that child is considered to have SEN. At this stage, the school will engage appropriate external agencies and professionals in order to draw on more specialised assessments. Section 4 of this policy details how these pupils’ needs are managed at Tattenhall Park Primary School.

SECTION 4 – MANAGING PUPILS NEEDS ON THE SEN REGISTER

The Graduated Approach described above is monitored and regularly reviewed by class teachers in liaison with the SENCO where appropriate.

Each class teacher produces and maintains a Pupil Progress Action Plan, which details the pupils at each wave of support. This action plan is a working document, designed to monitor the impact of any extra support or tailored provision, and therefore underpins the process of early intervention and informs the assess, plan, do, review cycle as referenced in the Code of Practice.

Targets for each pupil receiving extra support are updated termly, allowing for analysis of impact and either increased or scaled back support based on the data collected.

Clearly, effective Wave 1 support can often result in pupils closing the gap between them and their peers and, if this is the case, no specific intervention would be required. If these target pupils continue to underachieve, however, the pupil would move to Wave 2 and a timed, targeted intervention would be planned and delivered by the class teacher, supported by the SENCO. It is essential at this stage that targets are tight and short-term, in order to effectively monitor impact and seek extra support if required.

At a pupil progress meeting, these targets would be assessed and the impact of the intervention evaluated. If the pupil has made sufficient progress to narrow the gap, no further intervention would be required. However, if the pupil continues to be at risk of underachievement, the class teacher and the SENCO would work together to engage relevant external agencies in order to gain a better understanding of the potential barriers to learning. Advice from these agencies and professionals would be implemented and monitored and at this point, a pupil profile would be set up and maintained by the class teacher. If these targets are not met, the class teacher and SENCO would collate the evidence of interventions and extra support put into place so far and seek additional funding and support from the local authority. Depending on the nature of the special educational need, it is at this point that extra funding may be given and the pupil could be given a statement of special educational needs or an education, health and care plan.

SECTION 5 – SUPPORTING PUPILS AND FAMILIES

Parents and pupils can find details of the LA local offer on the school website, alongside the school's own contribution to the local offer, using the link and the end of the SEN information report.

At Tattenhall Park Primary School, we maintain links with a wide variety of agencies to support the family and pupil. These include the Educational Psychology Team, the Autism Service, Early Years Specialist Teaching Service, the LA SEND Team, Speech and Language Therapy and CAMHS.

Assessment procedures are tailored to the needs of the individual and children with SEN are given the best possible opportunity to access exams and tests where appropriate. Strategies to allow for this include allowing the pupil extra time, the use of a scribe or an amanuensis and the provision of appropriate resources to support the pupil.

The transition between classes and schools can be challenging for all pupils, particularly those with SEN. We work closely as a team to ease these transition periods and ensure pupils are equipped for the next stage in their education. In the Summer Term, each class holds at least one transition day where all pupils work with the teacher in the classroom where they will be in the following Autumn Term. In Year 5 and Year 6, pupils are given many opportunities to visit local secondary schools for transition days, and pupils with SEN are represented in Action for Inclusion meetings. These meetings

involve the pupil, the parents, the class teacher, the SENCO from both Tattenhall Park Primary School and the SENCO from the chosen secondary school. These meetings are designed to ensure the secondary school are well informed about the child's particular needs, and that the child and parents are given the opportunity to discuss any concerns about transition that they may have.

SECTION 6 – SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Tattenhall Park Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy for supporting pupils at school with medical conditions can be found here:

SECTION 7 – MONITORING AND EVALUATION OF SEND

At Tattenhall Park Primary we regularly and carefully monitor and evaluate the quality of provision offered to all pupils. This is achieved in a number of ways and from a range of sources including:

- Regular subject monitoring by subject leaders.
- Lesson observations by the Headteacher, SENCO and subject leaders.
- Work scrutiny across a range of subjects.
- Pupil, parent and governor questionnaires.

The rigorous evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 9 – TRAINING AND RESOURCES

Tattenhall Park Primary School promotes a cycle of Continuous Professional Development linked to the needs of the teacher and support staff, and whole school issues.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10 – ROLES AND RESPONSIBILITIES

SEN Governor – Ruth Morgan

Role – To liaise closely with the Headteacher and SENCO to discuss issues of progress, attainment and inclusion. To challenge the school’s provision for children with SEND. To monitor the progress and attainment of pupils with SEND.

Teaching Assistants – Mrs K Roberts, Mrs A Mason, Mrs S Heath, Mrs M Gibson, Mrs L Gibson (was Corker), Mrs H Harding, Mr C Milne, Mrs S Hart, Mrs Hughes

Line Manager – Lewis Cragg

Role – To support designated pupils with SEND, working with the class teacher to implement and monitor specific interventions, reporting to the line manager.

Designated Teacher with Safeguarding responsibility – Mair Fairweather, Anna Comish, Amy Turner

Member of staff responsible for managing PPG/LAC funding – Mair Fairweather

Member of staff responsible for managing the school’s responsibility for meeting the medical needs of pupils – Mair Fairweather

This Policy to be approved: 18/10/23

Signed: Mair Fairweather Headteacher

Signed: Ruth Morgan SEN Governor

Signed: Lewis Cragg SENCO

Date: **18.10.23**

Checked and updated by Lewis Cragg 18/10/23