

# Thompson Primary School SEND Policy 2024 - 2025



Cooperative Education East



Co-operative  
Education  
East

## 1. Aims

At Thompson Primary School we are committed to provide all children, including those with special educational needs and disabilities with a broad and balanced academic and social curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

### To achieve this aim we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, feel safe and flourish.
- We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within a child to a holistic approach where the school community does everything we can to meet a child's needs.
- We are committed to identifying a pupil's special educational need/s at the earliest point and then making effective provision to ensure improvement in long term outcomes.
- Work in close partnership with parents and carers to achieve these aims. This includes ensuring parents are able to participate fully in decisions and being provided with information and the support necessary to enable this.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self- advocates.
- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching and resources to respond to the strengths and needs of all pupils.
- Employ a qualified Special Needs Coordinator who will have responsibility for the day to day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The school SENCO is Julia Clarke

Trust SENCO responsibility: Natasha Clarke

They will:

- Work with the head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on how to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### 4.2 The SEN governor

The SEN governor is Julie Fletcher

They will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 4.3 The head teacher

The head teacher is Lisa Heath

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## 5. Identification of SEN

We are committed to ensuring that all children have access to learning opportunities and for those who are at risk of not making progress, we will intervene. Only the children who need provision that is additional to and/or different from that which is offered in class in order to overcome the barrier to the learning will be identified as having SEN. When a child is identified as having SEN they will be placed on the SEN record as requiring SEN support. In order to identify the children who have SEN we follow a range of procedures, which include:

- Discussions with parents/carers
- Discussion with other settings, such as nurseries, childminders or playgroups
- Classroom observations
- Targeted programmes set by the teacher to address the areas posing difficulty
- Monitoring work and progress over time through pupil progress meetings
- Assessment data tracking system (Pupil Asset)
- Evaluating the impact of any adjustments that have been made for the child
- Working with the child and parents/carers to identify strengths and barriers to learning to consider the best way to build on these strengths and overcome barriers to learning.
- The use of a range of assessment materials that have been purchased by the school that can be used to identify strengths and areas of difficulties.

If necessary the SENCO, in partnership with parents/carers and the child, may refer to outside agencies for additional support and advice.

## 6. Recording SEN

At Thompson Primary School we have processes that we use in order to assess, monitor and review the support that is given to children who have been identified as having SEN and/or a disability.

**SEN/Disability Record** – Children who have been identified as having SEN and/or a disability are, with the agreement of the child's parents/carers, recorded on the school's SEND record. The record includes the child's name, date of birth, barriers to learning and the agencies that are involved in their support. This record is kept to ensure that we can monitor the children's progress effectively. We monitor and review the children's needs regularly and as the child's needs change it may mean that they no longer need to be on the record. If this is the case, then we speak to the child's parents/carers about this.

**In Class Support Sheet** – These are done at the beginning of each new academic year by the class teacher with each child who has been identified as having SEN and/or a disability and are reviewed termly. This sheet identifies the adjustments and support given to individual children to help support their learning in class.

**Learning Portfolio** – An individual portfolio is written and reviewed termly for some children who have been identified as having SEN and/or a disability. The plan outlines areas of need and identifies how these needs will be met. Not every child identified as having SEN and/or a disability will need one of these plans and they are only written, where it is deemed relevant and meaningful.

**Provision Map** – This identifies the provision/interventions offered to children who have been identified as having SEN and/or a disability. It is reviewed and updated termly.

**Intervention monitoring sheet** – Some children who have been identified as having SEN and/or a disability will take part in small group and/or individual interventions. The progress the children make is monitored and the impact of the intervention is assessed.

**INDES** - INDES are a framework of standardised terms, co-produced and facilitated by Norfolk County Councils Inclusion and SEND team. There are seven specific sections which describe SEND needs. This framework is used to identify and describe the needs of the children on the SEN record.

**Transfer and Sharing of Information** – When a child moves into a new class or leaves the school the transfer of information will be the responsibility of the SENCO. To ensure the staff at school are seeking the best practice, advice and support for children, they may need to share details and information with other professional agencies and the Norfolk team. This could mean staff discussing a child, sharing their work or the professional coming into school to observe or work with them.

## 7. Referral for Education Health and Care assessment

The majority of children and young people who have SEN or disabilities will have their needs met within the school. A small percentage of children and young people with significant and/or complex needs may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan (EHCP).

To inform this decision the local authority will expect to see evidence of action taken by the school.

These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in reading, writing and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents/carers and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

## 8. Education Health and Care Plan

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils' special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

### 8.1 Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At Thompson Primary School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

## 9. Links with other policies and documents

This policy has specific links with:

The Behaviour Policy,  
Equality Policy,  
Accessibility plan  
Medical needs policy  
The Teaching and Learning Policy,

### Policy monitoring and evaluation

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually.

Date of Implementation: September 2024

Date of Review: September 2025

Signed SENCO: J Clarke

Signed Head Teacher: L Heath

Signed SEN Governor: J Fletcher

Signed Chair of Governors: G Eagle