

'Every teacher is a teacher of every child or young person including those with SEN'



Special Educational Needs and Disability Policy

Signed on behalf of Governors 

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Both SENCOs are members of the Senior Leadership team.

Special Educational Needs and Disability Policy

The policy is in line with guidance from the following documents:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

Definition

“A child has special educational needs if they have a learning difficulty which calls for special provision to be made for them.” (Education Act 1993)

A child has a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of children their age
- they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local education authority

A child is not taken as having special educational needs solely because English is spoken as an additional language.

Ethos and Philosophy

The Governing body of Tinsley Meadows is committed to the principles of inclusion. It aims to provide a balanced and broad learning experience for all its pupils through a relevant and differentiated curriculum. Staff employ a variety of teaching techniques to “unlock learning” for pupils. For those children identified with special educational needs, the school is further committed that not only should these children reach their full academic potential but that they should be included fully in the school community and have a successful transition to secondary education.

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The school endeavours to provide a learning environment that recognises the needs of all children. The use of routines, a positive behaviour policy, differentiated teaching techniques and ICT all help to facilitate children's learning. Children at all levels are actively encouraged to manage their own learning through an environment that supports and enables. The school is also committed to providing a high level of resourcing to enable full access to the curriculum.

For those with physical disabilities, the school's commitment is demonstrated through an accessible learning environment. This incorporates specific toilet facilities.

The school believes that all pupils with special educational needs and/or disability can make progress through the school's support. Progress will often be in small steps and these need to be celebrated. Such progress will be monitored through appropriate assessment that recognises and rewards pupil's efforts and achievements.

The school adopts a multi-agency approach to SEND. Such an approach provides a holistic understanding of an individual's needs and provides maximum support. In particular, parents are seen as fundamental in meeting a child's needs and are involved at all levels. Where ever appropriate, the child is also viewed as a partner and the child's voice is fundamental to reviewing their progress and planning next steps in their learning. The school further fosters good professional links with outside support agencies such as the Speech and Language Service, the Hearing Impaired service, Learning Support Service, Educational Psychology department and specific health professionals.

Principles

The principles for SEND provision at Tinsley Meadows are in line with the 2014 Code of Practice. The school identifies children as having special educational needs when evidence indicates that current rates of progress are inadequate. When this has been recognised, additional or different action is taken to enable the child to learn more effectively.

When a child is identified as having special educational needs, individual targets are written within their Assertive Mentoring forms. In some cases, a child is placed on the register for medical and behavioural reasons only. The school keeps an up to date register of all pupils who are identified as having SEND. Recorded on the register, there is a list of children who are not identified by the code of practice but where the school finds it useful to informally monitor pupils known as 'concerns'.

The school has a team approach to the leadership of SEND. Overall responsibility for SEND is the senior leadership team. Day to day provision of

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children with SEND is delegated to the SEND co-ordinator. The school adopts a whole school approach to SEND training recognising it as an integral part of whole school development and programmes are always delivered with the needs of all children taken into account.

Teachers recognise their overall responsibilities for children they teach who are identified as having SEND. This is reflected through their planning and their everyday practices. Subject co-ordinators also consider the needs of SEND pupils when resourcing their curriculum areas.

Children with SEND are integrated into classrooms with children in the same year group. The majority of SEND support is provided in class through the class teacher, often with a member of the support staff allocated (based on Provision Mapping). At times, some children will be provided with specialist support in a withdrawal group or on a 1:1 basis (Wave 2 and 3 interventions and SEN Outside Agencies support for professional advice). Resources are allocated on these principles and it is a fundamental part of the schools development.

The curriculum is inclusive regardless of the child's background, disabilities, gender or ethnicity as the school follows the LA's admission and equal opportunities policy.

The teaching of all pupils particularly children with SEND require:

- Positive attitudes from staff
- Partnership between teachers and children to help plan and evaluate children's own learning
- A climate of warmth and support in which self-confidence and self esteem can grow.
- Partnership between home and school is established
- Extra support at specified times to access the National Curriculum

Provision

The school governors, Executive Head teacher and Special Educational Needs

Co-ordinator are responsible for ensuring that provision is made for pupils with special educational needs. In the classroom, the SEN Co-ordinator (SENCO) and the class teacher are responsible for the day to day management of that provision. The SENCO is allocated some time to manage SEN in the school and is able to bid for additional time as and when required.

The SEND Code of Practice (2014) states that the key responsibilities of the SENCO team may include:

- overseeing the day to day operation of the school's SEN policy.
- advising on the graduated approach to providing SEN support co-ordinating provision for children with SEN
- ensuring that the school keeps the records of all pupils with SEN up to date, tracking pupils' progress on SEN register and value-added of any interventions

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- liaising with the parents/carers of children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- contributing to the in-service training of staff
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies managing learning support assistants (provision mapping)
- being a key point of contact with external agencies, especially the local authority and its support services
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- complete MPAs to apply for Statements and organise Annual Reviews for those with Statements
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Executive headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SENCO up-dates their knowledge through regularly attending the SENCO Briefings, training days and training sessions, conferences, reading current information such as published guidance and CD ROMs/DVDs and discussions with Outside Agencies and information from the Website (particularly Sheffield City Council).

External agencies regularly provide support through assessment, monitoring and direct teaching of children with SEND. These include communication therapists, the Service District (known as MAST), Learning Support Teachers, Specialist Support Team (ASD and Early Years), the Access and Inclusion service, the school nurse, the Educational psychologist, the Hearing and Visual impairment service. The school actively encourages a multi-agency approach to SEND and regularly puts itself forward as a venue for inter-agency meetings.

To ensure inclusion and support of SEND pupils, Teaching Assistants and a Pupil Support Officer/Learning Mentor are employed by the school to deal with the range of needs. This support is delivered during whole class teaching and through withdrawn small group work (for example, anger management, circle time, social skills and self esteem groups). The school employs a very effective positive behaviour policy. This is used by all staff for all children although those with very challenging behaviour often receive extra mentoring and support systems. The experience of the staff means that such mentoring may occur at many different levels: from class teacher to head teacher with close involvement with the family.

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The classroom provision for children with SEND is based upon the National Curriculum. However, it is recognised that this provision must occur at an appropriate level and therefore differentiation is an integral part of its delivery. In relation to Numeracy and Literacy, children with SEND are taught from the appropriate year groups to ensure full coverage, differentiated to the appropriate level. The school recognises that SEND children, like all children, can achieve in other areas of the curriculum and this is actively encouraged. Access is further ensured by the use of support staff to either directly support SEND children or to free up the class teacher to target children with SEND. The school has adopted a creative curriculum where cross curricular links are made encouraging a range of learning styles. In this way the teacher is able to spend more time working in groups rather than whole class teaching. Therefore differentiation can be implemented with ease and children's tasks can be individualised and teaching the targets on Assertive Mentoring forms becomes manageable. The school promotes excellence and enjoyment for all. Children with SEND are actively encouraged to partake in all areas of the school. They are routinely appointed as school council representatives and are active in whole school activities. The school also seeks to ensure that these children are able to attend the residential trip. Support is also provided for any curriculum and end of year trips.

Children's learning is carefully mapped out through Provision Mapping which ensures that the assessments are used to plan for further support. Further details can be found in the 'Inclusion Policy'.

Procedures

The Draft Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental emotional health
4. Sensory and/or physical disability