

The Lord, the God of Jacob will teach us His ways so that we may walk in His paths.
Micah 4:2

Tewin Cowper C of E Primary School



"Small School Big Dreams"

Special Educational Needs & Disabilities (SEND) Policy

Version 8

Based on the Herts for Learning SEND Toolkit Model version 5

The person responsible for co-ordinating the provision of education for children with special needs is the Special Educational Needs Coordinator (SENCO)

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1. Introduction

At Tewin Cowper C of E Primary School, we are ... a 'small school with big dreams'; we seek to realise those dreams through the provision of a rich, exciting curriculum that engages every aspect of a child's learning and development. As members of the Diocese of St Alban's family of church schools and a close bond with St Peter's Church in Tewin, we are proud of our rich heritage and committed to our Christian values which are woven through all we do, to promote pupils' spiritual, moral, social and cultural development.

Our unique Christian vision is at the core of everything we do and who we are here at Tewin Cowper. It provides a secure foundation for how we learn, teach and relate with one another and our wider community and therefore is the basis on which our policies are formed. Each person's presence and contribution are valued as an integral part. Our Christian values of: Be honest, Be respectful, Be safe, Be ready to learn are integral to this SEND Policy

2. Legislation and Guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Our Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities and find ways to overcome barriers to learning
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations, achieve their best and fulfil his/her potential.
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions

and decisions about support and provision for the pupil and to help them to recognise their vital role in supporting their child's education.

- To ensure each child feels happy, safe and successful at school.
- To provide every child with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each individual child.

4. What are Special Education Needs?

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability:

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.28 – 6.35 of the 0-25 SEND Code of Practice (2014) set out four areas of SEN:

Communication and Interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, 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

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

6.32 Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

Sensory and/or Physical Needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Some children and young people may have SEN that covers more than one of these areas.

5. Equality and Inclusion

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Curriculum planning, resources and accessibility are reviewed regularly to ensure they comply with equality legislation and the school's Equality/Accessibility Information and Objectives policy. All subjects are taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010).

At Tewin we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

6. Supporting Pupils with Medical Conditions

Tewin 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 children may also have special educational needs (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. To see further how pupils with medical conditions are supported please see Supporting Children with Medical Conditions policy at:

<https://primarysite-prod-sorted.s3.amazonaws.com/tewin-cowper/UploadedDocument/c106dfea-8499-4395-8146-9d7a1c72cbde/supporting-pupils-with-medical-needs-v5.pdf>

7. The Role of the Special Educational Needs Coordinator

The SENCO at our school is: Mrs Christine Stewart

They will:

- Monitor the day-to-day management of the SEN Policy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Train, support and manage the TAs who work with identified groups of pupils or individuals with the Head Teacher.
- Liaise with, and advise, staff on issues regarding SEN.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Monitor the progress of identified children with teachers, TAs, and parents by means of discussions and records.
- Co-ordinate termly reviews for children who receive identified additional support and call Annual Reviews for children with an EHCP.
- Liaise with outside agencies. Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Contribute to the induction of new staff regarding S.E.N.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Attend meetings and courses as relevant.
- Request the purchase of special equipment or additional resources and to maintain a bank of SEN materials and ideas.
- Work with the SEN Governor on a termly basis to monitor the SEN provision throughout the school, and to formally review the working of the SEN Policy in each summer term.
- Update the special needs register at the end of each term.
- Write and update Provision Maps for particular SEN children.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to make sure that the pupil and their parents are

informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

The Dissemination of Information

Appropriate and detailed information regarding the particular needs of children (medical or educational) is shared with all adults who work with them. Summary information is placed in class registers for the benefit of supply teachers. The special needs register is updated at the start of each term and is kept in the school office.

8. Identification

All pupils in the Reception year or on later entry to the school are assessed in ways that are appropriate to their age and stage of development. As a child progresses through the school, regular observation and assessments will take place as a part of the normal curriculum. These will help teachers identify children who are not making sufficient progress with the aim of providing early intervention. This will enable teachers to:

- set suitable learning challenges
- respond to a pupil's individual needs
- overcome potential barriers to learning and assessment

Our school will make full use of information passed on to us when a child transfers from early education setting or another school. Parents are encouraged to discuss their child's needs with us prior to entry.

9. Implementation

In line with the Code of Practice we adopt a graduated approach. These are not progressive stages: different responses are appropriate for different children.



Practitioners will **ASSESS** the child's needs, strengths and areas which need support. Using this information, they will **PLAN** (often with the support of the SENCo and/or other practitioners) a suitable intervention for the child or make reasonable adjustments to the learning environment. This is then rigorously implemented (**DO**) and the learning/behaviour impact is monitored over the decided timescale and evidenced accordingly. Finally, the relevant parties will discuss and **REVIEW** the impact of the reasonable adjustments and decide whether or not sufficient progress has been made and decide the next steps for this child. Support will be tailored to the child's needs e.g.

1. Differentiated tasks, reasonable adjustments, resources and strategies
2. Additional small group support interventions
3. Support from outside agencies (S<, EP)
4. Education, Health and Care Plan

Differentiation

The class teacher strives to ensure that all work is set at appropriate levels to reflect differences in understanding, knowledge and skills. Tasks may be differentiated by, for example:

- concrete apparatus
- visual aids
- extra explanation, reinforcement and support
- books and worksheets that are simpler to read
- different expectations in work completed
- peer support in a paired or group situation

Additional small group support interventions

At Tewin Cowper Primary School we use a number of published schemes to support children in small groups, particularly those children who are achieving slightly below age related expectations. These programmes include:

- Early Literacy Support (ELS) - Year 1
- Max's Marvellous Maths - Year 1
- Write From the Start- Handwriting- Year 1
- Rapid Maths - KS1 & 2
- Springboard Maths - Year 3
- Springboard Maths - Year 4
- Kit's Quest - Literacy - KS2

- Further Literacy Support (FLS), Springboard - Year 5
- Hi Five Literacy Programme - Year 5/6
- Precision Training- maths/Eng- All year groups
- Nuffield- Speech and Language- All year groups
- Lexia

These programs are delivered by the class teaching assistant or the teacher. Class teachers have responsibility for ensuring that the interventions are taking place regularly and where teaching assistants are running the interventions, they know the specific needs and targets of the children in hand.

Interventions are discussed with the teacher, SENCo and SLT during termly Pupil Progress Meetings

10. Support from Outside Agencies

For some children with more complex needs, the SENCO and the class teacher, in consultation with the parents and the child, will ask for help and guidance from outside agencies. Initially advice would be sought from appropriate agencies who will work with the school to advise them how best to support the child. Additional or different strategies to regular class teaching will be evidenced in a Provision Map (takes the place of IEP). The SENCO will take the lead in co-ordinating any further assessment and action needed to be taken alongside the class teacher and with the support of the SLT.

The child's teacher, parents and SENCo will discuss needs and desired outcomes and complete a Single Service Request form. This form will be sent to the relevant agency. This form should be accompanied by evidence built up during the Assess, Plan, Do, Review cycle to support the need for additional support. Some of the areas of need which require outside agency support are:

- specific learning and language disabilities e.g. Dyslexia
- hearing impairment
- visual impairment
- physical difficulties
- emotional and behaviour difficulties
- English as an additional language
- travelling children
- autistic spectrum disorder
- mental health

In addition, these services are provided by the Health Authority

- school doctor
- school nurse
- speech and language therapist
- physiotherapist
- occupational therapist

The SENCO will involve these professionals as appropriate, providing parents agree to their involvement, and will work alongside them to meet the needs of some individual children.

11. Educational Health Care Plan

A minority of children will need a significant amount of help in terms of levels of support. An Education Health and Care Plan safeguards a child's needs as he /she moves up through the school system. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. If the school feels that a child needs an EHCP they will, in consultation with the parents, put forward a request for statutory assessment to the L.A. However, a parent who feels that their child needs an EHCP also has a right to request a statutory assessment. Local authorities and clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities (Section 26 of the Act). The term 'partners' refers to the local authority and its partner commissioning bodies across education, health and social care provision for children and young people with SEN or disabilities, including clinicians' commissioning arrangements, and NHS England for specialist health provision. (CoP 2015)

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

12. The Local Offer

Local authorities have a statutory requirement to publish their Local Offer. It must outline the provision provided for all children and young people with SEN and registered disabilities regardless of whether they have an EHCP. We must publish our school's Local Offer on our website so that it is available for all stakeholders. This information must be up to date and accurate in accordance with the CoP 2015. The Local Offer must be comprehensive, collaborative, accessible and transparent. The Local Offer should be under review at all times to ensure that its content is up to date.

13. The Role of the Parents

Parents are encouraged to work in partnership with teachers. They have a vital role in supporting their child's education. They have knowledge and experience of their child which should be used educationally. Parents are informed at the start of any SEN provision and their views are sought as part of the regular review process. Parents who are concerned about their child should initially talk to the class teacher and may independently approach the Special Needs Coordinator. They are also able to approach the school's Special Needs Governor. Any queries raised by parents will be investigated promptly and a written response will be communicated within 5 working days of receipt from the teacher, SENCo or member of SLT. Any information requested by parents will be made available in accordance with the Freedom of Information Act, taking account of the Data Protection Act requirements.

14. Pupil Involvement

Children should feel that they will be listened to and that their views are valued. Therefore, it is the responsibility of each class teacher to give opportunities for those children to express an opinion regarding their progress and needs. They will progressively be more involved in setting, monitoring and reviewing the Provision Map targets according to their age, maturity and capability. A bank of suitable materials is being developed to support this. Pupils will have the opportunity to complete a 'One Page Profile' which will be a personal reflection on their learning, progress and achievements

15. Evaluating the Effectiveness of the School Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 3.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the Policy

This policy will be reviewed by the headteacher and SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. School Governors

The school's governing body has a role in ensuring that the school is meeting the special educational needs of the children in its care. The governing body has appointed a special needs governor to help the SENCO develop the school's SEN Policy and monitor it's working. The SEN Governor meets the SENCO on a termly basis to discuss issues and in the summer, term formally reviews the SEN policy by asking about:

- The appropriateness of staffing and funding arrangements for SEN.
- The quality of provision being made for pupils with SEN.
- The involvement of parents.
- The dissemination of information to staff about the needs of each child with a statement.
- The inclusion of pupils with diverse needs.
- He/she prepares a report to be discussed at the July Governing Body meeting.

The governing body will ensure that objectives set for the School Development Plan include special educational needs.

17. Transition

The transfer of information is important at every stage. As the child progresses from Reception through the school, records will be transferred. SEN records are passed to the SENCO who keeps a central bank of information about special educational needs. The SENCO passes relevant information to the child's new teacher, and staff are asked to discuss individual needs and styles of learning with each other. When children move to other schools, SEN records will be sent to inform the new school of the child's needs. Where a child has an EHCP or has outside agency support, the SENCO of the receiving school will be invited to a review in the term before transfer. Before the end of Year 6, the Year 6 teacher meets with the SENCO from the secondary school and the new Year Group Tutor to inform them of any pupils that have already been identified or any pupils who may need close observation initially. At the annual review held in Year 5, the transfer of a child with an EHCP will be discussed with all concerned. This enables parents to visit other schools and to have made an informed choice by the beginning of Year 6 so that transfer arrangements can be made in good time.

18. Glossary

SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
EHCP	Education Health and Care Plan
TA	Teaching Assistants
IEP	Individual Education Plans
SNIP	Special Needs Involving Parents
EP	Educational Psychologist

The following documents should be read in conjunction with this policy:

- Tewin Cowper SEN Information Report
- SEND Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010