



Tudor Court Primary School

SEND Policy

Reviewed – KS SENco / HT	September 2024
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SEND Policy

This document is a statement of the aims, principles and strategies for identifying and supporting pupils with Special Educational Needs at Tudor Court Primary School. It takes into account the principles and procedures outlined in the DfE 'Special Education Needs, Code of Practice '2014.

Our SEND policy has been developed to take into account the 'Special Education Needs, Code of Practice 2014'. It will outline our values, vision and aims about SEND and has been written by the school SENCO. After ratification by the governing body, the policy is shared with parents, carers, staff and the wider community through its publication on the school website.

Tudor Court Primary School is a fully inclusive school. We believe in the potential of every individual, from whatever circumstance, to achieve and enjoy their time at our school. The school is holistic in its approach, serving not just the whole child but the whole family. We see the school as a hub for the community, 'The success of this approach is evident in its contribution to our school's ethos and core values.'

'Working together and as a community to unlock the best in every individual, nurturing and empowering our children for the future.'

We want our pupils to succeed in every area of their life at our school. We believe passionately in developing innovative ways to overcome barriers to learning and general progress, ensuring our children have the full range of skills and values to continue their learning journey, on the way to a happy and successful life.

'Our vision is to inspire and challenge our children through a unique journey that encourages creativity, curiosity and independence, developing a lasting enthusiasm for learning in a safe and stimulating environment. We have respect, pride, happiness, tolerance, integrity and responsibility as our core values.'

Every learner is entitled to benefit from access to a rich, varied, challenging and inspiring curriculum, which takes account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability enabling each individual to fulfil his or her full potential to the highest possible standard. All pupils' requirements are taken into consideration and provision made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes into account the type and extent of the needs experienced by the child. Children may have special educational needs either throughout, or at any time during their school career.

Definition (SEN Code of Practice 2014)

Children have special educational needs if they have a learning difficulty if they:

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

A child under compulsory school age has special educational needs if they fall within the definition of a) or b) above, or would do so if special education provision was not made for them.

Where a child or young person has a disability or health condition which requires special education provision made, they will be covered by the special educational needs definition.

Aims and objectives

The aims of our policy at Tudor Court Primary School are:

- to create an inclusive environment that responds early and appropriately to meet the special educational needs of each child, adopting a person centered approach; (one that is in line with Thurrock's 'All About Me' documentation)
- to ensure that the special educational needs of children are identified, assessed quickly and matched by appropriate provision;
- to make clear the expectations of all partners in the process including LA's, schools, parents, pupils, health and social services and other agencies;
- to work within the guidance provided in the SEN Code of Practice (2014);
- to ensure that all teachers are teachers of children with special educational needs. "teachers are responsible and accountable for the progress and development of the pupils in their class, **including where pupils access support from teaching assistants or specialist staff**" (SEN Code of Practice 6:36). Teaching such children is therefore a whole school responsibility;
- to ensure that SEND provision is kept under review to assess the impact of interventions for each child, the child's progress and the views of the child, their teachers and their parents;
- to build on the success of each child exploiting best practice when devising interventions;
- to enable all children to have full access to all elements of school life, and to feel secure and know that their contributions are recognised and valued;
- to provide a Special Educational Needs Co-ordinator (SENCO) who will work with the Inclusion Team;
- to provide support and advice for all staff when working with children with SEND.

Graduated Approach to SEND Support

At Tudor Court Primary School we believe Quality First Teaching (QFT) to be an essential foundation in the teaching, learning and assessment for all pupils. QFT that is differentiated and personalised will meet the individual needs of the majority of children and young people.

The Code of Practice states that QFT:

- seeks to engage and support the learning of all children and young people;
- builds on pupils' prior learning and responds appropriately to the 'pupil voice';
- builds from the skilful design of learning;
- is construed as children and young people progressing in their learning;
- involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.

Some children and young people need educational provision that is additional to or different from this. This is known as SEND provision and we endeavour to ensure that such provision is made for those who need it. As an inclusive school we strive to personalise the provision we make for each individual. For children on the SEND register we engage the child and family in creating an Individual Education Plan and in formulating the outcomes they wish to achieve, which is in-line with the new SEN Code of Practice.

We work in partnership with all parents and carers, valuing their involvement in all aspects of our school. Parents and carers are invited to be involved in termly reviews with teachers, SEND coffee mornings, daily handovers, weekly communication books and annual reviews. Parents can have access to the Inclusion Team and, when necessary, further professionals will be involved in the planning, learning and assessment of children's needs. Ultimately a decision may be made to apply for further funding and an Educational Health Care Plan (EHCP) to meet the child's needs.

Identifying Special Educational Needs

Early identification of need can be raised by parents, children, teachers or other members of staff working with the child. Once a need has been identified, a meeting is arranged between parents and carers and the class teacher, as well as any other relevant professionals.

Through appropriate curricular provision, we respect the fact that children:

- have different educational, social, emotional, behavioural, physical, sensory and cultural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;
- may need additional resources.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and English;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- taking into account the views and wishes of the child and encouraging them to contribute to decisions made about their education where appropriate.

Areas of Need:

The SEND Code of Practice (2014) identifies four broad areas of need

- 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 should be taken to best meet the child's needs, rather than to fit a pupil into a category. At Tudor Court 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 or young person, but also the child as a whole.

We also recognise that other factors, besides special educational needs, may impact on a child's attainment or progress, such as:

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

Assessment

All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. The school has spent considerable time redesigning the curriculum, which is now skills based, and teachers ensure that all children are engaged through appropriate differentiation and personalisation.

Within each year group there are regular planned opportunities to monitor and evaluate the impact of progress and attainment of all pupils, including those with SEND. This information is then shared with the Senior Leadership Team and, where appropriate, additional interventions are put into place.

In order to help children who have SEND, our school makes use of an array of strategies as set out in the SEN Code of Practice (2014) and in accordance with Essex County Council guidelines. Children with SEND shall be identified using the following criteria:

- Foundation Stage profiles;
- teacher assessment;
- parental concern;
- staff cause for concerns;
- results of Key Stage 1 SATS and phonics screening;
- results of standardised tests, including reading ages
- referrals from other schools, pre-school provisions and local health authority;
- child self-assessment.

QFT, personalised for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of QFT; therefore it is important to regularly review the quality of teaching and, where necessary, improve teachers' understanding of strategies to identify and support vulnerable pupils. This is facilitated by the Inclusion Team, Head teacher and Governing body.

Managing pupils needs on the SEND register

QFT is the initial and most important response to meeting the needs of all children at Tudor Court Primary School, however for some children additional provision is required to ensure that they reach their potential. In this instance, class teachers will plan interventions which are personalised to the needs of the child. These may happen in the classroom environment or outside of the class and may be led by either the class teacher or a learning support assistant (LSA). These interventions are tracked using a whole class provision map which is reviewed by the SENCO on a termly basis to ensure their effectiveness and monitor the level of support each individual receives.

In circumstances where children continue to make substantially less progress than expected, even after further support and interventions have been implemented, the decision may be made to apply for additional funding and support from the local authority, known as an Educational Health Care Plan (EHCP). Further information can be found on the local offer website:

<https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

Supporting pupils and families

All parents and carers of children with SEND are treated as partners. We encourage them to take an active and valued role in their child's education. Tudor Court Primary School values this close partnership and takes account of their concerns and recognises the personal and emotional investment of parents/carers and is aware of their feelings. We ensure that parents and carers understand procedures, are aware of how to access support in preparing their contributions and are given relevant documents and information.

Where a parent has a concern about their child's special educational needs, this should first be communicated to the child's class teacher. If this does not prove satisfactory, the Inclusion Team will investigate further action and liaise with parents and the class teacher. Should this prove unsatisfactory, the head teacher will be informed. As a school, we will gather information from all parties involved. If the matter continues to be unresolved the parents are requested to put their concerns in writing and these will be forwarded to the SEND Governor.

Staff training

We aim to ensure continuing professional development of all staff through on-going, specific training sessions and through regular work with professionals and outside agencies.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips, clubs 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 SEND and may have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

All children with severe medical conditions will have a Care Plan in place in school. This is created in collaboration with parents, medical guidance and the school nurse. A copy of this Care Plan will be kept in the school office. This document will be reviewed annually to ensure that information is accurate and up-to-date to ensure the child's safety and that their needs are met.

For further information please see the Medical Policy, which can be obtained from the school office.