



SEND POLICY

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

1. Purpose

The purpose of our policy for Special Educational Needs and Disabilities (SEND) is to ensure that all pupils are fully included and that we support each individual pupil towards achieving his or her full learning potential. We recognise that any child may have a particular need at some time, but certain groups or individuals are particularly vulnerable and may need special monitoring and/or additional support or provision. In the context of all our school policies the aims of education for all groups of children are the same. All children need to be challenged and experience success. We aim to develop each child's full learning potential by offering the children a curriculum that is matched as closely as possible to their individual needs. Provision for inclusion crosses all curriculum areas and all aspects of teaching and learning. All staff work together to identify and meet any special needs or disabilities of pupils as early as possible.

2. Policy Statement

Children have special educational needs they have a *learning difficulty* or disability which calls for *special education provision* to be made for them. Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
 - (b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (Section 312, Education Act 1996)

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Key Members of Staff

At Trefonen all members of staff have responsibilities for pupils with SEND, however there are some members of staff with specific responsibilities. They include:

Special Educational Needs Coordinator (SENCO) – Cathy Dunleavy
Early Help Assessment Framework (EHAF) Leader – Laura Prust
Lead First Aider – Debbie Jones
SEND Link Governor – Nicky Beard

3.1 Role of the SENCO

The SENCO, (Special Educational Needs Co-ordinator) for our school is **Cathy Dunleavy**.

The SENCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for children with SEND
- Ensuring the appropriate and efficient management of resources in relation to SEN

- Advising and supporting teachers and other practitioners in the school,
- Deploying and monitoring the work of support staff (i.e. Teaching Assistants)
- Managing the continual professional development (CPD) of teachers and support staff in relation to SEND to ensure the continuous updating of specialist skills and understanding
- Ensuring that appropriate Person Centred Plans (PCPs) are in place for all SEND pupils and that they are reviewed regularly
- Ensuring that relevant background information about children with SEN is collected, recorded, updated, and stored appropriately in line with statutory regulations (including the Data Protection Act) and school policy
- Liaising with external agencies.
- Ensuring there is appropriate liaison with parents and professionals in respect of children with SEND
- Coordinating updates and reviews to the SEND Policy, School SEND Local Offer and the Annual SEND Report, including liaising and reporting to governors.

3.2 The role of the governing body

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult with the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that pupils with SEN join with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the pupil's needs, the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEN (Annual SEN Report)
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Agree and Monitor the SEND Policy, ensuring that the agreed policy for SEND is adhered to
- Monitor the impact of the school's policy, provision, deployment of funding, equipment and personnel resources.

4. Aims

Through our inclusive practice we aim to equip pupils with the skills required to live full lives. We value each pupil's individuality and diversity and we work to foster their talents and unique abilities. Our broad aims are:

- To enable all pupils to reach their full learning potential and achieve their best
- To enable pupils to become confident individuals living fulfilling lives
- To provide a curriculum matched as closely as possible to pupils individual needs
- To develop links with outside agencies as appropriate,
- To enable pupils and their parents to participate in planning and reviewing their provision
- To co-ordinate the work carried out to support SEND pupils using a whole school approach and involving all members of staff
- To ensure that the experience of all pupils whilst at our school, whatever their needs is happy, positive and fun
- To ensure that all pupils make good or better progress, are properly equipped for the next stage of their schooling and gain the skills to help them to make a successful transition into adulthood.

At Trefonen School we work closely with the Local Authority (LA), other schools and other professionals and agencies to secure the best provision for all pupils.

5. Early Identification

At Trefonen School special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

At our school, special or additional provision generally falls into the four broad areas specified in the SEN Code of Practice:

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

We monitor the progress of all pupils. This helps us to identify any pupils who are not making expected progress, whether academically, socially or emotionally. Our monitoring is a continuous process which enables the early identification of any pupils who may need additional or different provision to be made. We understand the importance of identifying pupils with SEND as early as possible in order to put the best possible interventions in place. Pupils are identified through a range of means including: monitoring, close observation, scrutiny of data, information from parents, specific screening.

6. Provision Planning and Review: The Graduated Response

We use a graduated response, in which we recognise that there is a continuum of needs.

6.1 Universal Response - Quality First Teaching (QFT)

This provision is available to all pupils. All pupils receive a broad and balanced curriculum, relevant to their needs and stage of education. Pupils are provided with carefully differentiated learning opportunities that enable them to make progress. Access to the curriculum is facilitated to support full inclusion by a range of measures and strategies including:

- Setting high expectations for every pupil.
- Planning lessons that can be accessed by pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Planning lessons to ensure that there are no barriers to every pupil achieving.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Trefonen School we recognise that every child is unique. Every pupil in our school has a **'One Page Profile'** (1PP) which staff refer to support the learning of the pupil. *The 1PP* identifies the pupil's strengths, areas in which they need support and personalised strategies that will support and enhance the pupil's learning experience i.e the key things that will help him or her to learn, be happy, to succeed and to thrive. Pupils and their parents are actively involved in the continual development of their 1PP.

The majority of pupils with SEND enjoy learning in the normal classroom environment with appropriate adjustments made. Through the provision of high-quality learning environments, quality first teaching and good understanding of individual pupils' needs (including short and long term), pupils feel safe, secure, known, valued and motivated to learn.

6.2 Targeted Response - SEN Support.

This is additional support and/or intervention that is put in place to meet need and that will be identified within a plan that is personalised for the learner.

Socialisation with their peers during activities that are well matched to the learners' needs enables pupils to feel included, successful and challenged. However for some pupils some extra support is needed. In this case a **Pupil Centred Plan (PCP)** is put in place. This sets out any special arrangements that are additional to and different from the usual curriculum. Additional support is provided where appropriate through the provision of adjusted activities and /or responses, specific interventions, or bespoke arrangements. In this way provision is matched to individual pupils' needs. This increases pupils' opportunities for success, increases their confidence and inspires them to become more successful learners. Pupils may have the opportunity to learn in small groups for some lessons, whilst also having good opportunities to learn alongside their peers for other activities. The class teacher liaises with the SENCO and parents/carers and consults with pupils and parents in identifying appropriate provision, strategies and expected outcomes. The PCP is reviewed with parents and pupils each term.

Further advice and professional support may be sought where appropriate. This may involve using the school's 'bought-in' specialist advisory or making a referral to professionals from health, social services, and other support services.

6.3 Specialist Response: Statutory Assessment / Early Health Care Plan (EHCP)

This is where a child requires specialist support that would not normally be available in a mainstream school or support from another agency following assessment.

For some pupils, whose needs are exceptionally complex, it may be appropriate to request a special assessment from the local authority (Early Health Care Needs Assessment – EHCNA). This decision will be made in consultation with parents. The local authority Special Needs Panel will review the evidence provided as part of the request and make a judgement about whether an assessment will take place. If the request is granted, the local authority will coordinate the gathering of information about a pupil, including asking parents and pupils to contribute, and they may instigate special assessments, e.g. from an Educational Psychologist. The outcomes of this 'information gathering' exercise will be considered by the Local Authority SEN Panel. This will usually result in an Early Health Care Plan being issued. The EHCP will identify the pupil's specific barriers, identify appropriate outcomes for the pupil and specify generalised activities that should be put in place by the school, and through the school's own resources, to ensure that the outcomes are met.

In extreme cases, if the LA judge that resources beyond those available at the school are required to meet the pupil's needs, the LA may allocate specific additional funds to help to ensure that the outcomes are met (this is referred to as 'top-up funding').

The outcomes of the EHCP are reviewed annually according to SEN legislation.

7. Resources (including Teaching Assistants)

A proportion of our school budget (the 'SEN Notional Budget') is used to support pupils with SEND. This is generally allocated according to the following four categories:

- **Staffing** - Teaching Assistant Hours
- **Learning Resources** - identified materials for use to support children who need additional or different resources
- **Professional Services** – bought-in advisory support e.g. Woodlands Outreach
- **Continuing Professional Development (CPD)** – specialist staff training e.g. autism awareness, dyslexia awareness training , training in supporting pupils with other specific disorders

We have a resource bank that is shared between classes including books, learning resources, specialist equipment, educational software, screening and diagnostic tools.

At Trefonen School we have a team of highly trained teaching assistants. Our teaching assistants are deployed to work in specific classes by the SENCO in order to support the progress of specific pupils. The link class teacher liaises with the TA and specifies how the TA will support the identified pupil/s in accordance with their PCPs e.g.

- Working with the class to enable the class teacher to work with SEND pupils
- Working with individual pupils or groups of pupils on specific targets / interventions
- Setting off a group of pupils with special needs on a differentiated task
- Modelling an activity along-side the teacher
- Modelling an activity with a small group, instead of the teacher
- Feeding back to pupils after an activity.

All practitioners at Trefonen, including teachers and support staff, are teachers of pupils with SEND.

8. Multi-agency Support

Multi-disciplinary and interagency co-operation is in place to help to meet the needs of pupils with SEND. We link with special schools, health and social service departments, local specialist services and voluntary or charitable organisations. Where a pupil is not moving forward and we feel that further professional advice is needed, we will seek additional specialist advice. In such a case we will (with parental permission) refer a pupil to a specialist assessment service. This may include a bought-in service or a referral service.

8.1 Woodlands Outreach Service

At Trefonen School we 'buy-in' advisory support from the *Woodlands Outreach Service*. We will arrange for a member of the Woodlands Outreach Team to visit the school to make a specialist assessment. This usually includes talking with the class teacher, talking with parents, carrying out observations of the pupil in their usual learning and/or social environment and one-to-one assessments with the pupil. Following the assessment the Woodlands Outreach Assessor will provide the school (copied to parents) with a report outlining the key issues and advice to further support the pupil. This specialist assessment service helps our school to identify what a pupil's barriers to learning are and what else we can do to help the pupil to overcome them.

Woodlands Outreach Service is a 'bought-in service'. That means that at the beginning of each financial year the school will 'buy' a number of sessions from the service. The number of sessions bought will be dependent on the school's financial capability balanced with identified/expected need. Whilst we will always endeavour to provide all of the sessions that we feel are needed, there may be times when we are required to prioritise need and will consequently operate a 'waiting list'.

8.2 NHS Services:

With the permission of parents, the school can refer pupils, to a range of National Health Services (NHS). The identified NHS service will make a decision about whether the needs of the pupil meet the thresholds required to access the service. This includes:

- Access to Medical Interventions via the School Nurse
- Occupational Therapy (OT)
- Speech and language Therapy Service (SALT)
- Sensory Inclusion Service (SIS)
- Child and Adolescent Mental Health Service (CAHMS) and Targeted Mental Health Support (TAMHS)

8.3 Local special provision

Local special provision is usually accessed through the 'Early Help Assessment Framework' (EHAF). Early help means taking action to support a child, young person or their family as soon as a problem emerges. It can be required at any stage in a child's life, from pre-birth to adulthood, and applies to any problem or need that the family can't deal with alone.

- *Compass* is the service provider commissioned by Shropshire Council to provide Early Help interventions for children young People and their families when their needs cannot be met by routine universal services, but they do not meet the threshold for a specialist service such as Children's Social Care
<http://new.shropshire.gov.uk/early-help>
- *O -25 Emotional Health and Wellbeing Service* - This service is delivered in partnership with The Children's Society, Kooth and Healios.
 - *The Children's Society – Fight for change, supporting disadvantage children to have better lives. Building a country where children are free from disadvantage. Running drop in sessions, participation leads, scoping availability of resources in the community, working with young people to aid transition to other services.*
 - *Kooth – To lead the way in using digital technology to remove barriers to achieving emotional and mental health. An anonymous 24 hour online service offering peer support, self help and trained counsellors to talk to.*
 - *Healios – To transform how care is delivered to help patients, families and carers effectively move forward to achieve their goals providing a better quality of life. An online service delivering NICE accredited therapy*
<https://new.shropshire.gov.uk/the-send-local-offer/news/new-provider-for-0-25-emotional-health-and-wellbeing-service/>

8.4 Charitable organisations

The school can assist parents in accessing a range of services provided through local charitable organisations, e.g.

- Autism West Midlands – This service offers advice, support and training
<http://www.autismwestmidlands.org.uk/>
- Barnardos Children's Charity – This service offers a range of counselling and other support services for children and their families <http://www.barnardos.org.uk/>
- Understanding your Child (The Solihull Approach) – This service provides on-line and face-to-face groups for parents <https://solihullapproachparenting.com/>
- Homestart - Home-Start volunteers help families with young children deal with the challenges they face. We support parents as they learn to cope, improve their confidence and build better lives for their children
<https://www.home-start.org.uk>

9. Pupil participation

Children, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. They have a right to share their views, wishes and feelings and to participate as fully as possible in decisions, and be provided with the information and support necessary to enable participation in those decisions. (Children and Families Act 2014). The views of the children in our school are given due weight according to their age, maturity and capability. Pupils participate where possible, in decision making processes, contributing to their one- page-profiles and person centred plans. Pupils are encouraged to set their own targets, discuss their choices, assess their own needs and review progress and impact.

10.Partnership with parents

Parents have a right to share their views, wishes and feelings and to participate as fully as possible in decisions, and be provided with the information and support necessary to enable participation in those decisions. (Children and Families Act 2014). At our school parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN. We share information with parents/carers in informal conversations as well as through formal meetings (refer to the school's Communication Policy). If we have any concerns about a pupil we will contact his/her parents and invite the parents to come into the school for a discussion. If a parent has a concern his/her first port of call should always be their child's class teacher, who will notify the SENCO where a SEND concern has been raised.

Parents/carers are invited to a formal review meeting every term to discuss their child's progress and plan the next steps in his/her provision (PCP). This meeting will usually be with the class teacher, but on occasion it may be appropriate for the SENCO to participate in the meeting to provide advice, support or guidance. The class teacher or parent may request that the SENCO is involved, particularly in complex cases.

11.Independent Parent Support Service

Shropshire Parent and Carer Council (PACC) works to empower Shropshire parent carers of children with any special educational need or disability (SEND) aged 0-25, to enable them to actively contribute to the design and review of the services that they use. We do this by providing opportunities for parent carers to share their experience and knowledge of what works or doesn't work in the everyday lives of families with children and young people with SEND.

PACC is a registered charity and has three main aims as outlined below:

- The creation of a Shropshire parent carer community that reduces isolation and strengthens the capacity of parents to support their family
- The provision of information to inform and empower parents and carers about the issues that affect their families
- The provision of opportunities for parents and carers to influence the decisions that affect their families and to contribute to developing services that meet the needs of their families.

PACC - <http://www.paccshropshire.org.uk>

Tel: 0845 601 2205

12.Admissions, Equality and Accessibility

At Trefonen School we acknowledge and support the Equality Act 2010, which makes clear the duty of schools to make reasonable adjustments for individual disabled children., including those with SEND. We also acknowledge and support the Children and Families Act 2014, that makes clear that children should be educated in mainstream settings as far as possible and be able to be included within their local community.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. Pupils with SEN are fully integrated into the life of the school and the curriculum. We recognise the strengths of every individual, as well as any areas for development, and ensure that all pupils have good opportunities to contribute to the social and cultural activities of the school.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary parents/carers are consulted. Pupils with Educational Health Care Plans (EHCP) are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

We work to meet the physical, emotional and intellectual needs of all our children, whatever their individual needs. This policy should therefore be considered alongside our Equal Opportunities Policy, Medical Needs Policy and Accessibility Action Plan.

13.Information Sharing

At Trefonen effective information sharing is a high priority. Pupils who may be vulnerable, academically, socially or emotionally are identified by staff and sensitively discussed at regular meetings. A key worker is allocated to any pupil identified as 'high-profile'. This means that the school can act quickly and closely monitor pupils who may be at risk.

14.Transfer arrangements

There are procedures in place to ensure the smooth transition of SEND pupils between classes, phases and schools. Staff within and between schools liaise well to ensure that transfer arrangements take place with ease. Pupils' SEND records are transferred securely and in accordance with data protection regulations.

15.Conflict, Complaints and Resolution

We promote a culture of co-operation between parents, schools, and other partners. We respect that sometimes there may be differing perspectives and we seek constructive ways of reconciling different viewpoints. In accordance with our schools values and ethos we expect all parties to behave towards each other in a respectful manner. The school reserves the right to require a parent leaves the premises if they should use aggressive or threatening language or behaviour.

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, if the issue has not been resolved then the parent should arrange to speak with the SENCO / head teacher. Should the matter still not be resolved the Complaints Policy should be followed. The Complaints Policy is available on the school web-site. Parents are advised not to forward complaints to the local authority as they will hand the issue back to the school to resolve using its own complaints procedure.

Cathy Dunleavy (SENCO) 13/06/17

Updated May 2018

Other relevant policies include:

- Equalities Policy, including Accessibility Plan
- Mental Health Policy
- Medical Needs Policy
- Pupil Behaviour Policy
- Communication Policy
- Complaints Policy

These policies are available on the school web-site: <http://www.trefonenschool.co.uk/>