THAMES FEDERATION
HIGH EXPECTATIONS | ENRICHMENT | EXCELLENCE

Special Educational Needs and Disability (SEND) Policy

Reviewed by:	**EYFS SENCO**
Approved by:	**FGB**
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Definition of SEND

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her, for example, where a child has:

- 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 additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools.

There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

- ***Cognition and Learning*** – e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
- ***Communication and Interaction*** – e.g. speech and language needs and autism
- ***Sensory and Physical*** – e.g. physical disability, visual and hearing impairment
- ***Social, Emotional and Mental Health*** - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders, anxiety

COMPLIANCE

This policy complies with the statutory requirement laid out in the

- SEND Code of Practice: 0-25 Years – 2015
- Part 3 of the Children and Families Act 2014 and Associated Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The Thames Federation - Safeguarding and Child Protection Policy
- Teachers Standards 2021

The Special Educational Needs and Disability Policy of the Thames Federation has been drawn up and jointly agreed by school staff and school Governors.

ETHOS – Building Communities, Committed to Excellence

The Thames Federation is committed to ensuring that necessary provision is made for every pupil with special educational needs and /or disability. We are a caring and friendly multicultural Federation with high aspirations and expectations. We value each child as an individual learner.

We strive to provide an inclusive, stimulating and safe environment, which enhances the learning of all pupils to help them achieve their full potential in all areas, including their development of knowledge, skills and understanding to equip them for the next phase of their Education.

AIMS AND OBJECTIVES

The aims and objectives of our special educational need and disability policy and practice at the Thames Partnership are:

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by ensuring that all students with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- To ensure a high level of staff expertise to meet pupils need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with all stakeholders, including outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

IDENTIFICATION, ASSESSMENT AND REVIEW

The SEN Code of Practice (2015) states that pupils should only be identified as SEND if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning.

At the Thames Federation, we concur with the Code of Practice (2015) and the first level of support is quality first teaching, which refers to all children in school and their entitlement to personalised good quality first teaching and class enhancements where appropriate

Quality First Teaching
High Quality Teaching is at the heart of everything we do at the Thames Federation. Teachers are responsible and accountable for the progress and development of the pupils in their class.

Teachers and the Senior Leadership Team meet termly to discuss every pupil's current level and attainment in Reading, Writing and Maths.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents evening.

An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' and pupils' views are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will seek advice from the SENDCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Parents will be formally notified when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and should request additional meetings with relevant staff if needed in order to make this possible.

A GRADUATED RESPONSE TO SEND SUPPORT

Once a pupil has been identified as possibly having SEND, parents will be notified, and the pupil will be added onto the SEND register. The pupil will then be monitored by the SENDCO who will work closely with the class teacher in order to determine which level of support the child will need.

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

Assess:
In identifying a pupil as needing SEND support, the class teacher working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on:

• The teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

• The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed.

Planning
Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher.

They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents.

The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

MANAGING PUPILS' NEEDS ON THE SEND REGISTER
Children on the SEND register will be supported in various ways. This could be in the form of working in smaller groups, having intervention and or working with outside agencies. The support and interventions will be reviewed termly on the child's provision plan.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHC Plan)
If a child has lifelong or significant learning difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can also be requested by a parent or GP , this will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a

progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologists
- Social Services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A panel (group of people) will make a decision from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

SUPPORTING PUPILS TO ACCESS ASSESSMENTS

Class teachers, in partnership with the SENDCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCO will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At the Thames Federation, we recognise that pupils at school with medical conditions should be 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 2014.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in phonics, maths, speech and language, listening and attention and emotional literacy and interventions. Personalised CPD tailored for staff working with pupils with complex needs is currently being devised. Staff across the federation have access to the SEND Teacher Toolkit with resources and guidance linked to the four broad areas of SEND.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at the Federation is the responsibility of the Executive Head Teacher, and the SENDCO. Governors will make sure that they are fully involved and will undertake review and monitoring of the Thames Federation's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the Thames Federation's SEND provision.

The Role of the Executive Head Teacher and Head Teachers

The Executive Head Teacher's responsibilities include:

- Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion throughout the school
- leading and managing the school, within an agreed strategic framework, ensuring that it is effective, self-managing, self-evaluating and self-improving, and with high achieving pupils and staff;
- ensuring that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum
- being responsible for the dissemination of budget to SENDCO;
- reviewing the SEND budget with SENDCO;
- ensuring Annual Reviews take place;
- informing Governors of SEND issues on a regular basis;
- ensuring SEND and Inclusion policy is in place;
- ensuring training needs of SENDCO and support staff are met;
- Ensure that the SENDCo is either part of the Senior Leadership Team (SLT) of the school or is regularly invited to SLT meetings; ~~to~~ providing opportunities to contribute and advice on whole school policies and practices and how these may impact on engagement and progress of pupils with SEND.
- Ensure that the whole school CPD programme includes a robust SEND CPD offer that identifies and meets the needs of all staff.
- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Working with the SENDCO 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 role of the SENDCO

The SENDCO's responsibilities include;

- Promote and maintain an ethos of inclusion across the educational establishment by ensuring pupils with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum;
- Leading continuing professional development for all staff and governors;
- Drive leaders to ensure that SEND is an integral part of all the educational establishments' policies, strategic priorities and initiatives.
- Developing, planning, managing interventions and developing alternative teaching strategies and individual programmes where necessary;
- Ensure that all SEND funding streams and resources are appropriately identified, maximised and utilised effectively in order to meet the needs of pupils with SEND.
- Ensure the school keeps the records of all pupils with SEND fully maintained and up to date.
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision.

- Liaise with parents/carers, external agencies and LA regularly to provide information on pupils' needs, provision and outcomes.
- Ensure that, where the pupil transfers to/from another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution.
- Having a strategic overview of SEND and inclusion throughout the Thames Federation;
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEND.
- Gather, collate, critically analyse, interpret and evaluate qualitative and quantitative data. Use this to inform SEND policies, processes and practice to ensure best outcomes for pupils with SEND.
- Support the educational establishment to use its best endeavours to make reasonable adjustments to provision so that all pupils with SEND can access appropriate education (including personalised provision), whilst still maintaining access to a diverse, coherent and cumulative curriculum.
- Work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Advising and supporting other members of staff;
- Having responsibility for the Thames Federation's SEND and Inclusion policy – its development, maintenance and evaluation;
- Preparing and managing statutory assessment paperwork;
- Organising, attending and co-ordinating annual reviews and other termly review meetings;
- Meetings with parents and carers;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, including the Local Authority's support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the Executive Head Teacher and school governors to ensure that the Thames Federation meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Working with pupils, parents, class teachers, Learning Support Assistants and core subject leaders to set suitable targets for children with SEND;
- Work jointly with leaders and stakeholders to promote a culture in which teaching and learning is ambitious, inclusive and person-centred and leads to improved outcomes for CYP (Children and Young People) with SEND.

- Managing any special arrangements for pupils during the end of key stage tests and external examinations;
- Assisting teachers in the identification of children with SEND, advising them on appropriate strategies.

The role of the Class teacher

As stated in the SEND Code of Practice "Every Teacher is a teacher of SEND"

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

The Class teacher's responsibilities include;

- The progress and development of every pupil in their class, including those with SEND
- Identifying pupils with SEND in their class.
- Planning and delivering quality first teaching in partnership with the learning support assistants and teaching assistants working in the class in order to ensure that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum;
- Adapting teaching approaches and the curriculum to reflect the range of needs within the class for pupils with SEND and incorporating guidance provided by SENDCO and external professionals.
- Following the Thames Federation SEND Policy;
- In partnership with the Inclusion manager and outside agencies, meeting with parents and carers with SEND;
- Discussing progress, reviewing targets and developing a new learning plan in partnership with the SENDCO, parents and carers, and children;
- Delivering interventions in partnership with the SENDCO, Educational Psychologist, Speech and Language Therapist, Occupational Therapist and/or other outside agencies;
- Monitoring pupil progress to intervention outcomes and make adjustments if necessary.
- Working closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class.
- Setting high academic and behavioural expectations for all pupils, including SEND and supporting their achievement.
- Engage in on-going SEND CPD offer

The role of the Learning Support Assistant/Teaching Assistant

The Learning Support Assistant's/Teaching Assistant's responsibilities include;

- Providing learning support for the pupil in class including 1:1 and or small groups;
- Developing knowledge of the particular needs of the child and seeking advice from Inclusion Manager, class teacher and outside agencies as required;
- Aiding access to the full range of learning experiences both inside and outside the classroom and providing modified materials as required e.g., worksheets, games, visual prompt etc.;
- Making or modifying resources as suggested and advised by the Inclusion Manager, Educational Psychologist or other outside agencies;
- Being involved in the planning and preparation of the day-to-day class activities;
- Being aware of the Thames Federation SEND Policy;
- Providing regular feedback to the class teacher, Inclusion Manager and relevant outside agencies about the pupil's difficulties and progress;
- Contributing to the pupil's annual review.
- Engage in on-going SEND CPD

COMPLAINTS

At the Thames Federation, there is a complaints procedure, which applies to complaints about SEND. For further detail, please see the Thames Federation Complaints policy, which can be found on our website.

REVIEWING THE POLICY

This policy will be reviewed by SENDCO and the Thames Federation Governors on an annual basis.