

Policy for SEND and Inclusion at Twiss Green Community Primary School

This policy complies with the legal guidance given in the following statutory publications: SEN Code of Practice (2015), Ofsted Section 5 Inspection Framework November 2019, Equality Act 2010, Education Bill 2011, Children and Families Act 2014.

It has been written by the school SENCo, in consultation with staff and the Governing Body.

Intent

'Every child deserves a champion: an adult who will never give up on them, understands the power of connection and insists they become the best that they can possibly be.' - Rita Pierson

Twiss Green Community Primary School is an inclusive school that recognises and celebrates pupils' diversity. It is where all pupils with Special Educational Needs and Disabilities experience success; they achieve, develop as individuals and members of the school community. We believe in positive intervention, removing barriers to learning, raising expectations, levels of achievement and working in partnership with parents and other agencies, in order to provide a positive educational experience for all our pupils, including those with a special educational need and/or disability.

We understand that all pupils are unique individuals and that some children may experience some difficulties relating to specific areas of learning. We are committed to ensuring that all pupils, including those with specific and complex needs, receive excellent pastoral care and access to a wide-ranging curriculum. This helps our pupils to develop their confidence and self-esteem, and to understand that their value as a person is not restricted. We recognise that in order to achieve these goals, children require access to a full curriculum. Whilst we strive to ensure that all pupils achieve their potential across the core subjects and those measured in statutory assessments at the end of Key Stage 1 and Key Stage 2, this is not achieved to the detriment of their enjoyment of and participation in other curriculum subjects.

We recognise the responsibility we have to all our learners in modelling empathy, compassion and patience in supporting our SEN pupils to fulfil their personal and academic potential. We aim for our pupils to learn to recognise the benefits of living and growing in an inclusive and supportive community. We believe that such life skills will empower all of our pupils to make a positive impact on wider society as they develop beyond our school setting.

Implementation

For children who have specific needs or disabilities, the school uses a Graduated Response model (as identified in the SEND Code of Practice - assess, plan, do, review) to identify learning needs. We write a Provision Plan to support pupils to overcome barriers to learning.

We categorise the level of need as, 'peer catch-up', 'SEN support' or 'EHCP'.

- Peer catch-up on the class Provision Plan: For pupils whose attainment or progress may be below that of national expectations, staff will discuss their concerns with families, usually at parents' evening or at another point in the term. This may involve identifying a short-term intervention programme designed to accelerate pupils' progress and may also suggest activities that can be completed beyond the school setting to support a child's learning.
- SEN Support on the class Provision Plan and added to the school SEND register: Where a specific learning need has been identified by an outside professional e.g Paediatrician, Educational Psychologist etc; an SEN Provision Plan will be drawn up by SENCo/class teacher in consultation with parents. The SEN Provision Plan will identify the pupil's needs and the manner and frequency of support that the child will receive. The Provision Plan may be informed by a range of assessments completed by school staff and external professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists etc...
- Education, Health and Care Plans (EHCP): Where support is provided as part of an SEN Support Provision Plan have been unsuccessful, the school, in consultation with parents, may consider making an application to the Local Authority for the pupil's complex needs to be assessed through an Education, Health and Care Plan. This document represents the pupil's statutory entitlement to the support which the school must provide.

Quality First teaching is used in all classrooms to support all children. Information on Quality First Teaching at Twiss Green can be found on the school website http://www.twissgreen.net/website/sen_information/421127

Where needs are identified, provision will be made, as detailed on the Provision Plan. This may be delivered as part of the whole class teach, group or 1:1 intervention depending on the needs of the individual. Pupils at Twiss Green Community Primary School benefit from the delivery of intervention programmes/support by teaching assistants and teachers. In addition, the school welcomes external professionals, such as speech and language therapists, into the school to lead sessions with children and to provide ongoing professional development for staff. Staff are trained in delivering intervention programmes and the SENCo supports the class teacher with Quality First Teaching. Where there are complex needs, the school may employ a learning support assistant to support the targets/needs identified in an EHCP. In such instances, the school is required to fund the first £7,500 of the provision, with the Local Authority providing the required additional funding to deliver the support outlined in the plan.

Broad areas of need

There are 4 categories of need by which a child's SEND is assessed:

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

Pupils may experience more than one area of need. In such cases, the school reports the most significant area of need in the annual census.

These areas of need are described in The SEND Code of Practice (2015) - the statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Once a plan has been agreed by families, the school and any external providers; the school is responsible for delivering the provision and reviewing the child's progress by the date specified in the target. These evaluations will inform any subsequent plan if required. At all times, the school adopts an 'open door' approach to working with parents and external agencies. We aim to discuss SEN Provision Plans with parents, at least termly.

Personalised plans will also be written with the children who are on the SEND register as we believe that the pupil voice is central to provision.

Needs are identified using the Graduated Response model - Early identification takes place in many forms e.g through monitoring attainment/progress in pupil

progress meetings, through whole school learning walks led by the SENCo which enables discussion between class teachers and the SENCo in regard to any concerns, through assessments led by the SENCo, referrals to outside agencies e.g Speech and Language Team, Additional Health Needs Panel, Educational Psychologist.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (SEND Code of Practice, 2015)

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.” (SEND Code of Practice, 2015)

At Twiss Green Community Primary School, we have a SENCo (Mrs Susan Puckey) who leads on managing support for children with special educational needs and/or disabilities and children who require support to ‘catch-up’. Please contact your child’s class teacher and/or SENCo, if you feel that your child is not meeting the year group expectation or may need support.

Please see the ‘Parent SEND Handbook’ on the school SEND webpage for further information on;

- the definition of SEND
- the 4 categories of need
- how different areas of need may present
- classroom strategies used by teachers
- quality first teaching strategies
- Twiss Green’s Graduated response to identify SEND
- The SEND Code of Practice (2015)

Further SEND information can also be found on the school SEND webpage e.g ADDvanced Solutions support for parents, the Warrington SEND offer, Early Help offer, the statutory SEN information report.

http://www.twissgreen.net/website/sen_information/421127

Impact

Twiss Green Community Primary School is committed to ensuring that pupils identified with SEND are able to prosper both personally and academically, as a result of the additional support they receive.

Impact is measured in various ways; academically, through Twiss Green assessment zones, EYFS Framework, PIVATS for children working pre national curriculum, through evaluated intervention programmes from outside agencies e.g SaLT, through evaluated outcomes on the provision plan which contains recommendations from outside agencies e.g Educational Psychology team

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