

Torre C of E Academy



Special Educational Needs and Disability (SEND) Policy 2017

Torre C of E Academy SEND Policy

Torre C of E Academy is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies and the Accessibility Plan the Disability and Equality Scheme.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher, since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs J Vanstone, SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

Headlines from the 2014 Code of Practice.

From September 2014 no more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years. School Action and School Action Plus have been replaced by one school based category of need known as "Special Education Needs" (SENS.)

At Torre C of E Academy all children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO and Senior Leadership Team.

There are four broad categories of SEN:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Physical and Sensory.

At Torre C of E Academy, we have children in all these categories of SEN. We are working more closely with families and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Family adults are invited to be involved at every stage of planning and reviewing SEN provision for their child. Additionally each term extended meetings are held with the families of children with Special Educational Needs (SEN.) At these meeting staff discuss with the child and their family progress, next steps and new targets for the following term.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement focused interventions to target particular skills. Our whole school provision map clearly sets out all interventions taking place each term

We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.

SEN: definition

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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."

2014 SEN Code of Practice: 0 to 25 Years

At Torre C of E Academy our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with our pupils families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children at SENS

Children with SENS are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly Key Stage Team Pupil progress/data Meetings. Where children are identified as not making expected progress in spite of Quality First Teaching and our graduated cycle of intervention and feedback, they are discussed with the SENDCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the Code of Practice 2014, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - Families sometimes ask us to look more closely at their child's learning. We take family requests

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seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. If this is not the case advice and support is sought from the most appropriate source, be it our Educational Psychologist, Advisory Teachers, Outreach Teachers, Torbay Speech and Language Services, Children and Adolescents' Mental Health Services (CAMHS) or Torbay Health Care Trust through the family's doctor. If sustained professional guidance and support is ongoing the child is placed on our SEND register.

Our SENDCO is an experienced special educational needs teacher and Early Years Practitioner. She is qualified to undertake a range of assessments and observations with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Our families are advised to contact their GP if they think their child may have an Autistic Spectrum Condition (ASC) or some other disability.

Working with the Families of Children with SEND

At Torre C of E Academy we aim to have good and informative relationships with all of our families. If a child is experiencing difficulties, families will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a family adult to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the family to a meeting to:

- let them know that, with their permission, their child is being placed on our SEN register
- discuss assessments that have been completed
- agree an Individual Support Plan, detailing targets and provision for the term.

This meeting is part of the graduated approach cycle of "Assess, Plan, Do, Review" required by the Code of Practice 2014. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Brief records are kept of these meetings on the child's ISP and copies are available to families. After an initial meeting the families of children with special educational needs are invited to a meeting each term, as described above, to review progress made, set targets and agree provision for the following term. In the summer term, this meeting takes the form of an annual review of the child's progress. For those SENS children with a Statement of Educational Need or an Education and Health Care Plan, an EHCP or Statement of Special Educational Need Annual Review Meeting is held on the anniversary of the awarding of said document. Within two weeks of this meeting a formal report is sent out to Torbay Local Authority, the family and all professionals involved with the child. Additionally an interim meeting can be called by parents, outside professionals or the SENDCO if the need arises.

Paperwork for children at SENS

Each child on the SEN register has an individual SEN Master File. All SEN paperwork received by the school from outside professionals or bodies is placed in this file after a copy has been passed to the child's class teacher. SEN master files are securely kept in a filing cabinet in The Harbour. They are not allowed to be

removed from the school premises at any time. Additionally all SENS children have an individual file in the SEND work post box on the server, in which digital copies of all their documents are held.

Once a child has been identified as needing SEN support an Individual Support Plan (ISP) is completed. This ISP details;

- a. The child's journey; their development milestones, school career, their progress and the support they have received and are receiving.
- b. The child's strengths and interests, what they enjoy about school and what they find hard and what helps them to achieve.
- c. The involvement of other agencies and any referrals
- d. Specific Learning Barriers
- e. Specific challenging SMART targets for the term ahead, personalised provision and resources as well as current and expected future attainment.

Towards the end of each term the child's ISP is updated by the teacher and SENCO and new targets are drafted. Towards the end of term the new targets on the draft ISP are finalised and agreed with the family and child. As is any extra detail that needs to be added to the ISP by either party. Brief details of the review meeting and the next steps are recorded on the original ISP. The new ISP bearing the next term's targets is printed and signed by both parties. A signed copy of the new ISP is given to the family.

A copy of the current ISP is placed on the child's master SEN file and the class teacher retains a copy in their planning file. The previous term's annotated ISP, with brief details of the review meeting and the next steps, is also placed on the child's SEN master file.

These documents provide evidence of the graduated approach cycle of "Assess, Plan, Do, Review" adopted by the school and required in the Code of Practice 2014. In the future this paperwork will constitute evidence for visiting professionals, whose expertise and guidance we are seeking. Or, alternatively, it may be required should we seek an Education and Health Care Plan for a child.

Each class teacher takes responsibility for ensuring that their planning and teaching demonstrates the differentiation in teaching, task, support and resources to ensure their SENS children make small steps each lesson towards achieving the targets set out in their ISPs. Annotating planning and updating tracking documents, both those recommended by supporting professionals and our school's intervention proforma, are the responsibility of the class teacher. It is also the class teacher's responsibility to provide a cycle of regular opportunities for staff and pupil feedback on specific interventions.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, with the support of our designated Educational Psychologist, we may apply for the child to be assessed for an EHC Plan. We will apply for an EHC Plan if:

- The child meets the criteria outlined by Torbay's Children's Services.

- The child's family support the application.
- We are supported in our application by those professionals working with the child, primarily our designated Educational Psychologist
- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we and the professionals, including our Educational Psychologist, Outreach Teachers and Health, working with the child and family, think it likely that the child may, at some point, benefit from special school provision.

Only a small minority of children, those with extremely complex individual needs, who meet the local authority's criteria will be assessed for an EHC Plan.

If the application for an EHC Plan is successful, a member of the Torbay local authority will call a meeting for the family, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best integrated with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed in our current SEN/Pupil Premium audit. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN are deliberately challenging in order to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so they are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the SENDCO who monitors overall progress after the intervention.

- Interventions are planned in six week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made, termly, as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo and SLT monitor interventions to identify 'what works'.

Adaptations to the Curriculum and Teaching and Learning Environment

Torre Academy is disability friendly. All the school buildings are on one level and the corridors are mostly wide. All areas are accessible by wheelchair and wide pushchairs. Additionally, slopes where necessary, make all areas accessible to all pupils. In each building we have an easy access disability toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion friendly; all of our children access the full Early Years Foundation Stage Curriculum or National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to participate and benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise and Development

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or Torbay Network, CAMHS or Earlybird courses, as well as provision of books or guidance towards useful websites. Effectively targeted ongoing Curriculum and Professional Development for all staff is a high priority for the SLT at Torre.

Some of our LSAs have training in supporting children with Speech, Language and Communication Difficulties. Other LSA's have training which helps them to support children with social interaction and communication difficulties. Additionally, LSAs have training in other specific interventions such as

Makaton, Fisher Maths and English, Success at Arithmetic, ALS, ELS, Anger Management and Thrive. All our LSAs work with children with SEN and disabilities.

Our SENDCO is an experienced Special Needs teacher and Early Years Practitioner. She offers support, guidance and advice and shares resources and her expertise with all staff and families.

As a school we buy into specialist support from our local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

In the Code of Practice 2014 Behaviour is not classified as a Special Educational Need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may involve our CAMHS Cluster Mental Health Worker. This may lead to CAMHS consultation or referral or advice and support to visit their GP.

If the child is felt to have long-term social, emotional or mental health needs, for example with social interaction or anger management, the school offers a range of social skills or therapeutic interventions. Between Y2 and Y6 these are generally delivered by trained LSAs who develop good, trusting relationships with the children. In EYFS and KS1 we offer up to ten children vulnerable children a place in our morning nurture group, The Harbour. A nurture group for Y3/4 pupils runs for two hours in the afternoon twice weekly.

The Harbour, nurture group, is for EYFS and KS1 children who find it difficult to manage the demands of school. These children are presently not flourishing and reaching their full potential for one or more of the following reasons. They may ● be quiet, shy and withdrawn ● find a large busy classroom too stressful ● be lacking in confidence in social situations and finding it hard to join in ● be struggling with communication skills, experiencing difficulties with listening, understanding or speaking ● be struggling with social interaction finding it difficult to share and take turns ● display inappropriate behaviours that are obstacles to their own learning and the learning of those around them.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within our school

We understand how difficult it can be for children and their families as they move into a new class or a new school. We will do our best, according to the individual needs of the child, to make transitions between classes, including from our nursery and other early years settings, as smooth as possible. This may include, for example:

- . Additional meetings for the family and child with the new teacher
- . Additional visits to the classroom environment in order to build relationships with staff, become more familiar with the new learning environment
- . The provision of individual personalised photo transition booklets

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Our enhanced transition arrangements are tailored to meet each child's individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Caroline Milner, she a member of the Curriculum Committee. Our SENDCO attends all Curriculum, SEN, Ethos and Worship Committee meetings submitting a report and answering questions. Caroline also makes regular school visits, including visits to the nurture group. Together the SENDCO and the SEND Governor draw up the Annual SEN and PP Action Plan. They also meet to discuss actions taken by the school.

Complaints

The school makes every effort to work in partnership with families to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Torbay's Local Offer

The purpose of the local offer is to enable parents and young people to see, more clearly, what services are available in our area and how to access them. It includes provision from birth to 25, across education, health and social care. Torbay's Local Offer is available on the website www.torbaydirectory.com. This website includes information regarding support for young people with additional needs and disabilities. It includes information about activities and support available for Torbay children with SEND as well as information for families about benefits, about how Torbay aims to support children through education, health and social care.

Torre C of E Academy's School SEN Information (formerly titled Torre C of E Local Offer) is posted on the school website torre-primary.torbay.sch.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect, tolerance of difference and a caring and nonjudgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

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Signed: Headteacher
Mrs S Julyan

Date:

Signed: Chair of Governors
Mr. R Dickinson

Date:

Review Date: May 2018