



Thurlstone Primary School

SEN Policy

and

Information Report

Approved by: Governing Body

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1. Guiding Principles

Thurlstone Primary School provides a 'good' inclusive, broad and balanced curriculum for all children, including those with special educational needs. The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set adapted learning challenges and respond to children's diverse learning needs.

There may be a minority of children with particular learning needs that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their journey through Thurlstone Primary School. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

2. Aims and Objectives

Our SEN Policy and Information Report aims to:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards promoting a positive self-image and self-worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

3. Inclusion

All pupils at Thurlstone School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school, such as sharing meal times, recreation times, school clubs and visits. Thurlstone Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

4. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

5. Definition of Educational Needs

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.' A child may be considered as having 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 which prevents or hinders the child 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
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This SEN Policy details how Thurlstone Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school.

The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and will be supported in playing an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and, therefore, their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and the transition processes.

6. Roles and Responsibilities

6.1 The SENCO

The SENCO is Miss D Collins.

She will:

- Work with the headteacher and SEN governors to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEN support;
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date;
- Produce a termly report for Governors.

6.2 The Governing Body

The named governor responsible for special educational needs is Roger Quickfall. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor the success of the school's policy for children with special educational needs.

The monitoring criteria includes:

- The maintenance of accurate, up to date records by the SENCO and other staff;
- Evidence from monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- Value added data for pupils on the school's SEN register;
- Evidence from OFSTED inspection reports;
- School development plan.

6.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

6.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Meeting with parents on a termly basis to review provision;
- Updating provision maps on a termly basis;
- Ensuring they follow this SEN policy.

7. SEN Information Report

7.1 The kind of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning needs, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

7.2 Identifying pupils with SEN and assessing their needs

Early identification is vital. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record.

Following consultations, if it is decided that a pupil will receive SEN support, we will formally notify parents.

7.4 Assessing and reviewing pupils' progress towards outcomes

All children at SEN Support on the SEN Register will have a SEN Support Plan (SSP). The SSP will allow us to follow the graduated approach and the four-part cycle of **assess, plan, do, review** as outlined in the SEN Code of Practice. School Focus Plans will be written in consultation with parents and will include:

- Personal details;
- An individual strength/needs analysis;
- Parent views;
- Child views;
- Assessment data;
- Quality First Teaching strategies;
- A detailed provision map containing measurable and purposeful outcomes;
- A review of current provision.

All teachers and support staff who work with the pupil will be made aware of the pupil's SSP. We will regularly review (at least once a term) the effectiveness of the support and interventions and their impact on the pupil's progress.

For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist). Advice on new targets and fresh strategies will be included in the pupil's SSP and implemented by the class teacher.

7.5 Statutory assessment

After implementing the graduated approach and seeking advice from external professionals, if the pupil's progress continues to demonstrate a significant cause for concern, the school will work collaboratively with parents to request an Education, Health and Care Needs Assessment (EHCNA).

Where a request is made, the Local Authority (LA) will request the following information:

- SSPs;
- Provision Maps for the pupil;
- Records of regular reviews/meetings and their outcomes;
- The pupil's health, including the child's medical history where relevant;
- National Curriculum assessment results
- Educational and other assessments/advice from any external agencies who have been working with the child, for example, Educational Psychology, Speech and Language Therapy;
- Views of the parents;
- Views of the child;
- Involvement of other professionals such as health, social services or education welfare service.

Using this information, the LA will consider whether a statutory assessment of the pupil's special educational needs is necessary. The outcome of this may be that the LA does not deem it necessary for the pupil to receive funded, allocated support, but needs to remain at SEN Support and continue to receive support within school. Alternatively, the LA may agree that there is significant cause for concern and may award an Education Health and Care Plan (EHCP). When an Education Health and Care Plan is agreed, top-up funding is provided by the LA for the school to use as the school sees fit for ensuring the pupil makes progress towards achieving their outcomes outlined in their EHCP.

An Education Health and Care Plan for pupils with special educational needs will include:

- The pupil's name, address and date of birth;
- Information about the pupil's life ambitions and opinions on their education, health and care;
- Information about the pupil's family, non-educational professionals and educational professionals;
- Details of all of the pupil's special/specific needs;
- The special educational provision necessary to meet the pupil's needs;
- The type and name of the school where the provision is to be made;
- The child's long-term 'outcomes' and how everyone involved intends to enable the pupil to achieve them;
- Relevant non-educational needs of the child.

All children with Education Health and Care Plans will have short-term targets set for them, which will be set out on the Provision Map and will be implemented, as far as possible, in the regular classroom setting. The delivery of the interventions will be the responsibility of the class teacher and supporting Teaching Assistant. The assess, plan, do, review cycle will be used to decide how effective the provision is and whether changes need to be made to it.

All Education Health and Care Plans must be reviewed annually with parents, the pupil, the LA, the school and any other professionals involved in supporting the child in order to consider whether any amendments need to be made to the description of the pupil's needs and outcome targets.

7.6 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible. If a pupil is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the pupil;
- We will make sure that all records about the pupil are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher;
- All SFPs will be shared with the new teacher.
- If a pupil would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The Penistone Grammar School SENCO and Head of Year 7 will meet with the Year 6 teacher to discuss transition arrangements for all pupils but in particular, children with SEND;
- All children will take part in a focused session about aspects of transition to support their understanding of the changes ahead. This will be led by the Head of Year 7 and pupils who used to attend Thurlstone Primary School;
- If appropriate, phased transition sessions to Penistone Grammar School (additional to those available to most children) will be available. Pupils will take part in such sessions with other children of their age and who would benefit from additional transition sessions. As part of this, they will take part in several workshops which focus around making friends, becoming more familiar with the school and building confidence;
- If your child does not go to Penistone Grammar School, secondary school representatives will be in touch with the Year 6 teacher to discuss similar transition arrangements.

7.7 Resources

The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The Headteacher and SENCO inform the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO confer with other staff to determine the level of SEN budgetary resources, including funding directly related to EHCPs.

The school provides for:

- Additional learning support
- Non-contact time for SENCO
- SENCO responsibility points
- Material resources

- Assessments from Inclusion Services
- Courses for staff

7.8 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable pupils to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and are differentiated appropriately and assessed to inform the next stage of learning.

At Thurlstone, we support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with special educational needs, we may ask pupils to work in small groups, or on a one-to-one basis, outside the classroom with teachers and/or teaching assistants.

Current interventions that are used to support pupils both on the SEN register and at a lower level of attainment are:

- Smart/Precision Teaching (Literacy and Maths)
- Number Box (Maths)
- Rocket Phonics (Literacy)
- Toe By Toe (Spelling)
- Jump Ahead (Co-ordination, fine and gross motor skills)
- The Thrive Approach (Social Development)
- Time to Talk (Social Development)
- Lego Club (Social Development)
- Socially Speaking (Social Development)
- Circle of Friends (Social Development)
- Music Interaction (Social Development)
- Memory Games

The SENCO, Class Teachers and the TAs within school can run these interventions. Not all interventions will necessarily be running at once; whichever is deemed most appropriate for a specific child will be implemented.

7.9 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Educational Psychologists
- Inclusion Services (Social, Communication and Interaction), Vision Support, Hearing Support)

- Occupational Therapists
- School Nurse
- Compass Be (Mental Health Support Team)

7.10 Expertise and training of staff

Our SENCO has seven years of experience in the role and has completed the National Special Educational Needs Co-Coordinator Award.

The SENCO is allocated five hours a week to manage SEN provision.

We have a team of eight teaching assistants, including one higher level teaching assistant (HLTA) who are trained to support the class teacher. This includes supporting children with SEN.

The SENCO's role involves supporting the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.

In addition to this, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class.

7.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kingswood – Peak Adventure.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

7.12 Support for improving emotional and social development

Thurlstone Primary School is a happy, caring place where everybody supports and encourages one another in a positive working environment. At Thurlstone, we embrace the Thrive Approach: a therapeutic approach to help support children with their emotional and social development.

The Thrive approach offers practical strategies and techniques based on online assessments that identify children's emotional development needs.

Children sometimes require additional support with their emotional growth and this can be temporary support or support that is required over a longer period.

Thrive promotes emotional and social growth by building positive relationships and helps children explore and understand their feelings through various activities. Thrive sessions aim to help children learn how to identify their feelings and teach them strategies to help regulate their emotions.

In addition to this, we have a strong and well-liked achievement system that rewards for not only good work but also good behaviour and social skills; we carry out a weekly 'Special Mention' ceremony and individual classes have their own, extra, strategies in place for praising children and raising confidence. There are also interactive PSHE-related 'feelings' displays in each classroom for children to update if they are in need of support.

In addition to Thrive, we have several other social interventions available that are designed to improve confidence and social skills.

7.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

7.14 Contact details of support services for parents of pupils with SEN

Thurlstone Primary School: 01226 762018

Mrs C. Gibbins (Headteacher): c.gibbins@thurlstoneprimary.co.uk

Miss D. Collins (SENCO): d.collins@thurlstoneprimary.co.uk

Barnsley SEN EHC Team: 01226 773966

SENDIASS (Independent Parent Support): SENDIASS@barnsley.gov.uk 01226 787234

7.15 The local authority local offer

The Barnsley Local Education Authority's local offer is published here: [Synergy - Enquiry \(servelec-synergy.com\)](http://servelec-synergy.com)

8. Monitoring Arrangements

This policy and information report will be reviewed by Miss Collins and Mrs Gibbins **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy