



# Tannery Drift First School

Enjoyment – Achievement – Respect

# Special Educational Needs & Disabilities Policy

Last Review Date:  
October 2021

Next Review Date:  
October 2024



Artsmark  
Gold Award  
Awarded by Arts  
Council England

[www.tannerydrift.herts.sch.uk](http://www.tannerydrift.herts.sch.uk)

# Special Educational Needs & Disabilities Policy

## 1. Introduction

Children with special educational needs and disabilities (SEND) may have learning difficulties or disabilities that make it harder for them to learn. These children may need extra support or different help from that given to other children of the same age.

We aim to ensure that all pupils have the opportunity to reach their full potential. We are committed to removing barriers for children who require additional provision and resources to support their learning.

We aim to be an inclusive school and believe that all children, including those identified as having special educational needs or a disability (SEND), have a common entitlement to a broad and balanced curriculum, both academic and social.

## 2. Aims

- To create an environment that meets the needs of every child
- To ensure that children with SEND are identified, assessed and provided for as early as possible
- To make clear the expectations of all people in the process; school, parents, child and outside agencies
- To identify the roles and responsibilities of staff in providing for children's SEND
- To enable, where possible, for all children to have full access to all elements of the school curriculum, including extra-curricular activities

## 3. Legislation and Guidance

This policy and information report was reviewed and edited in May 2021 and 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 SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, Inclusion/SEN co-ordinators (INCOs/SENCOs) and the SEND information report

## 4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- 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 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.

## **5. Roles and Responsibilities**

### **5.1 The Inclusion Leader**

The Inclusion Leader is Joanne Crisford.

They will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support
- Advise on the graduated approach for SEND support
- Work alongside the SLT, to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with future and current education providers to ensure pupils and their parents have a smooth transition into and out of our school
- Work with the Headteacher and governing body to ensure that the school adopts the relevant responsibilities, laid out in the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **5.2 The SEND Governor**

The SEND Governor is Ellie Newland

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the Headteacher and Inclusion Leader to determine the strategic development of the SEND policy and provision in the school

### 5.3 The Headteacher

The Headteacher will:

- Work with the Inclusion Leader and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### 5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing high-quality teaching for all children 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 Inclusion Leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 6. SEND Information Report

### 6.1 The kinds of SEND 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**, for example, dyslexia, dyspraxia and general learning difficulties or delays.
- **Social, emotional and mental health (SEMH)**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, stress and low self-esteem.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and other medical conditions.

### 6.2 Identifying pupils with SEND and assessing their needs

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

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.

### 6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need additional 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 for the child
- Everyone is clear on what the next steps are

### 6.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach by using the four-part cycle of **assess, plan, do, and review**. The class teacher will work with the Inclusion Leader to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and observations of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the agreed outcomes, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions focusing on their impact on the pupil's progress.

### **6.5 Supporting pupils moving between phases and transition to further schooling**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Additional support will be put into place including:

- Extra visits to new school
- Small group sessions to discuss transition
- Support for parents during the transition period
- Photo books/videos of new staff and new school

### **6.6 Our approach to teaching pupils with SEND**

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy support in both small group and 1:1
- Numeracy support in both small group and 1:1
- Speech and Language programs
- Social groups
- Talk and Draw therapy
- Access to a wide range of outside professionals

### **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access the learning, for example; by working in small groups or 1:1
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Providing children with support from outside agencies including Speech and Language, Communication and Autism, Behaviour Support (NHPSS), Early Years SEND and therapists to support with SEMH

### 6.8 Additional support for learning

As well as adaptations to the curriculum and environment we also have teaching assistants in every year group who are trained to support children with SEND. Our staff are trained in a range of literacy, numeracy, speech and SEMH interventions.

We have lots of external agencies (see below) who work in school supporting children with SEND. These professionals know our children, parents and school extremely well.

- Speech and Language
- Behaviour support (NHPSS)
- Communication and Autism Team
- Educational Psychologists
- Art/Drama Therapists
- Literacy Support (Grange SPLD)
- Early Years SEND

### 6.9 Evaluating the effectiveness of SEND provision

Using the four-part cycle of **assess, plan, do, review** we are constantly evaluating children's progress.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice to gain the view of the child
- Having regular meetings with parents
- Monitoring by SLT in Pupil Progress Meetings
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### 6.10 Support for improving emotional and social development

At Tannery Drift First School we are passionate about developing all children's social and emotional well-being.

We provide support for pupils to improve their emotional and social development in the following ways:

- We teach a relevant and detailed PSHE curriculum across the school
- We have a family support worker who supports both children and parents
- Members of staff are trained in 'Talk and Draw', a therapeutic process
- All pupils are encouraged to join clubs and sports teams
- We have 'Wellbeing Focus Weeks' across the academic year
- Children have access to agencies such as CAMHS, NESSIE, NHPSS and art/drama therapists

### **6.11 Complaints about SEND provision**

Complaints about SEND 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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **6.13 Contact details of support services for parents of pupils with SEND**

We have a wide range of contact details for charitable and volunteer groups who can support families of children with SEND, to find out more please contact Mrs Crisford, the school Inclusion Leader.

First initial concerns about your child should be made to the class teacher, you may also request to see Mrs Crisford - Appointments can be made via the school office.

### **6.14 The local authority local offer**

Our contribution to the local offer can be found here: <http://tannerydrift.herts.sch.uk/about-our-school/equalities-and-send/>

Our local authority's local offer is published here: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

## **7. Monitoring Arrangements**

This policy and information report will be reviewed by Mrs Crisford (Inclusion Leader) 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.





# Tannery Drift First School

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