



Tannery Drift First School

Enjoyment – Achievement – Respect

Special Educational Needs and Disabilities Policy

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February 2025



Artsmark
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www.tannerydrift.herts.sch.uk

Special Educational Needs and Disabilities Policy

1. Introduction

At Tannery Drift First School, 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 academically and socially, in order to reach their full potential.

General arrangements for planning, teaching, and assessing learning take into account the wide range of abilities, aptitudes and interests that children bring to the school. Most children will learn and progress within these arrangements. Those who have significant difficulty in doing so, beyond adjustments made by the class teacher, may have Special Educational Needs (SEN).

What are Special Educational Needs and Disabilities?

Under the Department of Education's SEND Code of Practice, 2014:

- 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/her; or
- they have a significantly greater difficulty in learning than the majority of others of the same age; or
- they have a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

As a school, we are committed to removing barriers to learning, for these children. This policy states how the Local Authority, Governing Body and Staff make provision for these children.

SEN provision is funded from our school budget, determined by the Headteacher, and ratified by the Governing Body.

For pupils with the most significant needs, as recognised by an Educational, Health and Care Plan (EHCP), there could also be personalised funding available. The child's Local Authority Special Needs Officer will agree with the parents how this funding should be spent as part of the review process. At a local level, the school may be able to apply for Local Higher Needs Funds (LHNF), for particular equipment or interventions, to meet the needs of a small number of pupils. This can happen where there are items/ interventions required that the school could not normally be expected to provide themselves from their own budget.

2. Aims

We aim to improve outcomes for all pupils and this involves high expectations for all young people, including those with additional needs.

We do this by:

- Identifying and providing for pupils who have SEND or other additional needs. We aim to deliver a curriculum that meets the needs of all pupils including those with SEND and recognise the challenges that some subjects may offer to pupils.

- Working within the guidance provided in the SEND Code of Practice and Equality Act.
- Adopting a whole school approach to the management and provision for SEND that is fair and consistent.
- Working with parents and pupils in partnership in deriving our provision and providing consistent approaches.
- Providing dedicated time for our SENCo to undertake the Special Educational Needs Coordinator's role. This includes supporting and advising staff working with pupils with SEND and managing the provision across the school.
- Working with the Governing Body, who monitor the impact of the provision made and agree funding for SEND provision within school.
- Ensuring staff follow the SEND policy in their daily practice and provide quality teaching for all.
- Providing staff training and with the Local Authority, DSPL and other organisations, such as charities, to constantly update our knowledge and skills.
- Identifying SEN as early as possible.
- Working with outside agencies to further our knowledge and understanding of a young person's needs.
- Ensuring our School Information Report and Local Offer are published on our website.
- Maintaining and monitor ADPR documents.
- Using the Hertfordshire SEND toolkit to help us highlight areas for improvement in our current practice, in line with Local Authority SEND targeted outcomes.

3. Identifying SEN

The Code of Practice describes four broad categories of need:

- **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.

At Tannery Drift, we consider the needs of the whole child and not just their special educational needs. The above categories are used to support our provision planning.

The following **may** affect progress and attainment, making a pupil more vulnerable, but are **not considered to be SEN**:

- Disability (we have a duty to make reasonable adjustments for disability under Equality legislation, but this alone does not constitute SEN).

- Attendance and punctuality.
- Health, welfare, or wellbeing needs.
- Having English as an Additional Language.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child or having been previously a child looked after by the Local Authority.
- Being the child of a serviceman/woman.
- Being a 'Child in Need' or under a Child Protection order.
- Being a Young Carer.
- Having unacceptable behaviour for learning (although this could be a symptom of an underlying cause such as mental health difficulties which could be SEN).
- Family ever having needed the support of a social worker.

4. Identification of SEN pupils – a Graduated Approach

All teachers are responsible and accountable for the progress and development of the pupils in their class. It is the class teacher who is responsible for allocating support from teaching assistants to pupils in their class and the Senior Leadership Team who allocate teaching assistant time to the teachers, based on pupil needs as understood through their analysis of progress data and knowledge of the pupils.

All class teachers provide quality teaching to meet the needs of each and every pupil each day. This means that they differentiate or personalise activities for different groups of pupils. This is recorded in their planning. Our teachers make arrangements designed to overcome any possible barriers to learning and make reasonable adjustments (see Appendix 1) so that all pupils can learn. This works well for the majority of pupils. Subject coordinators for each of the curriculum subjects have a view of, and advise on, provision in their subject area. The Senior Leadership Team regularly reviews the quality of teaching across the school to ensure the highest standards are in place for each child. The Senior Leadership Team are careful to understand what strategies are being used by class teachers to support vulnerable pupils. Regular Pupil Progress Meetings take place between members of the Senior Leadership Team and each class teacher and the pupils' progress is analysed.

We have a graduated response to pupils with increased need. When a pupil is not making expected progress the teacher will provide an increased amount of intervention, for example a reading comprehension focus group; additional phonics or times tables practise groups etc. They may also devise groups to work on social skills, confidence, or support groups for pupils at times of transition. Additional access to technology or equipment may be needed by some pupils. A record of interventions is kept for each pupil-on-pupil progress records which log additional interventions given beyond the usual quality teaching. This entry level of support is part of our quality teaching and/or our making reasonable adjustments and is **not** described by the Code of Practice as SEN.

We monitor the progress that all children make on a termly basis. For a small number of pupils who have **"significantly greater difficulty in learning"** and for whom previous

interventions may still not be enough to ensure expected progress, we will provide Special Educational Needs Support. This is additional highly individual, focused intervention work intended to enable the young person to achieve an agreed outcome. At this point, the Code of Practice indicates that a **young person has SEN**.

The class teacher will seek the advice of the SENCo and consider all information gathered about the pupil's progress, alongside national data and expected outcomes. At this stage, a pupil will be recorded as "being in receipt of SEN Support" on the school's database. Parents will be invited to a SEN Support Review Meeting with the class teacher, and possibly the SENCo as well, to discuss a way forward to improve on progress for the child, based on the four-stage cycle ASSESS-PLAN-DO-REVIEW (see Appendix 2). Parents are asked for their views on what could be done together and, when appropriate, the pupil will also be asked what could help them. The plan will last for one term and will be reviewed at the end of this period to gauge progress made. Teachers keep a log of the provision made and the outcomes to track what works well for a child.

Once a young person is identified as having SEN this will be recorded on our database and any diagnosis on our CPOMS and data management system under SEN. Sometime outside agencies are consulted for advice on how best to support a pupil's needs. School works with a number of such services including:

- Educational Psychologists (EP).
- Speech and Language Therapists - both NHS and private.
- NHS CAMHs.
- NHS GPs.
- Advisory Teachers from Herts Local Authority (e.g., for autism, physical or visual impairment etc.).
- School Nursing Team / NHS Staff e.g., Paediatricians, Occupational Therapists etc.
- Children Wellbeing Practitioners.
- Families First workers / Social Workers.
- School Family Support Worker.
- Local Authority Counselling Services - Safe Space.
- North Herts Primary Support Service.
- Charities who provide counselling and support- NESSie.
- DSPL- Delivering Special Provision Locally.

While the vast majority of learners will have their needs met by the graduated response described above, occasionally a pupil may require assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education and Health Care Plan (EHCP). This is a legal document that records a young person's needs, both educational and health, and indicates intended outcomes to be worked towards. Health and Education Care Plans are reviewed yearly.

5. Management of SEN pupils

We aim to strategically develop provision to match the current needs of pupils across the school and to ensure positive impact of provision on pupil progress. The SENCo works closely with SLT to monitor each individuals' progress against a shared perception of desired outcomes.

Alongside Hertfordshire's SEN toolkit, these processes contribute to school improvement by helping to indicate areas for further staff development and adoption of different interventions to maximise pupil progress.

The SENCo will also:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the 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.
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support.
- 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 SEND pupils and their parents have a smooth transition into and out of our school.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Maintain suitable resources, from the SEN budget, to enable the agreed provision to take place.
- Be aware of provision available locally. Decide when to refer to outside agencies, if needed, and make these referrals. Liaise with outside agencies and enable class teachers to act on their advice.
- Work with our Family Support Worker to manage plans for pupils who work with more than one outside agency and contribute to multiagency working.
- Evaluate the impact of provision for individuals, vulnerable pupils or the whole school and report on its effectiveness to the Headteacher.

6. Criteria for No Longer Needing SEN Support

Once a pupil is making expected progress (over several terms) in their identified area of need and no new needs have become apparent, then a pupil will no longer need SEN support.

This will be discussed with parents and the pupil prior to any decisions being made and outside agencies if they are involved. This does not mean that the young person will receive no support but that they will de-escalate back down the Graduated Response as described

above. The school will continue to monitor through pupil progress meetings to ensure that the level of response matches the pupil's level of need.

7. Supporting Families

Parents can see what services are available in Hertfordshire by looking at the Local Authority's "Local Offer" which is available at www.hertfordshire.gov.uk/localoffer.

On our school website we have our own school's local offer and an Information Report which answers some frequently asked questions for parents about SEN provision at this school.

Our school is part of a network of local schools, who collectively employ a Family Support Worker who can support our families. We also have our own part-time Family Support Worker, who can be contacted via admin@tannerydrift.herts.sch.uk.

8. Admission of pupils with SEND

We abide by the Local Authority Admissions arrangement and do not discriminate against pupils with SEND with regard to admissions. We abide by the DfE guidance on supporting pupils in schools with medical conditions (September 2014) and will make all reasonable adjustments to do this. Recent guidance from DfE can be found at www.gov.uk Our policy about how we support pupils with medical needs is also on our school web site.

9. Bullying of pupils with SEND

We promote positive behaviour for all within our school community. We do however recognise that those with SEN/D may be more vulnerable to bullying than their peers. Our School Behaviour Policy outlines how we deal with bullying. A copy of this can be obtained on our website and reflects a whole school approach involving pupils, staff, and parents. We publish data on bullying on our website annually. We are also especially careful to consider any safeguarding concerns with SEND pupils who may be additionally vulnerable or find communication difficult.

10. Monitoring and Evaluating of SEND

It is our school's practice to regularly and carefully monitor and evaluate the provision that we offer to all pupils. We believe this enables us to promote an active process of continual review and improvement of provision for all pupils.

This will include monitoring of the planning, implementation, and outcomes of SEN provision; observations of teaching; pupil progress meetings; analysis of progress data for pupils; sampling of views of stakeholders and reporting on effectiveness and areas for development to the Headteacher and our SEN Governor.

11. Storing and Managing Information

Day-to-day documentation, such as SEN Support Records, are kept by the class teacher and shared with the Teaching Assistants in that year group who work with a particular child.

Outside agencies' reports are also held by the class teacher to assist them in planning for provision. Provision is stored digitally on our provision management system so that it is easily accessed by teachers and shared with parents digitally in a secure way. These records are passed onto the pupil's new teacher each September and full discussion of needs occurs. We will ask for parental permission before sharing records with an outside agency. When a child leaves our school, we pass these records to the new receiving school. We are mindful of the confidentiality of these records and abide by our confidentiality policy.

12. Accessibility

We abide by our duty to make our school increasingly accessible. Our Equality Policy and Accessibility Plan is available on our website. We constantly aim to improve the physical environment of the school and remove barriers. It is our usual practice to make written information available in enlarged format when required. Parents are invited to share their requirements, under the Disability Act, with us for themselves and their child when they enter the school. The SENCo oversees all matters to do with accessibility within the school.

We have a rolling 3-year Accessibility Plan to make our building and teaching increasingly accessible to all, which is available on our website. Subject leaders also plan for increasing improvements to curriculum provision to match the needs of SEND pupils.

13. Complaints

If a parent of child is unhappy about the provision made for the young person's special educational needs, then a conversation should be had with the class teacher and / or SENCo.

Complaints about SEND provision in our school should be made to the Headteacher, they will then be referred to the school's complaints policy. The school complaints policy is available, in full, on our website, or from the school office in paper form.

Appendix 1

Tannery Drift First School Reasonable Adjustments

Under the Equality Act 2010 education settings like schools are required to make 'reasonable adjustments. This is so that all pupils can join in with all the activities and services provided. It is also to help all pupils to have as much chance as others at being happy and successful in education.

What do reasonable adjustments look like?

Reasonable adjustments are the changes that are made to a child's school life, so that they are not at a disadvantage compared to others. Reasonable adjustments can be very small changes that make a big difference. Often these adjustments will also support other pupils in the class.

A child with SEND does not need to have a diagnosis for reasonable adjustments to be made. Changes made in nursery, school and college should be based on the individual needs of the child.

Sometimes schools may need to call on specialist advice to assist with the planning of reasonable adjustments, but most reasonable adjustments consist of changes to policies and practices. Often these changes costs little or nothing and are easy to put in place.

The basis of reasonable adjustments is that they anticipate (expect) something may cause a disadvantage and make a change to prevent or limit that happening.

Making reasonable adjustments is a great way for a child, their parents, and staff to work together to find solutions that can meet the child's needs. Talking to school staff about what works well at home – for example, what comforts a child and helps them to calm down will be helpful.

What is reasonable?

An example of a reasonable adjustment might be arranging for a student who uses a wheelchair or has a physical difficulty to have classes on the ground floor of the building. Another example is that a teacher faces a hearing-impaired student to enable them to lip-read.

These adjustments may already be provided for in a child's Education, Health & Care plan (EHCP). In the case that they are not, or the pupil does not have an EHCP, the education setting, or Local Authority still has a duty to provide them.

When considering reasonable adjustments, school may decide if it is reasonable by thinking about:

- How much money the education setting has
- How much the extra help will cost
- How effective or useful the aid or service will be
- If the aid may help other pupils
- Health and safety requirements
- Provision already made by the SEN Framework

If you have any questions or worries about reasonable adjustments for your child talk to their teacher or SENCo first.

Some examples of reasonable adjustments are listed below:

Universal and universal plus support: Classroom differentiation and general support strategies			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Differentiated delivery/teaching styles. • Differentiated success criteria and expectations of work to be produced. • Visual timetables. • Use of writing frames. • ICT – tablet devices/voice recorders. • Whole class reward system. • Indoor and outdoor learning opportunities. • Small group and whole class teaching. • Working walls. • Broad and balanced curriculum. • Brain and movement breaks. • Word banks, sound charts, lower/upper case alphabet charts, high frequency word charts, letter formation prompts, number formation prompts. • Provide visual and memory aids. • Break up information into smaller chunks. • Precision teaching. • Mind maps. • SNIP. • Task buddy. • Extra thinking time. • Not putting child on the spot. • Toe to toe spelling intervention. • Coloured overlays. • Pre-teaching new concepts. • Use of timers. • Small group work. • Fine-motor activities. • Sound buttons. • Sentence starters. • Additional reading opportunities. • Mnemonics. • Break down instructions. • Establish a private signal in advance with the student to check understanding or support focus. 	<ul style="list-style-type: none"> • Differentiated delivery/teaching styles. • Structured routines. • Visual timetables visible and referred to. • Use of symbols around the school. • Use of signs to give instructions. • Friendship buddy. • Talk partners used and changed regularly. • Circle times. • Regular assemblies. • Use of consistent images for communication. • Use of social stories. • Allow extra time for thinking and responding. • Break up information into smaller chunks. • Use visual task planner. • Speech and Language group to support speech and language. • Wellcomm. • Elklan strategies implemented. • Visual facial emotion cards. linked to zones of regulation. • Turn Taking activities. • Specific talk partners. • Changes to routines communicated visually or verbally. 	<ul style="list-style-type: none"> • School / class reward system. • School rules. • Class routines taught and reviewed. • Adults validate emotions and co-regulate (trauma & attachment informed). • School behaviour policy. • Circle times. • Buddy system. • Zones of Regulation. • Transition planning. • Enrichment lessons. • Access to different learning styles. • House Teams. • Learning Powers. • Extra-curricular activities. • Restorative practice approach to resolving peer conflicts. • PSHE assemblies and lessons following the Jigsaw scheme. • Growth Mindset. • Worry boxes or worry monsters. • Small group circle time. • Coaching and supporting turn-taking /social skills. • Transition support. • Fidget / comfort toy. • Carpet spot and adapted seating arrangements. • Targeted extra-curricular activities i.e., clubs. • Family Support Worker signposting for parents + pupils i.e., 5 ways to wellbeing, parent coffee morning handouts, etc. • Use of specific PSHE/SEMH books. • Safe spaces outside/in class. • Safe adults at school (hand). • Family Support Worker small groups: Lego/Brick Club, Friendship, Enhanced Zones of Regulations, Self-Esteem, etc. • Access to sensory garden. • NHPSS Advice. 	<ul style="list-style-type: none"> • Brain and movement breaks. • Daily Mile. • Consider seating and paper position. • Active Maths and English. • Outdoor learning. • Multi-sensory approaches to teaching and learning used. • Enrichment activities. • Classroom equipment tailored to needs. • Medical support. • Extra-curricular activities • Healthy eating and drinking promoted. • Fine and gross motor activities. • Good hygiene taught and encouraged. • Make allowances for different clothes to be worn according to sensory needs. • Use of practical and tactile equipment e.g., Numicon. • Ear defenders. • Fiddle toy. • Using different ways to record work, such as writing, drawing, typing, speaking, or using technology. • Sensory circuits. • Adjustable desk height. • Ensure sufficient space to move around the classroom and access all areas. • Writing slopes. • Soften classroom noise with furnishings. • Ensure pupil's work area is well lit. • Use high contrast such as very dark or light background. • Brain gym exercises. • Access to varied resources. • Wobble cushion. • Access to sensory garden. • Pencil grips. • Additional fine-motor skills. • Additional gross-motor skills. • Handwriting programme- Write from the Start. • Workstation spaces.

Appendix 2

APDR



Assess-Plan-Do-Review

Child's Name		Class Name		Author's Name	
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Term:

Year: _____

ASSESS Baseline for learning or behaviour	PLAN SMART target(s)	DO Strategies / interventions which will be put in place. When/Where/Who/How long?	REVIEW Half termly, impact & reflections

Target not Met	Target Partially Met	Target Met



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Tannery Drift - Royston - Hertfordshire - SG8 5DE

01763 246549 admin@tannerydrift.herts.sch.uk
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