



# **Timbertree Academy**

## **Special Educational Needs Policy**

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## **Special Educational Needs Policy**

### SEN Code of Practice

The Special Educational Needs [SEN] and Disability Code of Practice: 0 to 25 years, was issued in June 2014 for implementation in September 2014 by the Department for Education. It gives clear guidance to education settings for identifying, assessing and providing help for children with special educational needs. It sets out the processes and procedures that all organisations must follow to meet the needs of individual children.

### What is meant by Special Educational Needs?

At Timbertree Academy, a child is deemed to have a special educational need if they are working well below their chronological age and they require provision that is additional to or different from the provision that is being made for children of their age.

There are four areas of need that children may need additional support with as follows:

- Cognition and Learning Difficulties
- Communication and Interaction Difficulties
- Social, Emotional and Mental Health Difficulties
- Physical and Sensory Difficulties

### Principles, procedures and objectives

We strive to create a sense of community for all our pupils and have an inclusive ethos with high expectations and suitable targets enabling access to a broad and balanced curriculum.

### Aims

In line with the principles of the Special Educational Needs and Disability Code of Practice [DfES 2014] our aims are as follows:

Timbertree Academy aims to provide a happy, stimulating and secure environment which will enhance its children's desire to learn and help them to find satisfaction and achievement in their work through the development of skills, concepts and knowledge.

To this end we aim to be aware of factors which may indicate a child has special or additional educational needs, as soon as possible thus avoiding periods of failure or frustration.

We aim to ensure that our pupils are given appropriate support and are fully integrated into all school activities.

We will involve parents in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

Our objectives are:

- To enable class teachers to fulfil their responsibility for children with special educational needs in class and build on class teachers' knowledge of those children thus improving teaching and learning
- To maintain a positive outlook throughout the school and boost children's self-images through encouragement, praise and positive teacher expectation
- To identify and assess the individual needs of all children and provide an appropriate curriculum that is broad and balanced
- To be aware that any pupil at some time in their education may have additional needs
- To promote self-worth and enthusiasm by encouraging independent learning
- To be aware that every child is entitled to a sense of achievement
- To identify pupils as early as possible who will need extra support/resources
- To work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs

Procedure to meet the objectives

- Class teachers ensure that there is early identification of potential difficulties and adapt provision to meet these needs, working in collaboration with the SENDCo.
- Gaps are identified and curriculum adapted to close these gaps.
- Ongoing assessment of learning against National Curriculum or SEND continuum targets are supplemented by standardised and/or diagnostic tests
- Class teachers use information gathered from assessment to set targets for an individual or a group to meet pupil needs when additional to and different from arrangements are needed beyond the existing differentiated plan within normal activity in the classroom
- Class Teachers monitor pupil progress in terms of the effectiveness of interventions

- Class Teachers and SENDCo review provision involving the pupils and parents each term to measure pupil progress
- Class Teachers ensure the curriculum is planned to cater for the less able as well as the exceptionally able child through the use of individual programmes, group or class teaching as appropriate and the use of differentiation within the classroom
- All staff ensure that all activities are delivered within a supportive, positive ethos through carefully considered and structured programmes of work
- All staff ensure that equal opportunity exists for all pupils to receive appropriate support and access to a full curriculum
- All staff keep careful records of children's academic progress (and social development)
- Class Teachers, Support Staff and SLT review children's progress through careful monitoring and assessment and discussion at appropriate points.
- Class Teachers and SENDCo keep all interested parties including parents regularly informed of action taken and subsequent results, thus avoiding undue anxiety or misunderstanding

Parents are invited to speak to the staff about any concerns when the child is admitted. If a new pupil has been identified as having special educational needs, they are not treated differently from any other admission.

Timbertree Academy supports the statutory guidelines in the Special Educational needs and disability code of practice: 0 to 25 years [2014]. The Governing Body has three key duties towards disabled pupils, under Part 4 of the Disability and Discrimination Act.

Timbertree supports the statements made and our aims are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils
- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Pupils, staff and parents at Timbertree will not be discriminated against regardless of their age, race, sex, gender or disability.

### Levels of SEND Support

Teaching pupils SEND is a whole school responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

Pupils who are identified as having SEND will be categorised according to the level of support they require to meet their individual needs as follows:

- Targeted Support
- Specialist Support
- Education, Health and Care Plan

### Targeted Support

Targeted support is when the teacher or SENDCo identifies a child with SEN that requires interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum. External agencies such as Speech and Language Therapy, Occupational Health or support from Inclusion Support advisory teachers may be necessary.

Parents would be consulted and informed of the school's concern and proposed programme of support. The child's teacher is responsible for planning and delivering the appropriate support and in some cases small group work with a member of support staff may be used.

### Specialist Support

Specialist support is characterised by a sustained level of support and the ongoing involvement of external services. The child's needs will be regarded as exceptional; requiring specialist expertise and one-to-one support may be provided at appropriate times.

### Educational, Health and Care Plans

An EHCP will be requested from the Local Authority [Sandwell] if a child's progress remains a significant cause for concern despite an individual programme being provided for a period of time. The school will work with parents and external agencies as required to gather the information which needs to be considered by the authority.

An EHCP will be provided if the LA considers the child requires provision beyond what the school can normally offer. The EHCP is a legally binding document which includes details of learning objectives for the child. It must be reviewed annually where parents and all professionals involved with the pupil will be invited to attend.

### Identification, Assessment and Review of pupils with SEND

In order to ensure efficient use of resources and adherence to the aims and objectives of the school, a system of early identification and intervention is employed. The school plans for children with targeted and specialist SEND needs, in line with the Code of Practice for Special Educational Needs 2014.

For those children whose progress is of concern but who are not deemed appropriate to be placed on the SEND register, staff will informally monitor them and keep the SENDCO informed of any issues arising.

### Identification/initial information gathering

The class teacher, parents or others may raise a concern. There are four main areas of concern, though these are often inter-related. It should be remembered that each child is unique. The four areas of need are as follows:

- Cognition and learning difficulties
- Communication and interaction difficulties
- Emotional, behavioural and social difficulties
- Physical, medical and sensory difficulties

To help identify children who may have SEN, their progress can be measured by:

- The child's performance monitored by the class teacher as part of ongoing assessment
- Outcomes from Early Learning Goals
- Child's progress against objectives specified in the National Curriculum
- Standardised screening or assessment tools
- Progress against the SEND continuum objectives

### Raising a concern

When a teacher finds that a child is not responding as expected, or is having increasing difficulties in learning or behaviour they will:

- Try alternative strategies in the classroom to resolve the problem and seek advice from the SENDCO

- Strategies already tried will be discussed, and something over and above that which is normally available will be tried
- Discussions with the child's parent/s will take place

Interventions that are additional to or different from school's differentiated curriculum and strategies are needed, this triggers the 'Targeted Support' stage on the SEND register

### Targeted Support

Information now needs to be collected from any or all of the following:

- The class teacher
- The SENDCO
- Any professional working with the child
- The parents

The SENDCO then:

- Carries out further assessment
- Plans future support with the class teacher
- Monitors and reviews any action taken

Targeted support may include:

- Different learning material
- Special equipment
- Individual or group support
- Staff development or training in alternative strategies
- Occasional advice from the Local Authority support team

Provision which is additional to and different from will be recorded in individual Intervention Books. An individual SEND continuum will be completed termly, detailing progress made and current targets. It is the teacher's responsibility to ensure that the continuum targets are covered during the term. Class teachers also have responsibility for reviewing each child's progress and completing the continuum termly. The views of the child and parents will be sought and recorded.

### Specialist Support

- If the child continues to make little or no progress in learning or behaviour, the school will seek help from outside agencies, following a decision taken by the SENDCO and colleagues in consultation with parents.
- External support services will see the child's record, to establish which strategies have already been employed and which targets have been set and achieved. They will advise on new and appropriate targets for the child and on accompanying strategies
- The strategies specified will be implemented in the normal classroom setting, as far as possible

### Inclusion Support

Pupils who make no progress over a period of time will need to be assessed by outside agencies these may include the following depending upon the need of the child

- Behaviour support
- Speech and Language
- Complex communication and language disorder
- Learning support
- Occupational Health

Once assessments have been made it is the within the role of the SENDCO to:

- Gather evidence of the child including: intervention progress data, SEND continuum, pupil profile, data analysis sheet and also complete the consultation request paperwork
- In conjunction with class teachers, consultation requests will be discussed with and signed by parents before sending to the relevant outside agency.

### Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community [teaching and non-teaching staff, parents, pupils and governors] work towards the school aims by:

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Committing to a partnership approach to provision

### The role of SENDCO and other adults

The named person responsible for coordinating Special Educational Needs at Timbertree Academy is Mrs Malcolm [SENDCo].



### SENDCO's role in the management and organisation of SEN provision

- Co-ordinates, devising and writing the policy
- Oversees day to day operation of the policy
- Ensures effective information regarding the policy is provided to staff
- Maintains school's SEND register and oversees the records on all pupils with SEND; ensuring the accurate, dated recording of all steps taken is maintained
- Liaises with and advises fellow staff to offer help in the identification of a child with SEND and subsequent assessment
- Co-ordinates provision for children with SEND
- Discusses with class teachers the modification of learning materials, appropriate teaching methods and curriculum and the adoption of special strategies
- Helps and advises staff in collecting and using relevant materials, supporting teachers in monitoring pupils' progress
- Liaises with parents of children with SEND and offers help and support in the recognition of their child's special needs
- Contributes to the in-service training of staff
- Timetables support staff to work with children
- Monitors provision map targets and monitors evidence collected in pupil progress files
- Liaises with external agencies
- Liaises with the designated SEND governor who will report to governors
- Keeps Head of School informed
- Determines the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
- Promotes an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation.
- Liaises with colleagues, parents/carers and outside agencies.
- Oversees provision for looked after children, and other identifiable groups who need support.
- Manages, supports and monitors the work of the support staff

### The Head of School's role

- Determines school policy with staff and governors
- Determines staffing and funding arrangements with governors
- Ensures full staff participation in policy development through regular monitoring and evaluation
- Ensures confidentiality of information as appropriate
- Convenes annual review of children with Educational, Health Care plans
- Ensures governing body in informed on SEND issues

### Class teacher's role

- A clear awareness of the needs of all their pupils and delivery of an appropriately differentiated curriculum to cater for their needs. They have overall responsibility for ensuring the progress of children with SEND
- Raising concerns/request a child be placed on the school SEND register, if appropriate
- Gathering initial information after raising a concern
- Planning and progress against Continuum targets
- Liaising with the SENDCO regarding all children with Special Educational Needs
- Reviewing and setting new targets on a termly basis for pupils on the school SEND register
- Ensuring that pupils are aware of new targets and that they have a clear understanding of what they are to achieve
- Ensuring that parents and children sign the Intervention Books
- Working with all adults to ensure quality practice and support for children with SEND
- Keeping parents informed
- Responsible for the assessing the progress of children in their class in consultation with other adults who may work with each child

### Support Staff role

- Ensure that targets are shared with children during intervention sessions.
- Collect evidence from interventions carried out to support Continuum Assessments
- Raise concerns about children that they work with during 1:1 sessions or support, as part of a group, in class, to class teachers, directly to SENDCO or via support staff meetings.
- Feed back to class teachers / SENDCO with children's progress during and following interventions.

### The Governors' role

- Determine school policy with Head of School and staff, and evaluate the success of the education, which is provided in the school for pupils with SEND
- Determine staffing and funding arrangements for pupils with SEND
- Have regard to the DfES/SEN Code of practice
- Have regard to the accessibility plan and disability scheme
- Secure appropriate provision

### Management of Special Educational Needs in the school

The designated SENDCO is responsible for consulting with the Head of School and will discuss issues that arise regarding either specific pupils or whole school matters. The SENDCO will ensure that priority areas for provision for SEN are met through targets set out in the school's improvement plan.

The SENDCO will liaise with class teachers during or following pupil achievement meetings and discuss pupils who need to be targeted. Following discussions, it will be agreed upon as to what intervention is to take place.

It is the SENDCO's responsibility to monitor and evaluate success of SEND pupils, acting on assessment information provided by Class Teachers. The SENDCO will track achievement and analyse trends to improve provision.

### Admissions

Timbertree Academy recognises that each child has unique needs and welcomes all children irrespective of intellectual, physical, social or emotional need. We will endeavour to provide an effective, high quality educational experience provided the appropriate level of facilities is available to meet their individual needs. The SEND policy document will be used in conjunction with other school policies to ensure and determine how children can be best provided for.

### Resources

Resources are allocated for special and additional needs through the SEN delegated budget received in school. The SENDCO, in consultation with the Head of School, is responsible for the use of these resources and the deployment of support staff.

### Providing Curriculum Access and Inclusion

Timbertree adopts the ethos that every child is entitled to a broad and balanced curriculum. To support children's learning to enable them full access to the curriculum measures are put in place as follows:

- Teaching SEND pupils in mainstream classes, wherever possible.
- Ensuring a differentiated curriculum is offered to all pupils in accordance with the teaching and learning policy of the school
- Groups identified to support pupils learning of phonics encouraging good reading strategies
- Effective WAVE 2 and 3 intervention being identified
- Support practitioners being utilised in classes where pupils need the most support

This may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group/individual within the class
- The provision of 'additional to and different from' support directly linked to individual targets which break down learning into steps manageable to the particular child, utilising the SEND continuum to set appropriate targets.

### INSET/CPD

It is important that the school delivers effective intervention to pupils with SEND and that all staff are aware of their pupil's individual needs. With this in mind, it has been the SENDCO's role to:

- Undertake training for the delivery of new intervention strategies
- Train support staff or commission external training to effectively deliver intervention
- Identify courses for staff to attend which will promote effective learning for pupils with SEND Areas for development will be included in the school's improvement plan.

### External Agencies

The school has many links with outside agencies. When a concern about a pupil has arisen it is the SENDCO's role to:

- Contact parents and inform of pupil's needs
- Complete a consultation request form (consent needed from parents)
- Keep parents informed of outcomes following the visit from the agency

The following agencies work alongside pupils and come into school:

- Behaviour support service
- Learning support service
- Educational Psychologist
- Complex Communication and Autism Team
- Speech and Language
- Occupational Therapy
- Physiotherapy
- Service for the visually and hearing impaired
- Social Services
- Early Help

- The Mental Health Nurse and Murray Hall (SEMH)

### Parents

Timbertree Academy is committed to working in partnership with parents, children, and other members of the school community, as well as outside agencies to provide for the needs of every child. We recognise that parents are experts in their own children and have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Referrals to outside agencies are discussed with parents prior to being made. Any teacher who has concerns for pupils will initially consult the SENDCO and then parents.

Partnership with parents is established so that:

- Parents can request a copy of the Policy for Special Needs
- Parents will be regularly informed of any measures the school proposes to take in terms of assessment and provision and will be kept informed of progress. In the case of children with higher levels of need, parents will be involved in reviews
- Parent's support and partnership in working with their child will be sought
- SENDCO will inform parents of support agencies, useful websites and documents relating to SEND pupils

### Children's Involvement

Children will be asked how they can improve their own learning and their opinions and needs will be taken into consideration. Children will be involved in discussions about their own targets and will be involved in decision making and self-evaluation when appropriate.

### Transition Arrangements

It is important that we have a clear and set procedure for transition of pupils either who come to Timbertree from a different primary school and for pupils who move onto secondary school.

### Within school

In addition to general information provided in handover meetings, the SENDCO will ensure that receiving class teachers are fully informed regarding a child's SEND needs so they can plan effectively for support.

Where children have a higher level of need, a transition meeting may be offered to facilitate communication and support a smooth transition.

#### Pupils moving from a different primary school

The SENDCO will:

- Ensure contact is made with the school and request previous assessments and any records relating to the child
- Gather assessment information about where the pupil is now
- Speak to parents regarding school procedure for supporting SEN pupils
- Support the class teacher by providing necessary information from the previous school

#### Transfer to secondary school

Pupils with SEN transferring to secondary school will have all their records and assessments sent to the school either by hand or post (depending on locality of school).

The SENDCO will also liaise with the secondary SENDCO and inform of any specifics if necessary.

If a child has a particular need which may prevent a smooth transition into secondary school, the SENDCO will arrange for the pupil to make several visits before September to allow for such a transition.

#### Complaints

Parents are encouraged to contact the class teacher in the first instance and arrange a convenient time to discuss any concerns. A meeting with the SENDCO may also be appropriate. As far as possible, these concerns would be addressed within school. When concerns cannot be resolved within this framework, parents may appeal via the local authority complaints procedure to the governors of the school.

#### Policy Review

The Special Educational Needs Policy will be reviewed every 2 years as part of the review process which will inform the school's improvement plan.

Reviewed October 2023

