

William Tyndale School SEN Policy 2022

Compliance

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- ☐ Equality Act 2010: advice for schools DfE Feb 2013
- ☐ SEN Code of Practice 0 – 25 (2014)
- ☐ Statutory Guidance on supporting pupils at school with medical conditions April 2014
- ☐ The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- ☐ William Tyndale School's Safeguarding Policy
- ☐ William Tyndale School's Accessibility Plan
- ☐ Teachers' Standards 2012

This policy was created by the school's SEN leader in liaison with a variety of other stakeholders including the Senior Management Team and governors.

William Tyndale SEN leader details:

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Aims and Objectives

At William Tyndale we value all pupils equally. We welcome pupils with special educational needs and disability as part of our community and will ensure that all pupils have an equal opportunity to engage in the curriculum.

OUR VISION: *An Exceptional Education For All*

OUR MISSION: *REACH for your Future*

(*Respect, Enterprise, Ambition, Confidence, Happiness*)

At William Tyndale we aim

1. to set into action a whole school Provision Map creating a graduated response to the provision currently available across the school and link provision for the needs of all pupils in an inclusive framework.
2. to develop teachers' and teaching assistants' (and through them, pupils' and parents') involvement in and their awareness of inclusive practice and targeted intervention programmes as outlined in the School Provision Map.

3. to monitor the effectiveness of intervention programmes for targeted pupils through feedback from teachers, teaching assistants, pupils and parents and through assessments which are built into the programmes.

4. to continue to develop inclusive knowledge and practice of teachers and teaching assistants.

All staff at William Tyndale Primary School

- recognise that we need to consider the individual needs of our pupils when planning our curriculum. We aim to provide all of our pupils with access to a broad and stimulating curriculum, which recognises and meets their individual needs through differentiated teaching strategies and activities. All members of staff are always aware of the importance of valuing a child's efforts and successes. It is our policy to break down difficulties into bite sized pieces so that there is a real chance of children experiencing success regularly.
- recognise that some pupils will need additional support to ensure access to the whole curriculum. We will develop practices and procedures that enable us to identify and assess the needs of pupils as early as possible and will plan and provide appropriate support strategies and programmes to meet them. We will contact the appropriate external agencies if additional specialist advice and support is necessary.
- are committed to effective collaboration between all staff and agencies working with a child. We will actively support the establishment and maintenance of close links with all agencies working with a child. We will provide training opportunities for staff to gain knowledge and understanding of different aspects of special educational needs and provision.
- attach great importance to the vital role of parents and carers in the education of children identified as having SEN. We will work in partnership with them, valuing their views and contributions and keeping them fully involved in their child's education and progress through termly meetings and sharing of targets.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational provision.

Identifying Special Educational Needs

We accept the principle that pupils' needs should be identified and met as early as possible and that the needs of the whole child should be considered – not just their special educational needs.

There are four areas of special educational need as stated in the SEN Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition (Cog)

- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary needs of an SEN pupil we also consider other needs, which may also impact on a pupil's progress: .

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SEN leader works closely within the Senior Management Team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, termly and annual pupil assessments
- our local authority SEN criteria
- teacher concerns
- parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SEN leader maintains a list of pupils identified through the procedures listed; this is called the SEN Register. This list is reviewed each term when a detailed analysis of all the children takes place with the SMT and teaching staff at Pupil Profile Meetings. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

A graduated approach to SEN support (Assess, Plan, Do, Review)

At William Tyndale we accept that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We know that additional intervention and support does not compensate for a lack of good quality teaching.

The assessment of a pupil's abilities and planning of learning activities is an ongoing part of the teacher's role. Teacher assessments, alongside summative, assessments, are carried out as pupils go through the school. Progress is recorded and passed on from teacher to teacher. Teachers use information from informal and formal assessments to note what children are or are not able to do and monitor the rate of progress that they make.

Teachers follow a staged approach to record the identification of concerns about a pupil's learning and plan specific targets and strategies to support achievement in consultation with parents and SEN leader. It is important that learning difficulties are

highlighted, and concerns shared with parents, as soon as they arise. Early detection and intervention is crucial to encouraging the self-esteem and progress of pupil's with learning difficulties.

Although it is vital to raise early concerns about learning difficulties, it is equally as important not to rush a child onto the SEN register. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions or adjustments and good quality personalised teaching. Informal meetings between parents and teachers, involving simple target setting and sharing ideas are often used before the SEN support stage. These can be particularly effective in the Foundation Stage as pupils are settling into school life and can sometimes mean that the need for the child to go onto the SEN list does not arise. It also gives the teacher time to work with the pupil to become clearer about the nature of the learning difficulty if the pupil does need to move on to SEN support stage.

All class teachers keep their own individual records of children's progress from observations, activities and assessments in line with the school's assessment cycle and assessment and marking policies. These are used to inform planning and provision for children identified as having SEN, set and review targets and provide essential evidence to external agencies. Additional, more specific, assessments are carried out by these agencies following a referral by the SEN leader.

The SEN leader keeps all documentation, reports, assessment and advice for children on the SEN register in individual pupil files. Class teachers can also access the child's electronic file.

Children operating below the expected level for Year 1 in Year 2 and above are assessed using the pre key stage standards. This assessment is an addition to standard school assessments. Where progress against the national expectations of each year is slow these assessments demonstrate and track the progress that children are making.

Stage	Action
Identification of Early Concerns	Individual teachers will address their concerns with the SEN leader and then inform the parents that a concern has been registered. The SEN leader will advise and support staff on how best to support the child and help meet their needs.
Provision mapping	Staff in every class plan and carry out interventions for children based on their needs. We aim for our interventions to be personalised for the specific child or children. Teachers meet termly to fill in and update a provision map of all the interventions that go on in the school. The SEN leader and SMT then review and monitor the interventions and provision maps.
SEN support	Despite receiving an individual programme and/or concentrated support through interventions, a pupil may require further assessment and advice from a specialist service such as Educational Psychology, Language and Communication or Occupational Therapy. The SEN leader

	will make a referral to the relevant agency and parents will have the opportunity to meet specialist professionals, together with the SEN leader and/or the class teacher. The SEN leader will then support staff in implementing any advice or specific support programmes for a pupil. Parents of these pupils will be invited to termly SEN parent conferences. The SEN leader will keep a record of these meetings along with next steps which will be shared with the children's parents and relevant staff and reviewed at each subsequent meeting. Finally, all children on SEN support will have a pupil passport created with the child that will be used to support their learning.
Statutory Assessment	In some circumstances, the school may feel it is appropriate to request a Statutory Assessment from the Local Authority. This would only happen when a child's need was exceptional. This entails the SEN leader completing an application form and providing as much information as possible on a child's needs, including costings, learning assessments, etc. If the Local Authority agrees to proceed with a Statutory Assessment additional forms are then filled in by the SEN leader and parents, discussed and agreed by the Head Teacher and then submitted to the Local Authority. The Local Authority will consult other professional bodies, who will also submit reports, before a decision is made as to whether it is appropriate to issue an Education Health and care plan.
Educational Health and Care Plan	If necessary, a child will be issued with an Education Health and Care Plan. The parents will be asked to work with their children to create a profile. After that a planning meeting is called with the parents and all appropriate agencies to set up the programme of support and the educational provision for that child. The Education Health and Care Plan will be reviewed annually by parents and relevant professionals. The child will also be included in this process. A support plan will be created and reviewed and updated termly with the parents involvement.

It is important to clarify that placing a pupil on the SEN register does not mean that he or she will automatically receive additional one to one adult support in school or that he or she is on the way to getting an Education Healthcare Plan. Using the SEN forms and procedures is fundamentally a tool used to help identify and match a pupil's special educational needs to the teaching and learning activities planned.

A child may be removed from the SEN register if, after close monitoring and consultation with parents and teachers, it is felt that the child is no longer experiencing a barrier to learning and that their educational needs are being met within the parameters of inclusive first wave teaching.

Supporting Pupils and Parents

All Local Authorities now create a Local Offer, which gives information on all the services and support available for SEN children and adults. For Islington's Local Offer visit: www.islington.gov.uk

All schools create a SEN information report which documents the support and resources each school has for SEN pupils. William Tyndale's information report can be found at <http://www.williamtyndale-islington.co.uk/SEND-Report-and-Accessibility-Plan>

We see parents and carers as unique and valuable contributors to discussions concerning the needs of their children. Teachers consult parents immediately should some concern or difficulty arise, and advise them that a concern has been registered with the SEN leader. Parents' permission is always sought if the school wishes to involve outside agencies to help meet a child's needs, and they are informed of any additional support that their child may be receiving.

Parents have the opportunity to discuss their child's progress at SEN Parent Conferences. They are involved in creating their child's pupil passport and SEN record and also in reviewing it termly. The school's SEN forms ask for parental and pupil's views to be recorded and lead to the discussion and recording of contribution both parents and the child can make to the child's learning.

Parents are welcome to come into school not only to discuss their child's progress but also to help with learning activities such as individual reading, educational trips and sports days. The partnership between parents and teachers is crucial in nurturing the achievement of all pupils.

Pupils are videoed before the autumn SEN parent conferences and these videos are then played at the start of the meetings. This is so that their views and feelings form the basis of the meeting. All teachers also meet termly with SEN children individually to discuss their learning and next steps at pupil conferencing meetings. Pupils take the lead on creating their pupil passports and reviewing them where appropriate.

From time to time it may happen that a parent does not wish that their child should be placed at a stage in the SEN code of practice. This is, of course, their right. But in order to make the position quite clear the school will ask parents to sign a statement to the effect that they prefer not to follow the school's advice in this matter and they take full responsibility for the consequences for this action.

Supporting pupils at school with medical conditions and disabilities

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social

care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

See our Managing Medical Conditions policy and Accessibility policy for further details.

Monitoring and evaluation of SEN

The Head teacher, SEN leader and the SEN Governor will review the policy annually and evaluate the effectiveness of:

- systems for identifying and assessing pupils with special educational needs and disabilities;
- the provision made to meet pupils' special educational needs and disabilities;
- the record keeping for special educational needs and disabilities;
- the allocation of resources amongst pupils with special educational needs and disabilities;
- some aspects of the Policy against specific targets in the School Development Plan; and
- consideration given to parental and pupil feedback.

The policy will be discussed with all teaching and non-teaching staff before ratification by the Governing Body.

This policy is to be reviewed annually.

Funding

All mainstream schools are provided with funding that they should use to support those with additional needs, including children and young people with SEN.

- In April 2013 the government made changes to the way that funding is provided to schools and colleges.
- From that date and for all LAs, funding is distributed by a locally agreed formula (via the local Schools Forum) and given to schools under three main headings, called elements:

Element 1: Basic, per pupil funding:

An amount of money for each child in the school (approximately £4000 per child), used to provide education and support for all pupils in the school including those with SEN.

Element 2: Additional Support funding ('predicted profile'):

Every school receives an additional amount of money to enable them to provide special educational support for most children and young people with SEN.

The government now requires that schools use this funding to pay for up to £6,000 worth of special educational provision to meet a child's SEN.

Element 3: Top-Up funding ('exceptional needs'):

Whilst the needs of almost all mainstream children can be met through the school budget, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases the school can apply locally for Exceptional Needs funding.

If a school can show that a pupil with SEN has 'exceptional' needs that could not be predicted, it can request 'exceptional needs' top-up funding. An exceptional needs fund will provide for around 60 children in Islington mainstream schools, academies and settings.

Which children should receive this funding, how much they should receive and for how long will be decided by an Exceptional Needs Panel of Headteachers, supported by professionals with relevant experience.

Training

In line with the School Development Plan the school training budget will be used to provide training for teachers and teaching assistants. Over the last year training for teaching staff has included:

- training from The Bridge School on differentiation for children with Autism within the classroom.
- Training for all staff on supporting children with Dyslexia run by the BDA.
- Weekly meetings and training sessions run by the Senior Management Team or invited guests for Teaching Assistants, aimed at sharing good practice and maintaining the running of personalised interventions; and
- Speech and Language training for all Teaching Assistants.
- All staff training on supporting children who have experienced Trauma in childhood.
- All KS1 and FS staff have received training on supporting children with ASC.

The SEN leader will attend the Local Authority's SEN panel and Co-coordinator meetings in order to keep up to date with developments and examples of good inclusive practise as well as attending courses concerning appropriate Inclusion issues.

Roles and Responsibilities

SEN leaders role:

- in collaboration with the Headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
- The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff parents and carers, and other agencies.
- The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.
- The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.
- The SENCO should collaborate with curriculum coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

SEN governors role:

- To implement the Code of Practice;
- To provide an SEN leader who fulfils the role to an outstanding standard.
- To contribute to updating our identification procedure;
- To meet termly with the SEN leader to review progress against the SEN leaders action plan.

Members of staff responsible for Safeguarding:

- Pastoral Lead – Corrine Atsu-Valentine
- Head Teacher – Tanya Watson
- Deputy Head Teacher – Claire Oliver
- Assistant Head Teacher – Olivia Ayers

Members of staff overseeing LAC children funding:

- Pastoral Lead – Corrine Atsu-Valentine
- Head Teacher – Tanya Watson

Accessibility

At William Tyndale we aim for all children to be able to access learning opportunities across the curriculum. Please see our Accessibility policy for more details.

Bullying

At William Tyndale we will not tolerate bullying of any kind. We are also aware that children with a special need are often more at risk of bullying. Please see our anti bullying policy for more details.

Complaints

If any parents of children identified as having SEN have any concerns regarding their child's provision they should arrange to meet with the class teacher or SEN leader. If the matter cannot be resolved at this level then the concern should be discussed with the Deputy Head teacher, Head teacher and the SEN Governor, in line with the school's normal procedure. Teachers aim to work with parents and pupils in a partnership approach where concerns are raised, discussed, shared and resolved together. Joint meetings between class teachers, parents, pupils and the SEN leader are held often in order to maintain this approach.

Policy reviewed:	September 2022
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