



Toner Avenue School

Tradition Achievement Success

Special Educational Needs and Disabilities Policy

2020 -2021

Updated: September 2020

Review: July 2021



Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on _____

It is due for review in July 2021

(Please note: A signed copy of the policy is held in school).

Head Teacher:	Date:
Chair of Governors:	Date:



TONER AVENUE SCHOOL VISION STATEMENT

At Toner Avenue we want every child to be the best that they can be.
We want every child to be safe, healthy and happy.
We want every child to make great progress, have success and believe in themselves.

TONER AVENUE SCHOOL AIMS

We strive to meet the needs of every child every day.

Every child is entitled to high quality education.

Teaching should be fun, interactive and inspiring.

Meeting the needs of individual children and families is at the heart of what we do.

Every member of the school community is valued and respected and we expect all members to value and respect each other.

Our school is at the heart of our community. We are proud of our school, our community and how we work together. We are open to new opportunities that support and challenge us to improve. We want our community to be involved in school life and the education of the children.

We will achieve our aims by putting the children first and working together to support and challenge all members of the school community to be their best.

Objectives:

- To ensure that the SEN and Disability Act and all relevant Codes of Practice and guidance are implemented effectively across the school
- To ensure equality of provision and opportunity for pupils with Special Educational Needs and / or Disabilities.
- To provide full access to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To involve parents / carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and any decision-making that affects them.

Roles and Responsibilities:

The overall responsibility for inclusion and special educational needs rests with the head teacher and governing body, in close collaboration with the SENDCOs. Mrs C Hutchinson is the Special Educational Needs Coordinator (SENCO). Mrs H Storey is the Deputy SENCO. The following roles and responsibilities are in place:



Head:

- Ensures that the daily management of SEN provision is effective
- Keeps the Governing Body informed of all matters relating to its responsibilities for the provision of SEN

SENCO:

- Manage the day to day operation of the policy
- Co-ordinates the overall provision for and manages the responses to the children's special needs
- Oversees the records of all children with additional needs
- Acts as a link with parents
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the Governing Body
- Manages a range of resources, (human and material) to enable appropriate provisions for children with special Educational Needs
- Contributes to the professional development of all staff.

Deputy SENCO:

- Supports the SENCO in managing the day-to-day operation of the policy.
- Supports the SENCO in organising provision as required
- Contributes to the maintaining effective records of children with additional needs
- Acts as a link with parents
- Acts as a link with external agencies and other support agencies as required
- Supports the SENCO in monitoring and evaluating the provision within school.
- Contributes to the professional development of all staff

Class Teachers:

- Are aware of the school's policy for the identification and assessment for pupils who require SEN support and the provision it makes for them
- Will be involved in a termly meeting to discuss pupils who require SEN and set, in collaboration with the Head and SENCO, provision plans to meet their needs.
- Plan, assess and evaluate progress made by pupils towards targets set.
- Liaise with parents.

Governing Body:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs
- Ensures that provision for SEN is of a high standard
- Reports annually to parents on the effectiveness of the school's SEN policy
- Has identified a Governor to have specific oversight of the school's provision for pupils with Special Educational Needs. Mr D Ewart is the school's Link Governor.
- Ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Parents:

- Will work closely with the school in order to develop a partnership that will support SEN pupils.

Pupils:



- Where appropriate, pupils will be involved in the creation and evaluation of individual action plans.

Definition of Special Educational Needs

The 2014 SEN Code of Practice states, “Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”.

We also recognise the significant impact that Covid-19 restrictions have had on our pupils and families. All children are vulnerable to mental health difficulties and we will support all our pupils in this area if the need arises.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils’ diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils in their class. However in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted intervention activities planned to meet particular needs. These interventions may be run by a teacher or a trained teaching assistant. We have access to training and support for staff based on the needs of pupils within school. We ensure that all children receive a broad and balanced curriculum by alternating the time that children are withdrawn.

All children in need of support with regard to SEN will have support provided through an Intervention Plan, Action Plan, or Educational Health and Care Plan depending on the level of support needed. (See section below). In special circumstances it may also be felt that the pupil requires an IBP (Individual Behaviour Plan) These plans employ a small steps approach based on the pupil’s ability and level of achievement. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Providing Support to children with SEN

When providing support that is additional to or different from the approaches and learning arrangements normally provided, we engage in a four stage process:

Assess, Plan, Do and Review.

Assess: This involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and use of assessment data.

Plan: This stage identifies the barriers to learning, intended outcomes and details of what additional support will be provided to help overcome the barriers.

Do: Extra assistance for learning is provided as set out in the plan.



Review: Following an agreed period of time (usually a term) the impact of support is evaluated and a decision made about what to do next.

All children who receive additional support will have a written record of that support and the targets they are working towards.

Intervention Plans

Data analysis is used to identify pupils in need of intervention that is additional or different to 'quality first teaching'. Provision is then planned for children who need extra support over and above that of quality first teaching. Interventions are intended to support children in a specific area of the curriculum (e.g. reading).

This support is recorded on the Intervention Plan. Assessment data is used to identify precisely where the child is at the beginning of the intervention. Records are kept and updated to reflect the planned support. The records are reviewed at least termly by full class teams. Interventions are also reviewed to ensure they are the correct provision on a termly basis. At the review stage class teams are expected to produce evidence showing the progress made towards the specific learning targets identified for each child, to celebrate success and, if needed, identify next steps. Copies of the Intervention Plans are shared with parents at the beginning and the end of the interventions to ensure parents are aware of the progress being made.

Children who have Intervention Plans are monitored closely by the SENCOs. Successful interventions are intended as a short, intense burst of additional support to enable the child to 'catch up'. Where children are involved in several interventions for a longer period of time (more than 2 terms), it may be appropriate to move on to the next stage of support, an Action Plan.

We use the Local Authority's SEND Ranges to help us effectively and consistently determine the needs of our pupils who have additional needs. The SEND range descriptors provide a core framework for all professionals working with the pupil and give greater clarity for parents/families/carers in terms of what the needs of their child are and what their child is receiving. These interventions are tracked on the Provision Map.

Action Plans

Action Plans are used where children require more intense support following interventions, where advice from external agencies is required or where there is the need for continuous provision that is different to or additional to that provided for the rest of the class. If outside agencies need to be involved, such as the Educational Psychologist, referrals will be made following discussion with parents.

Action Plans have one or more specific targets related to learning or behaviour. Children who have an Action Plan may be withdrawn on a one-to-one basis or may take part in small group interventions as appropriate.



Action Plans are evaluated on at least a termly basis and both the initial plan and the evaluation are shared with parents.

If this intense support is not sufficient or where the child has multiple, complex needs, an application may be made to the Local Authority for an Education, Health and Care Plan (EHC Plan).

Education, Health and Care Plans

Education and Health Care Plans are produced in conjunction with the Local Authority where a child has specific, complex needs.

Further information on EHC Plans can be found at:
<http://www.southtyneside.gov.uk/article/8126/Special-educational-needs>

Transition between classes and Key-Stages

Transition is part of life for all learners, whether that is moving from one year to another or moving on to another school. We recognise that this can be an anxious time for all children, especially those who have SEN, as well as their parents.

Consequently, we work in close partnership with parents and children to ensure that these transitions are as smooth as possible.

Planning for transitions within the school take place in the summer term. Class teachers are made aware of children who may require additional support to move classes. Informal opportunities are made to ensure that the child is able to begin to form a relationship with his or her new class teacher (e.g. taking work to show, informal conversations etc.).

Opportunities are provided for class teachers to pass on important information regarding individual children's needs to the new class teacher.

Meetings are held with Mrs Hutchinson and individual teachers within the first two weeks of the academic year to ensure that staff are aware of the SEN needs of their new class.

Action Plans or Intervention Plans are written in conjunction between the current and new class teacher to ensure that provision is continuous.

All children who have been identified as having SEN are given a 'Passport' to complete with their parents. This gives both the child and the parents or carers the opportunity to share what they think is working, what strategies they find useful and share any other vital information. These are shared with the new class teacher.

Children who may have additional emotional needs are also given a Transition Booklet before they break up for the summer. This booklet has photographs and useful information about the next class and can be used with parents throughout the summer to ease any anxieties the child may experience.



Arrangements for transition to secondary school for pupils with SEN will be planned according to individual need.

Provision made for pupils with SEN

Social Skills / support including strategies to enhance self-esteem and / or emotional wellbeing:

- Counselling from trained counsellors for children with particular emotional difficulties or those suffering from family trauma.
- ‘Nurture time’ provided on a 1:1 basis to support children with specific emotional needs or bereavement by staff who are trained Bereavement Counsellors.
- Circle time takes place on a regular basis in classes.
- Personal and social education covers all aspects of emotional and social development.
- Staff are flexible in responding to issues as and when they arise, (e.g. friendship problems, issues on playground, self-esteem issues).
- Anti-Bullying strategies well established.
- Children involved in developing the school’s vision; outstanding behavior is promoted throughout the school.
- We have a member of staff who is a qualified Emotional Literacy Support Assistant. (E.L.S.A) She supports children with developing their emotional literacy, social skills etc. As part of this work she has regular supervision with our school’s Educational Psychologist who can offer advice and guidance to support early intervention. In the Autumn Term of 2019, two additional members of staff will be trained as ELSAs).
- We have a member of staff who has been trained in supporting children with their emotional regulation.

Strategies to reduce anxiety, promote emotional wellbeing (including communication with parents):

- Opportunities for all parents to speak to staff in the yard before and after school
- Excellent relationships between staff and children
- Access to Services for Young People available
- Access / Referral to South Tyneside Parent Partnership Service
- Head Teacher / SENCOS available to discuss concerns as needed
- Transition programmes for all children, especially Years 5 and 6 in preparation for secondary school and those with SEN.
- Parents invited to class assemblies and class-based activities throughout the year.
- Website to publicise all events.
- We now have 3 members of staff trained as Emotional Literacy Support Assistants. (E.L.S.A) They will support children with developing their emotional literacy, social



skills etc. Part of their role is to liaise with parents and advise strategies to support children at home as well as at school. Staffing changes have been made to allow for greater capacity within the ELSA / Nurture provision following the recent COVID lockdown.

- We have access to the Mental Health Trailblazer Service which can provide additional interventions to support a wide range of Mental Health issues.

Mentoring activities:

- Use of talk partners
- Year 6 buddies with Reception, Year 5 buddies with Nursery to support children on yard develop good 'play habits'.
- Referrals, as required, to the Local Authority Emotional Resilience Team
- A trained E.L.S.A and 2 further staff to be trained in December 19.

Access to a supportive environment:

- Specific resources for SEN children
- Access to a range of services such as Educational Psychologists, Specialist Teachers, CYPS (Children and Young People's Services), Speech and Language etc.

Strategies to support / develop literacy, including reading

- All children on SEN register have identified targets and work with an adult of a regular basis to work towards the targets and set new ones.
- More adult support available to aid personalised learning
- Provision of daily catch up sessions with Classroom Assistants / Learning Support Assistants for any child needing additional support.
- Differentiated teaching of phonics
- Provision of Classroom Assistants to enable lower ability children to be heard read.
- Any child falling behind is targeted and additional provision is put in place.
- Use of specialist teachers to support children who are at most risk.
- Lexia Intervention as required.

Strategies to support / develop mathematics:



- Any child falling behind is targeted and additional provision is put in place.
- Children at risk of falling behind receive highly structured intervention.

Strategies to support independent learning:

- Staff actively promote the value of independent learning at all levels
- Range of clubs accessible to all
- Skills based curriculum

Strategies to support and modify behavior:

- Behaviour Policy available on the website and paper copy provided to all parents on induction or when reviewed.
- Strong vision and values
- Embedded Personal and Social Education Curriculum
- Links with external agencies available to offer advice or support regarding individual behavior needs.

Planning and Assessment:

- Assessment for Learning that provides individual catch up on a daily basis.
- Focused marking and verbal feedback
- Individual Intervention or Action Plans for children who require them
- Termly tracking and monitoring of progress towards targets through Pupil Progress meetings and Performance Management
- Each teacher is responsible for implementation of termly action plans to ensure that no children fall behind
- Provision Mapping
- Effective deployment of staff to provide specific interventions

Strategies / programmes to support Speech and Language:

- Early identification (Children in Nursery are screened as part of their baseline and referrals made as needed)
- Excellent relationships with the Speech and Language Team
- Staff provided with training, strategies and resources to deliver speech and language programmes where required.
- All EYFS staff trained in BLAST



Strategies / programmes to support Occupational Therapy and / or Physiotherapy needs:

- Delivery of planned Occupational and Physiotherapy programmes where required.

Access to Medical Interventions:

- Individual protocols for children with significant medical needs and / or allergies
- Implementation of care plans were required
- Provision of aids and resources to support learning
- Support and access to health visitors / school nurse
- Flexibility and resourcefulness when dealing with rapidly changing needs

Admissions Arrangements

Admission arrangements for Toner Avenue are determined by the Local Authority current Admission Policy. Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. New parents are welcome to visit the school, prior to making an application. Further details of the Local Authority Admission Policy can be found via our website, www.toneravenue.uk

Further Information and Complaints

If a parent requires further information, they can contact the SENCO or the Head Teacher. Should the need ever arise to complain, there is a copy of the school's Complaints Policy on the school website.

South Tyneside's Local Offer can be found at:
<http://www.southtyneside.info/article/8126/Special-educational-needs>

SENCO: Mrs C Hutchinson, September 20