

TRIANGLE C OF E PRIMARY SCHOOL

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Special Educational Needs and Disabilities (SEND) Policy

Autumn 2024

Approved by: Chair of Governors **Date:** Autumn 2024

Last reviewed:

Next review due: Autumn 2025

1. STATEMENT OF INTENT

At Triangle we are committed to Inclusion; the pupils are at the heart of everything that we do. Every individual should have their needs met within a safe, accessible and caring environment.

We believe that the journey through school life should be enjoyable, memorable and valuable. We strive to provide a broad and balanced curriculum for all that is inclusive and engaging so that regardless of need individuals thrive and achieve their potential. The curriculum is inspiring, creative and progressive; a rich blend that provides the children within our care with a good knowledge and understanding base, as well as a strong skill set.

Our core values of friendship, trust, courage, forgiveness and compassion form the heart of our provision. We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. When additional needs are identified we have a clear pathway for individuals to refer to. For those whom require additional targeted provision then they will be added to our SEND register and an individual learning and development plan (ILDLP) of assess, plan, do and review cycle(s) will be implemented. Every teacher is a teacher of special educational needs. We endeavour to meet the needs of every individual through reasonable adjustments and targeted approaches. All of which is done in collaboration with pupils, parents, staff and where appropriate external services.

Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success. Our goal is for individuals to be all-rounded, life-long learners.

2. AIMS

- To comply with Special Educational Needs and Disability legislation and adhere to the Local Authority's local offer.
- To ensure that children with SEND are identified, assessed and their needs are met through the curriculum, targeted provision and additional resources in order for them to thrive and strive for their potential. We aim to promote early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- To make reasonable adjustments and provide appropriate resources, provision and/or support to enable all of our pupils to access the curriculum and participate fully in all aspects of school life. We ensure equality of opportunities for all.
- To raise the aspirations and expectations of all individuals to achieve their potential in terms of their personal, educational, emotional and social development.
- To work in partnership with pupils and parents/carers to ensure that their ideas and views are an integral part of SEN decision making processes. Ensuring that parents/carers have a clear understanding of how the school supports pupils with SEN and their own involvement in this.
- To work collaboratively with external services where their specialist area(s) would further enhance a pupil and/or family situation.

3. LEGISLATION

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (2014) and should be read in conjunction with the following guidance, information and policies:

- SEN and Disability Act (2010)

- Equality Act 2010: advice for schools DfE (2013)
- Special Educational Needs and Disability Code of Practice (2014)
- The Children and Family Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Supporting Pupils at School with Medical Conditions (April 2014)
- Keeping Children Safe in Education Act (2021)
- Accessibility Plan
- Triangle C of E Primary SEN Information Report
- Calderdale's Local Offer
- The Teacher Standards
- Behaviour Policy
- Equality policy
- Administering of Medicines Policy
- Safeguarding policy

4. DEFINITIONS

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. 'Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.' (Code of Practice, 2014)

There are four areas of SEND; some children may have needs in one or more of these areas.

These are:

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

5. SEND IDENTIFICATION AND PROCEDURES

Children and young people are identified as having SEN if they meet the criteria as stated in the definitions section. Quality first teaching is 'high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people' (Code of Practice, DfE. 2015). At Triangle we scaffold learning to enable all pupils to access a broad and balanced curriculum that is inclusive and engaging. When pupils have additional needs and/or are not making adequate progress then staff monitor and act accordingly. We recognise that there may be other factors that impact on progress and attainment. Therefore, we consider all contributing factors, liaise with pupils, parents, staff and external services (where beneficial) to formulate a plan moving forward

We aim to identify all pupils with SEND as early as possible on their educational journey to enable maximum opportunity for support and impact.

If a pupil is added to the SEN register then they will move through the graduated approach. A pupil's progress through the stages is fluid, accessing either escalating or deescalating support. Also, a pupil may enter at any stage depending upon their level of need. At all stages of the SEND process the views, wishes and feeling of parents/carers and the pupil will be sought and included in decision making.

The graduated approach is as follows:

STAGE 0 - Stage 0 - All Pupils

Pupils will have access to a broad and balanced curriculum that encompasses our school long-term plan and vision. This is broken down into year groups where lessons are planned, delivered and reflected upon for that cohort and with their needs at the forefront. Everyone is included.

Groups within class

Class short-term support and intervention. Teaching and support staff continually monitor and reflect. Where a pupil has particular gaps in their learning, requires support for corrections and/or participates in group tasks within the remit of the class then their needs will be met within classroom. This provision will be recorded on class intervention timetables.

Stage 1 - Next Steps

If a member of staff and/or parent is concerned about a specific need or the pupil is not making progress then a 'next steps' form will be completed. All parties involved with the child will then collaborate to discuss and implement the next steps.

Stage 2 - SEND Support

Where a pupil has an additional need(s) that are affecting their engagement, progress and/or attainment then they will access specific resources, support, targeted provision and/or intervention. They will be added to the SEND register. This formalises the graduated approach cycle of assess, plan, do and review and will be done in conjunction with pupils, parents, staff and external services where beneficial. All SEND pupils have an Individual Learning and Development Plan, this includes specified targets and key provision.

Stage 3 - SEND+ / EHCP

Where a pupil has an additional need(s) that require a higher level of additional support and/or specialised provision. This may be in the form of funding, resources, provision and/or support. If high levels of needs continue then an EHCP application may be made which may provide additional funding through the local authority.

When a pupil no longer requires support outside STAGE 0 then they will be taken off of the school's SEND register. School will record on the internal tracking system that the child has been on the register previously so this information can be seen by future staff members.

A pupil with a diagnosis will not automatically be added to the SEND register. They will be added to the monitoring register so that staff are aware of their diagnosis and will be monitored closely to ensure that their engagement, progress and attainment are not affected. If their access and/or educational journey is impacted then they will be added to the SEND register and the above process followed.

6. MONITORING AND EVALUATING

Class Teachers are accountable for the progress and attainment of the pupils within their care. They will assess, plan for, teach and review children's SEND support. Staff and parents will talk informally between meetings but the child's ILDP will be reviewed formally at least termly, with pupil and their parents/carers invited. Should they be unable to attend then another date and time will be offered. If parents/carers are unwilling to engage then staff members will liaise with the Inclusion Manager and options considered in the best interests of the child. Should a child meet a target within a cycle then new target(s) will be set. We aim to record monitoring evidence at least fortnightly. ILDP reviews will happen at least termly.

If an EHCP is authorised then an additional annual review will be held.

We monitor and evaluate our SEND provision and resources throughout the year. This involves learning walks, pupil, parent and staff questionnaires, audits and ILDP analysis.

The Inclusion Manager oversees the provision and resources for pupils with SEND. The Head, Inclusion Governor and Manager meet regularly.

7. TRAINING

An induction process is in place for all teachers and support staff and this includes a meeting with the Inclusion Manager to explain the systems and structures in place for individuals. A programme of professional development is in place and all staff are encouraged to access this. Training opportunities are offered where particular needs/interests arise. The school's Inclusion Manager regularly attends the Local Authority Cluster network meetings to keep up to date with local and national issues.

8. PUPIL AND PARENT PARTICIPATION AND SUPPORT

This policy has been co-produced by pupils, parents, staff and our Inclusion Governor. It has been developed through meetings, questionnaires, forums, staff meetings and reviews.

Pupils are at the forefront of everything that we do. Their views and aspirations are taken into account when planning SEND provision and when reviewing progress. This is done in an age/developmentally appropriate manner.

The school works closely with parents and we encourage an active partnership. Parental permission is sought with regard to additional needs. Children who are on the 'Additional SEND Support' register have termly reviews with their parents. Those pupils with an EHC plan will have an additional annual review. We seek to support parents/carers and signpost access to support services if they require. Should parents not engage then school decisions will be based on the best interests of the child.

Stakeholders can access information through our school SEN Report, this is on our website and is updated at least annually. We also guide parents towards the Local Authority Local Offer for information about wider services

We also have a successful pupil and family forum who meet once per term. They contribute to intervention, provision and resourcing ideas, as well as policy updates and the organisation of our inclusion days and weeks. We also offer parent information sessions, where families are invited to attend workshops run by school staff and/or external services.

9. EXTERNAL SERVICES

We encourage and maintain links with support agencies and other professionals. The purpose of this is to seek additional professional observations, training, advice and/or assessments. Where school is completing an additional needs referral this will always be discussed with the parent/carer and permission will be sought prior to this. In some cases external services inform us of a Special Educational Need, e.g. upon a child entering school, after a referral, etc. We then follow advice from observations and/or assessments and liaise with them regarding provision and resourcing

We are also part of the Sowerby Bridge cluster where expertise is shared between schools.

10. ROLES AND RESPONSIBILITIES

Class Teachers

As stated in the SEND Code of Practice 0-25 (2014), all Class Teachers are 'responsible and accountable for the progress and development of the pupils in their class'. This includes ensuring equal opportunities for all pupils, creating an environment in which individual needs are met and allowing all children to reach their full potential. They are responsible for:

- The progress and attainment of their pupils.
- Identifying cause for concerns.
- Creating the ILDP. This includes planning for, teaching, implementing provision and resources and reviewing the SEND support for pupils within their care.
- Informing parents of concerns, completing an 'adding a pupil to the SEND register' document and keeping parents informed of progress and attainment.
- Meeting with the parent/carer formally at least three times a year (termly).

Learning Support Staff

Learning support staff work with the Class Teachers, Inclusion Manager and Headteacher to achieve the above aims. Their role is to work with the pupils on pre-teaching, current lesson/unit objectives, ILDP targets, outcome focused tasks and interventions.

Key Workers

Our Keyworker is timetabled for targeted support and intervention. They have had additional training in order to target key areas of need throughout school. Some of their time is spent implementing direct recommendations and support programmes advised by external services, liaising with parents, carers and external professionals, as well as documenting progress towards ILDP targets.

Inclusion Manager

The Inclusion Manager is part of the Senior Leadership Team, it is their role to:

- Oversee the day-to-day operation of the school's SEND policy.
- Lead on the collation of information for the SEN Report.
- Maintain the school SEND register.
- Monitor the progress and attainment of pupils with SEND.
- Contribute to the training of staff within this area.
- Oversee the provision and resources budget, ensuring that available funds target need.
- Plan, lead and reflect upon the pupil and parent forums, endeavouring to increase participation.
- Support teachers with regard to their training needs, completion of the forms and/or review cycles, and programmes.
- Monitor the records of pupils on SEND support.
- Oversee transitions between classes, key-stages and schools.
- Liaise with parents/carers who have concerns and those who have children with SEND support.
- Liaise with external services.
- Lead on referrals and EHCP applications.
- Report to staff and governors on the impact of policy and practice within school.

Headteacher

The Headteacher will ensure that class teachers are fulfilling their teacher standard roles and meeting the needs of their pupils. They will ensure that teaching meets the teacher standards and that teachers are accountable for progress and learning. The Headteacher is ultimately responsible for financial decisions, progress, attainment and outcomes.

Governors

The governing body has due regard to the Code of Practice when carrying out its duties towards pupils with special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for special educational needs. The SEND governor will provide feedback to governors. The identified SEND Governor is encouraged to take a full challenging role.

11.SEND FUNDING

Our notional special educational needs funding is allocated for special needs provision in school. The money is used for part-funding: Key Workers and Learning Support Assistants to support special educational needs pupils in class, special educational needs staff training, resources and designated Inclusion Manager time. We also utilise the funding to provide increased adult:pupil ratios where required. Where pupils receive additional top-up funding from the Local Authority this is used to work towards the outcomes of their plan.

The Headteacher, Inclusion Manager and School Business Manager meet to discuss the most effective use of and the allocation of the notional and top-up funds. The Headteacher and Resources Committee will inform the Governing Body of how the funding is deployed to support SEND.

12.RECORD KEEPING

Where a pupil is on the SEND register all digital documentation will be held on our secure software and/or on our secure school server. Any paper documentation will be held by the Class Teacher in the pupil's SEND folder in a locked filing cabinet within their classroom. Class teachers have the copy key, the master is held by our School Business Manager in a sealed unit. It is the class teachers responsibility to ensure that the documentation is secure daily.

When a pupil has been taken off of the SEND register then the documentation will be stored in the school archives whilst the pupil is at our school. Any documentation will then be passed onto their next school where a receipt will be signed in line with GDPR. Our School Business Manager leads on the latter.

13.ACCESSIBILITY

We have an Accessibility Plan that records access to: The curriculum, the physical environment and information. This plan is renewed every three years to allow for implementation but reviewed annually to ensure progress is made. Our accessibility plan can be found on the school website or paper copies can be requested from the school office.

Staff plan, deliver, assess and reflect on their sessions to ensure all pupils access the curriculum. All trips, extra-curricular activities and clubs are available to all of our pupils. Where required risk assessments are completed, with external services if required, to consider risk factors and ways to overcome any barriers.

14.MEDICAL CONDITIONS

At Triangle C of E Primary School we recognise that children and young people with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

For more detailed information please make reference to the Managing Medical Conditions Policy. This can be found online or a paper copy can be obtained from the school office.

15.ADMISSIONS

All admissions to Triangle C of E Primary School, including for children with special educational needs, are co-ordinated through the Local Authority. For further information please access their website.

16.TRANSITION

Contact and activities are conducted to support a smooth transition. On entry to Reception - staff meet with the child and their parents in their nursery or home environment prior to them starting school. Where this is not possible to do physically staff will contact families via phone or Teams.

Transition into Triangle School - Pupils are welcomed to come into school prior to their start date. We will have contact with the family through phone, e-mail or Teams regarding key information and to answer any questions that they may have.

Transition to secondary school - We liaise closely with the secondary school in which our pupils are moving to. We invite them to attend special educational needs review meetings. We also support the pupil's transition process in attending secondary school visits, welcoming secondary staff to lessons and accessing transport arrangements should they be required.

Families and school can request further contact and activities should either party deem this necessary.

17.BULLYING and PEER ON PEER ABUSE

We have a whole school approach to minimising the risk of bullying, recording incidents and take action accordingly. Our PSHRE curriculum and behaviour systems contribute to preventative measures and education. Staff train regularly to improve their awareness and knowledge. Please refer to the Behaviour Policy and Safeguarding Policy for more in-depth information.

18.PROCEDURE FOR CONCERNS

Any concerns or complaints about the special educational needs provision that their child is receiving should initially be discussed with the class teacher and then the Inclusion Manager. If the matter is not satisfactorily resolved then it will then be referred to the Headteacher and finally onto the schools governing body. If a solution cannot be reached then the matter may then be referred to the Local Authority. All parents are encouraged to access the parent/carer support services to access impartial advice. These include but are not limited to: SENDIASS and Unique Ways.

19.POLICY REVIEW

This SEND policy will be reviewed annually. Should new legislation and/or guidance be introduced in the meantime then this policy will be updated accordingly.

Signed on behalf of school: Date:.....

Signed on behalf of governors:..... Date:.....

