

# THWAITES SCHOOL

## Special Educational Needs and Disability Policy 2023/2024

<i>At the time of publishing the following roles were held:</i>	
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Responsibility	Headteacher and SENDCO
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Approved by	
Name:	Ged McGrath (on behalf of the full governing board)
Position:	Chair of governors
Signed:	<i>G. McGrath</i>
Date:	29/05/24
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## Introduction:

Thwaites School aims for every child to feel valued and to achieve their full potential. Each child will be provided with a broad and balanced curriculum, which is adapted to meet their individual needs and abilities.

## Aims and Objectives:

- To identify pupils with special educational needs as early as possible.
- To create an environment which meets the individual needs of each pupil.
- To ensure all pupils have equal access to a broad, balanced and adapted curriculum.
- To ensure all pupils have the opportunity to feel valued, to experience success and to develop their confidence and positive self-esteem.
- To set challenging but achievable goals for all pupils and encourage them to be fully involved in their learning.
- To ensure parents have the opportunity to be fully informed about, and engaged with, their responsibilities as partners in the process and provision of Special Needs.

## Roles and Responsibilities:

At Thwaites School provision for Special Educational Needs is the responsibility of all members of staff.

The Special Educational Needs Co-ordinator and Headteacher are responsible for the day-to-day operation of the SEND policy.

The main duties are:

- Co-ordinating the provision for children with Special Educational Needs.
- Monitoring the SEND register.
- Liaising with and advising teachers and learning support assistants.
- Maintaining record-keeping for all children with SEND.
- Liaising with parents / carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Ensuring the governing body is kept informed of matters relating to Special Educational Needs including the SEND policy and deployment of funding, personnel and equipment.

## Admission Arrangements:

The governing body complies with the LA admission criteria which is fully inclusive and does not discriminate against pupils with Special Educational Needs and has regard to the SEND code of Practice (2014).

## Educational Inclusion:

At school we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of learning strategies and experiences.

Teachers respond to pupils' needs by:

- Providing support in all curriculum areas.
- Planning to develop children's understanding through the use of all the senses.
- Planning for pupils' full participation in learning and in physical and practical activities adapted dependent upon need, as necessary.
- Planning for pupils to manage their behaviour, enabling them to participate safely in learning.

This policy aims to ensure that teaching arrangements are fully inclusive. All children will be taught in their class groups whenever possible and only withdrawn when appropriate. The majority of children will have their needs met through normal classroom provision and appropriate adaptive teaching strategies.

## Access to the Curriculum:

All pupils have an entitlement to a broad and balanced curriculum which is adapted to enable pupils to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' Special Educational Needs. Lessons have a clear learning objective, work is adapted to take account of variations in learning styles and assessment is used to inform the next stage of learning.

Pupil Profiles contain a small number of targets and outcomes against which pupils' progress can be monitored.

## Identification and Assessment Procedures:

Progress made by all pupils at Thwaites School is regularly monitored and reviewed. Pupils with needs which are different from, or additional to, standard class provision, may be identified in discussion with parents / carers, or through discussion with other agencies, by the class teacher in discussion with the SENDCO, or through standardised monitoring and assessment.

Pupils receiving additional resourced/funded provision will be identified in a provision map. Individual learning programmes, where considered necessary, will be recorded in Pupil Profile form. These will be subject to regular review by teachers, support staff, parents and the child. When necessary, additional advice will be sought from appropriate agencies. When need is deemed to be complex, severe and ongoing,

the school, with support from outside agencies, and consent from parents, will apply for an Education, Health and Care Plan assessment.

### **Allocation of Resources:**

Children receiving additional support as a result of Special Educational Needs will be identified, according to the Plan, Do Review Cycle. The additional support will be quantified and children's progress will be monitored to ensure effective use of the provision.

### **Staffing and Partnership:**

The SENDCO in consultation with the Headteacher, aims to ensure that all members of staff access relevant and appropriate training and information. Parents are encouraged to take an active role in meeting their child's Special Educational Needs. They are invited to attend review meetings with the class teacher, Teaching Assistant and SENDCO. They are invited into school to meet any visiting specialists. We aim to take account of parents' aspirations for their children and we encourage them to take an active role in their children's education. The views of the child are important, we encourage children to be involved with their own target setting and include their 'voice' in the Pupil Profiles.

### **Links with other Schools and Agencies:**

Links with other schools will be forged to ensure a full exchange of information when any pupil changes school. Records will be transferred to the receiving school as soon as possible. There is liaison between schools to ensure that effective arrangements are in place to support students at the time of transfer. The SENDCO will also liaise with other providers when a pupil with SEND is transferring to the school.

### **Complaints Procedure:**

If parents are unhappy with the provision the school is making for their child with SEND, they should raise their concerns with the Head Teacher and SENDCO; every effort will be made to resolve complaints or concerns within our setting. However, if parents still feel dissatisfied, they may raise their concerns with the school governor responsible for SEND or the Chair of Governors, in writing. If following this action, the matter remains unresolved, then subsequent recourse can be taken through the Local Education Authority. The SEND Code of Practice (2014) outlines additional measures the Local Authority must set up for preventing and resolving disagreements.

### **Success Criteria:**

The success of this policy is judged against the aims set out above. The policy has been developed in consultation with the staff and governors and has been approved by the governing body.

Name and contact details of SENDCO

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