



Twyning School

Special Educational Needs and Disabilities Policy and SEN information report

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**Governor
Committee:** SEND Committee

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Twyning School, we aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special educational needs, receive a curriculum relevant to their needs and ability and still fulfill the requirements of the National Curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEN
- establishing and maintaining an efficient and consistent approach to identify needs
- providing an appropriate learning environment for all children
- early consultation with teachers and, where necessary, actively involving them in implementing My Plans.
- enabling parents to take an active role in their child's learning
- establishing a SEN register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the SENDCO, class teachers, teaching assistants and opportunities for the dissemination of information related to SEN.
- having regard to the Code of Practice.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Michelle Ginn

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

We have a SEN governor. Our SEN Governor is Mrs Louise Healey.

The SEN Governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and the voice of the child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly, at least 3 times a year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent consent has been obtained and may include

- EPS: Educational Psychologist Service
- ATS: Advisory Teaching Service (Hearing Impairment / Visual Impairment / Physical and Disability / Communication and Interaction / Cognition and Learning)
- SALT: Speech and Language
- OT: Occupational Therapy
- Health and Social Services
- CAMHS: Children and Adolescent Mental Health Services

For a very small percentage of pupils, whose needs are significant, complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our Reception teachers will visit the pre-school to build relations with children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to Secondary school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENDCo in the term before transfer. This will be the responsibility of the SENDCo and the class teacher.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

They ensure that all teaching is based on building on what your child already knows, can do and can understand. Wherever possible, the school ensures that all our pupils are taught within their own class group and that withdrawal is kept to a minimum. We provide programmes of work for children with SEN which enable them to access the Curriculum irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops or I-pads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Changing the working environment. Some children may work outside the classroom as part of a small group or 1:1 context. They will still be accessing the lesson objectives set by the class teacher.

5.8 Additional support for learning

Our teaching assistants along with our class teachers deliver interventions across the curriculum. Termly class interventions are decided by the class teacher, depending on the needs of the children. These are often delivered in small groups however they can be individual or paired sessions. Similarly, EHCP or My Plan outcomes may also be delivered in a small group, paired or individual basis. The class teacher may seek advice from the SENDCO about which would be the most appropriate.

5.9 Expertise and training of staff

Our SENDCo has 3 years' experience in this role and has the National Award for Special Educational Needs Coordination (Postgraduate Certificate).

They are allocated 2 days a week to manage SEN provision.

5.10 Securing equipment and facilities

The securement of specialist equipment is obtained through the support and advice from outside agencies, i.e. Advisory Teaching Service.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least 3 times annually.
- Reviewing the impact of interventions termly.
- Monitoring by the SENDCo and members of the Senior Leadership Team.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Staff ensure they take appropriate consideration when arranging visits and may involve parents and the SENDCo to ensure that visits are accessible and appropriate.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and other collaborative areas of school life.
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships.
- We provide support for pupils to improve their emotional and social development, which are detailed in their My Plan/EHCP outcomes.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Our school currently works with the following agencies in order to improve outcomes for our children with SEN;

- Advisory Teaching Service (Communication and Interaction/ Cognition and Learning/Hearing Impairment/Visual Impairment/Physical and Disability)
- Educational Psychologist Service
- Speech and Language
- Occupational Therapy
- Health and Social Services
- Children and Young Person Services

Referrals will only be made following agreement with parents/carers. Most agencies now require a GDPR form of consent to be completed alongside the referral form. The SENDCo is available to support parents/carers to complete these forms.

All members of staff are required to notify the SENDCo of any contact they have with outside agencies. Similarly, the SENDCo will keep staff informed of any reports or assessments carried out by the outside agency. Parents/Carers will usually receive reports directly from the outside agency, not all reports are circulated to the school. Where possible the school will let parents/carers know when an external agency is due to visit school for their child.

5.15 Complaints about SEN provision

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Twyning School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the Gloucestershire's Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) or engage with the School complaints procedures.

Please see our Complaints Policy for more details.

5.16 Contact details of support services for parents of pupils with SEN

Educational Psychologist: 01452 328 004 / eps@gloucestershire.gov.uk

Advisory Teaching Service: 01452 324376/ Cheltenham.ats@gloucestershire.gov.uk

Children's Occupational Therapy 0300 4216988 <https://www.ghc.nhs.uk/our-teams-and-services/childrens-occupational-therapy/>

Gloucestershire's Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) <http://sendiassglos.org.uk>

5.17 Contact details for raising concerns

Class Teacher: Please contact via the school office on admin@twyning.gloucs.sch.uk

SENDCO: Miss Ginn - SENDCo@twyning.gloucs.sch.uk

Headteacher: Miss Gladstone - head@twyning.gloucs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: Our school offer

Our local authority's local offer is published here:

<https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Behaviour
- Complaints Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Positive handling

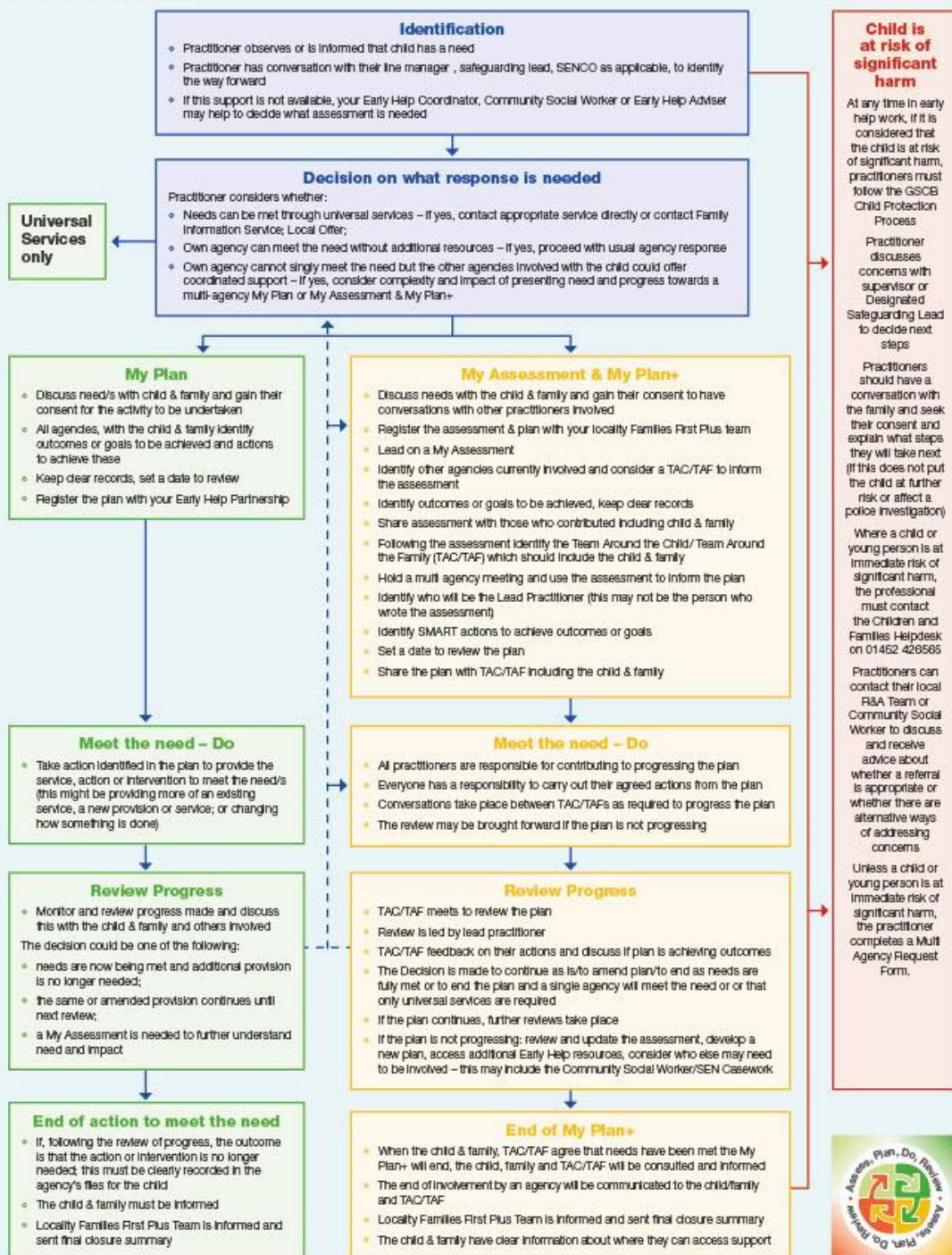
Appendix 1- Gloucestershire Graduated Pathway Flowchart

Graduated Pathway Flowchart – Early Help and Support for Children, Young People and Families What to do and How

Graduated Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must contact the Children & Families Help Desk.

Throughout any work with children, young people and their families, where practitioners have concerns or differences in opinion about the decisions or practice of others that they cannot resolve on their own, they can refer to the Gloucestershire Safeguarding Children Board Escalation Policy.



Appendix 2- Twyning School Inclusion Pathway

Twyning School Inclusion Pathway What to do if a pupil is not making progress

