



SEND / INCLUSION POLICY 2020/2021

1. Disability and Inclusion

The purpose of our SEND policy and our SEND Information Report are:

- To ensure that TGBS complies with and implements effectively the requirements of the *Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 (May update)* and any other statutory guidance;
- To ensure that every pupil with SEND are provided with equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school community.
- To provide detail on how TGBS will support and make provision for pupils with SEND.
- To provide legal definitions that all stakeholders can refer to and understand.
 - The Children and Families Act 2014 states *that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (6.15)*
 - The Equality Act 2012 defines disability as *'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities'*. Thus the legal definition of disability is not the same as the definition of special educational needs.

We believe that all pupils should be equally valued in school. We strive to eliminate prejudice and discrimination, and are committed to developing an environment where all children can flourish and feel safe.

Turves Green Boys' School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to pupils who may have experienced previous difficulties.

2. Definition of Special Educational Needs

The special educational needs and disability code of practice: 0-25 years (DfE 2015) describes a child as having SEND if 'they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

There are four broad areas of need outlined in the code of practice and Turves Green Boys School has extensive experience of supporting pupils with the following special educational needs.

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	SENSORY AND/OR PHYSICAL NEEDS
<ul style="list-style-type: none"> ○ Speech, Language and Communication needs (SLCN) ○ Autism (AS) 	<ul style="list-style-type: none"> ○ Moderate and severe learning difficulties, for example, dyslexia & dyspraxia 	<ul style="list-style-type: none"> ○ ADHD/ADD ○ Attachment Disorder 	<ul style="list-style-type: none"> ○ Vision and hearing impairments ○ Physical disabilities.

3. Aims & Objectives

Turves Green Boys' School is committed to providing high quality education to all pupils living in the local area. We believe that all children, including those identified as having special educational needs and disabilities are entitled to a broad and balanced curriculum that is accessible to them and enables them to participate in all aspects of school life.

- To offer a broad and balance curriculum that all pupils can access, regardless of need
- To offer high quality differentiated teaching that is personalised to meet the individual needs of pupils
- To work in partnership to with families to ensure needs are met, understood and supported effectively to support pupil outcomes
- To identify pupils with epical educational need, as early as possible
- To ensure all teachers receive relevant training to help them support the needs of pupils in their lessons
- To make reasonable adjustments to support any pupil with a protected characteristic so they are able to realise their full potential.

4. Role and Responsibilities

Leadership is responsible for:

- Ensuring a consistent approach to SEND across the school
- Ensuring high quality teaching that is differentiated and personalised to meet the needs of pupils
- Monitor the quality of teaching and learning, impact of interventions
- Liaising with the SENDCO to quality assure and continuously review and improve the quality of SEND provision and outcomes at the school;
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The SENDCO is responsible for:

- Liaising with leadership and the governing body in determining the strategic development of SEN policy and provision in the school.
- Coordinating specific provision to support individual pupils with SEN, including those who have EHC plans.
- Providing professional guidance to colleagues whilst working closely with staff, parents and other agencies.

- Liaising with the Local Authority and being informed on provision in the Local Offer, working closely with professionals and providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Overseeing the day-to-day operation of the school's SEN policy
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEND Governor is responsible for:

- Raising awareness of SEND issues at the governors' meetings;
- Monitoring the quality and effectiveness of SEND provision in the school and updating the Governing Body on this.
- Working with the head teacher and SENDCO do review and evolve the strategic development of SEND provision at Turves Green Boys School.

Class teachers are responsible for:

- The progress and outcomes for every pupil in their class;
- Working with the SEND team to ensure they can effectively adopt graduated approach to supporting specific pupils.

Teaching Assistants are responsible for:

- Providing in class and intervention support for pupils with Education, Health Care Plans and working across the curriculum to support targeted individuals as directed by the SENDCO.
- Work one to one with individual pupils as directed by the SENDCO

5. Policy Development and Implementation

This policy was reviewed by the school's SENDC) (22/9/20) and in consultation with parents, as well as the collation of teachers views and the senior leadership team was redesigned

TGBS' SENDCO, Nichola Davies, is responsible for the implementation of this policy and regularly consults and informs teachers and the senior leadership on policy implementation and impact.

6. SEND Register

A register will be maintained and will include any pupil with Special Educational Needs and disabilities. We use Provision Mapper to log intervention and additional support for pupils.

7. Graduated Approach

Turves Green Boys School will adopt a graduated response to meeting pupil needs and will access different levels of intervention to support pupils.

Wave One – Quality First Teaching

TGBS believes high quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people. Teachers are expected to utilize pupil passport recommendations and differentiate content, language and pace so that pupils receive the support necessary for them to develop and achieve. We also encourage staff to use visual stimuli and resources to help meet the needs of some pupils and ask they modify tasks to include high literacy content for pupils

Pupil books must be regularly marked so there are opportunities for pupils to respond and engage in dialogue about their learning, whilst being provided with visible learning opportunities to develop and improve the content of their work and outcomes.

Learning walks, book scrutinies and data analysis will identify whether a graduated approach is being adhered to in lessons and will inform SENDCO decisions on whether a pupil needs to access Wave 2 – In School support.

Wave Two – In-School support

This describes the additional, time-limited interventions provided for some pupils who need help to accelerate their progress and enable them to work at or above age-related expectations.

- ❖ Pastoral support and intervention
- ❖ Subject specific intervention after school
- ❖ Social skills and emotional support interventions
- ❖ Dyslexia intervention, such as Lexia programme
- ❖ Catch up intervention, such as Accelerated Reader
- ❖ In class support from Teaching Assistants
- ❖ Access to additional equipment to support pupil access to curriculum content

Wave Three – Targeted SEND Provision

These can often be targeted at a group of pupils:

- ❖ Access to the Hub including small group and 1:1 support and a personalized timetable;
- ❖ Personalized curriculum, including off site provision
- ❖ Therapeutic work with Educational Psychologist;
- ❖ Implementation of specialist advice from external agencies to support pupils at school and home, such as the CAT team and/or PSS or PDSS

8. School request for a statutory assessment

For a pupil who is not making adequate progress, despite a sustained period of intervention, typically two terms worth of evidence, the school may request that the Local Authority (LA) makes a statutory assessment in order to determine whether a SEND Pupil Provision Plan or EHCP assessment would be the most appropriate course of action for that pupil.

The school is required to submit evidence to the LA who will make a judgement about whether or not the pupils' needs can continue to be met from the resources and funding normally available to the school. This judgement will be made using the Local Authority's CRISP Criteria. This is the decision of the Local Authority and not the school

A pupil who has an Educational Health Care Plan will continue to have high focus intervention strategies in school if the school can continue to meet the pupils' needs. There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP, the placement or to the funding arrangements for the pupil.

9. Policy monitoring and evaluation and review

TGBS evaluates the effectiveness of provision through:

- ❖ Pupil outcomes;
- ❖ Work scrutiny evidence;
- ❖ Learning walk evidence;
- ❖ Pupil confidence surveys;
- ❖ Staff feedback;
- ❖ Parental feedback;
- ❖ Engaging in quality assurance processes with external partners;
- ❖ Annual reviews for pupils with EHCPs.

The IEB evaluates the success of SEND provision at TGBS through:

- ❖ SENDCO reports and updates
- ❖ Meeting with SEND Governor and SENDCO
- ❖ Annual review of SEND policy;
- ❖ Pupil outcomes.