Belong Discover Achieve

TOLLESBURY SCHOOL

Special Educational Needs and Disability Policy
February 2025

This policy was adopted by the Governing Body on it will be reviewed in 2026

The principles set out below are central to the Code of Practice for 0 to 25 years 2014, following obligations under the Children and Families Act (Clause 65) to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disabilities (SEND).

www.education.gov.uk/schools/pupilsupport/SEND

Tollesbury School's ethos for SEND

Tollesbury School aims to be an inclusive school, where the needs of each and every child are planned for and met by ensuring that there is an all age (4-11) specialist provision for learners with special educational needs in :-

- Learning Difficulties and Disabilities
- Social, Emotional and Mental Health Difficulties
- Autism and Social Communication Difficulties
- Speech, Language and Communication Needs
- Physical and Neurological Impairment
- Sensory: Hearing, Visual and Multi-Sensory Impairment
- Or a combination of the above

We take a whole school inclusive approach to all pupils with special educational needs, recognising that the core values of the school are the same for all pupils whatever their abilities and that each pupil will: -

- Achieve their best
- Become confident, independent and resilient individuals
- Make successful transitions, as they progress through the various stages of their education

We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring that they realise their maximum potential by providing a broad, balanced, stimulating curriculum for every child regardless of race, gender or ability. Tollesbury School aims to create a happy, caring community where everyone: pupils, parents, staff and governors feel valued and secure.

Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives:

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school
- Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met, and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychologists, Counsellors, Speech Therapists, Health - to seek advice from a Pediatrician, Occupational Therapist,Physio therapists.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs and carefully monitoring the progress of all pupils at regular intervals.

Arrangements and Responsibility for the coordination of SEND provision:

The person responsible for overseeing the provision for children with SEND is the Head teacher.

The person co- ordinating the day to day provision of education for pupils with SEND is the SENDCo.
The SENDCo will hold details of all SEND records for individual
pupils.
All staff can access:

- Tollesbury School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, individual support
- Plans and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needsand disabilities

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents to aid the effective coordination of the school's SEND provision.

A graduated approach: Quality First Teaching:

All teachers are responsible for teaching all the children in their care:

a. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
b. Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
c. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
d. The SENDCO will be consulted as needed for support and advice, and may wish to observe the pupil
e. Through (b) and (d), it can be determined which level of provision the child will need going forward
f. Parents will be informed fully of every stage of their child's development and the circumstances under which they are monitored. They are encouraged to share information and knowledge with the school
g. The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings
h. Parent's evenings are used to monitor and assess the progress being made by children

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of thisand the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes

This will be shared with parents through termly One Plan meetings. Children placed on the SEND register may also be given an individual support plan, containing long term outcomes and next steps to achieve these outcomes. Not all children on the SEND register will need a support plan, especially if their needs relate to visual or hearing impairment.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a One Plan review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Inclusion partner
- Educational Psychologist
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of the next steps set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer. Following the Statutory Assessment process, an EHC Plan will be provided by Essex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, Educational Psychologist, any health care professionals involved and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The arrangements for consulting young people with SEND about and involving them in their education:

The children are involved with the setting of their curriculum based next steps to outcomes and evaluating the progress they are making. They regularly use peer marking, talk partners etc. to share ideas and discuss ways to improve. The children's achievements are continually being valued through verbal feedback, rewards, celebration assemblies, special presentation assemblies and productions. We are proud of our caring ethos and the high level of support we provide and this is reflected in the verbal and written feedback the school receives. Staff have a high level of expectation for all pupils.

The SEND pupils' views are sought before or during any review meeting and these become the basis for the discussion and any support plans implemented. Where possible children are invited and encouraged to attend meetings about them with their parents.

Prior to transition between year groups, staff meet to discuss the individual needs of pupils to ensure continuity and a smooth transition. When a pupil moves to another school, then discussions are held between the SENDCo's. Paperwork is forwarded and if appropriate then the SENDCo will make a visit to the new school. Parents are encouraged to visit the new school and to arrange a meeting with the SENDCo/Inclusion manager to ensure that all relevant information is shared. In addition to this, prior to a child starting school the SENDCo may visit any Preschool setting/s the child attends.

Access to the curriculum, information and associated services:

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream
classroom setting. Where this is not possible, the SENDCo will consult with the child, the child's parents and any other outside agencies working with that child for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the local schools' consortium. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. These are detailed in the child's individual support plan and/or provision maps.

Inclusion of pupils across the school:

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. These include children with SEND, but also children sitting outside this category who may fall into one or more of the following:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of Service person

Continence in school:

In line with the national guidance, the school is now admitting younger children and more children with developmental delay or more complex needs now attend. Others, by virtue of their immaturity, health or personal development, may still be in nappies or have occasional accidents, especially in the first few months after admission.

The school will make reasonable adjustments to meet the needs of each child and children should not be excluded nor treated less favourably because of their incontinence. Each case will be dealt with on an individual basis and staff will work in partnership with parents to support these individual personal care needs.

If the personal care needs continue beyond an agreed period of time this may become a SEND issue and support/advice will need to be sort from outside agencies.

Governor Responsibilities

The Governing body should decide, with the Headteacher, the school's general policy and approach to meeting children's Special Educational Needs including those with and without an EHC plan (Education and Health care plan) The Education Act of 1996 gives responsibilities to the schools Governing Body (as quoted in the Governor's Handbook May 2014 issued by Dept for Education). They must ensure:

- they use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who have SEND;
- ensure that parents or the young person are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEND;
- make sure that the responsible person makes all staff that is likely to teach the pupil aware of the pupil's Special Educational Need or disability;
- make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching;
- ensure that there is a qualified teacher designated as special educational needs coordinator for the school.
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- take account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEND;
- where an LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend on an Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school in a statement, the LA must consult the governing body of the school (see below).
- cooperate with the local authority in developing the local offer;
- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014; and
- ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014) At Tollesbury one Governor in particular takes a special interest in SEND. It is that Governor's responsibility to ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. It is the responsibility of the SENDCo, as the named person, to report to the Governing Body about the provision for those with special educational needs.

Arrangements made by the governing body in relation to complaints from parents about the schools SEND provision:

The school has an 'open door policy' whereby parents can speak to staff informally or they can request an appointment. We aim to resolve any issues swiftly and in person. We endeavour to make the school a welcoming place where parents feel able to discuss their concerns.

'What to do if you have a concern about your child' is available on our website www.tollesbury.essex.sch.uk

Some other policies can also be located on this website and if not then they are available from the school office on request.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan or Statement and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

To access information on the Local Authority Offer -

Visit www.essexlocaloffer.org.uk

Parents may also access the Local Offer by contacting SEND operations at:

SEND Operations
E2 County Hall
Market Road
Chelmsford
CM1 1QH

Or by visiting www.essex.gov.uk

Contact details for any queries relating to SEND issues:-

Please refer tour SEND brochure or contact:
School Office: tel: 01621 869242 e-mail: admin@tollesbury.essex.sch.uk
SENCo: Emma Healy - tel: 01621 869242 email: healy@tollesbury.essex.sch.uk