



Special Educational Needs - SEN Policy and Information Report

Our Mission Statement

At Tranmere Park, we're proud of our friendly, happy and caring school. Each pupil is valued and encouraged to achieve to the best of their abilities.

Be yourself

Be your best

Be Team Tranmere

All children are encouraged to become independent learners through our inclusive ethos and personalised curriculum which, in turn, encourages our children to grow and develop as learners, developing a positive mindset to accomplish tasks and challenges they face. We work together with parents as a team to provide a quality learning environment and to ensure all pupils achieve to their full potential.

All SEND provision is overseen by the Senior Leadership Team and is coordinated by the Special Educational Needs Co-ordinator (SENCO). Provision is reviewed regularly throughout the year and reported to the governing body regarding individual needs, how these are being met through the use of the SEN budget.

Roles & Responsibilities - overview

The Special Educational Needs Co-ordinator – Mr Daniel Beech

The Special Educational Needs Governor – Rob Fordyce

Designated Safeguarding Lead and Designated Staff

Mrs Alison Hodgson – DSL & Co-Headteacher

Mrs Debbie Martin – Learning Mentor

Mr Daniel Beech - SENCO & DSL

Designated CLA Officer - Mrs Alison Hodgson

The Learning Mentor - Mrs Debbie Martin

Please see further information at the end of this report about the specific duties of each person.

What is SEN?

The Department for Education's definition of what Special Educational Needs (SEN) is:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities.'

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Our admissions policy can be found on our website (<http://www.tranmerepark.leeds.sch.uk/the-school/policies/>)

The kinds of SEN that are provided for

Our school welcomes all children with SEN and currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism or speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and severe learning difficulties
- Medical needs which require additional support

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.

Consulting and involving pupils and parents

At Tranmere Park, we feel very strongly that parents and pupils should be as involved as possible in their education. Wherever possible, we aim to involve them in creating or amending any documentation (such as Pupil Profiles and/or Personal Behaviour Support Plans) that is used in school.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Many younger children at primary school age are not able to take an active role in these discussions - the decision of whether or not to include them will be taken together with parents.

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,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEN support.

Parents are actively encouraged to get in touch with the class teacher or the SENCO to discuss how we support their children. We welcome suggestions and ideas alongside any concerns parents/carers may have.

Assessing and reviewing pupils' progress towards outcomes and evaluating provision

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

The class teacher will work with the SENCO 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 and 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.

All teachers and support staff who regularly work with the pupil will be made aware of their needs and any teaching strategies or approaches that are required through the use of One Page Profiles for each child.

Where there are adaptations to Quality First Teaching (QFT) required, these, along with the outcomes sought and support provided, will form a more detailed Targeted Profile. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be communicated to parents/carers at least six times per academic year through Pupil mentoring folders (3 times), parent consultations (2 times) and end of year reports (once). All parents/carers are invited to request additional meetings with their child's class teacher and/or the SENCO if they feel they would like further information or have any concerns. Class teachers and the SENCO may also frequently suggest these additional meetings to enable clear, open communication around each child's needs.

We constantly review the different support strategies and interventions for their effectiveness. New advice is taken into account, along with pupils and parents' views, to ensure we put in place the best possible provision. This is reviewed by the SENCO in collaboration with phase team leaders and class teachers as appropriate.

Supporting children and young people in moving between phases of education

We use a variety of methods to ensure all pupils have a smooth transition:

- Prior to entry into Reception, staff arrange nursery visits, hold new parents evenings, and arrange pupil/home visits. In addition and where appropriate, once a school place has been confirmed, staff will contact nurseries to ensure prior information is received or attend review meetings to establish specific needs to ensure adaptations to the environment, staffing, the organisation of training etc can be made before entry to the school. The SENCO is available to assist in any/all of these.
- Transition discussions take place between the previous or receiving school prior to pupils joining or leaving in other year groups
- Each Key Stage within school has a transition parents evening. In addition, if parents feel they would like an additional meeting between class teacher, SENCO and themselves, this can be arranged. The school SENCO ensures all pupil details are transferred to the next class teacher.

- All pupils within school attend transition mornings where they spend time with their new class teachers and teaching assistants
- Additional visits are arranged and encouraged for pupils who require extra time in their new class/school. If it is beneficial, both the current and new class teacher may undertake additional work on transition with a pupil. This may be supported by the Learning Mentor and/or SENCO
- The SENCO and class teachers attend review meetings to ensure next steps are discussed and targets and outcomes are achievable for the next phase of each individual's needs
- SENCO liaises with other SENCOs from receiving school/secondary schools so sharing and gathering of information can take place regarding levels/needs for children with SEND. Staff from these schools may be invited to a review meeting for these pupils. The SENCO can arrange for parents to meet new members of staff from the receiving school to discuss concerns and their child's needs and new routines. In addition, the head of Year 7 liaises with our Year 6 staff through an additional transition meeting
- Learning Mentor/SENCO/Year 6 staff arrange additional visits to selected secondary school if required.
- Pupils have opportunities within year 5/6 to attend organised event days to some secondary schools.
- Parents of children with SEN are invited to contribute to the transition planning process prior to each child moving classes. Where appropriate, the children are also included in this process.

Staff have the opportunity to attend training prior/whilst your child attends school. In addition, we liaise closely with external agencies to give us advice on risk assessments, accessibility to the building and availability of appropriate equipment.

The SENCO, the Learning Mentor and Headteacher are always available to discuss any issues or concerns.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. As part of the delivery of 'quality first teaching,' work will be planned and differentiated by the class teacher to enable pupils who are making less progress to access the curriculum more easily. Pupils may be placed in groups and differentiation may be supported through a range of strategies including the following:

- Additional time to complete tasks
- Word/spelling/questioning maps
- Seating position
- Using technology to aid recording of work e.g. iPads, Computers etc
- Check lists
- Visual timetables
- Writing frames

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

- Nurture Groups
- Learning Mentor sessions (small group and 1:1)
- Fine Motor skills (including Jungle Journey and Handwriting)
- Speech and Language (following assessment and planning by the Children's Speech and Language Therapy Team)
- Phonics groups
- Reading groups (including 1:1 reading, reading comprehension practice and Reciprocal Reading)
- Writing groups (including Fresh Start)
- Maths groups (including Rapid Maths and 1:1)

Adaptations to the curriculum and learning environment

At our school, we want all children to achieve the best possible progress in all areas, including social and emotional development. 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.
- Physical changes to the classroom layout to promote easier access
- Adapting our resources and staffing
- Using recommended aids, such as laptops, 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.

Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions such as Jungle Journey, Speech and Language, Nessy or SHINE.

Teaching assistants will support pupils in small groups when Class Teachers identify a need for a group of children with a particular level of need to have some additional support - both academically or socially.

Teaching assistants will support pupils on a 1:1 basis when their need is very specific or there aren't any other children requiring support in the same area within the class or phase as appropriate.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Leeds SENSAP
- Speech & Language Therapists
- Occupational Therapists
- Child Protection advisors
- Social Services
- CAMHS
- Adoptive Parent Support Group
- Pupil Premium Support Group
- Sensory Impairment Team
- Leeds SENIT Team – Early Years Team, Cognition and Learning Team and the Inclusion Team
- Occupational Therapists
- Physiotherapists
- Aireborough Cluster Partnership encompassing:
 - TAMHS
 - Family support workers
 - Child therapeutic services
- North West Area Inclusion Partnership
- STARS Team

Expertise and training of staff

Our SENCO is allocated one day per week to manage SEN provision in school and has achieved the 'National Award for Special Educational Needs Co-ordinator.'

Staff members are kept up to date by attending relevant SEND courses through external and in house training. These include but are not limited to:

- Phonics
- Early Literacy & Numeracy Skills
- Fresh Start
- Numicon

- Catch up Numeracy
- Behavioural, Social & Emotional Support
- Supportive TAs as writers
- Talking and drawing
- Bereavement counselling
- Speech & Language
- Talk Matters
- Attachment
- Cerebral Palsy
- Safe Handling and Moving
- AET/STARS training.
- SENCO Training/Network Meetings

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 lunchtime and after-school clubs.

- Our accessibility plan is available on the school website (<http://www.tranmerepark.leeds.sch.uk/the-school/policies/>) and we take all reasonable steps to ensure our building is accessible for all children who attend Tranmere Park.
- All pupils are encouraged to go on all educational visits including our residential trips throughout Key Stage 2.
- All pupils are encouraged to take part in sports day/school plays/special workshops/Subject Challenge Days, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Risk assessments are carried out and procedures are put into place to ensure all children can participate. Parents are encouraged to discuss with staff any concerns they have and procedures which may need to be put in place before the event. However, if it is deemed that an intensive level of 1:1 (or higher) support is required, a parent or carer may be asked to accompany the pupil during the activity. This decision will be taken together with parents.
- PE lessons are suitably adapted, where possible, to ensure inclusion for all and appropriate risk assessments will be in place. In addition, any advice or programmes suggested by physiotherapists or occupational therapists will be adapted into these sessions.
- When choosing roles and responsibilities within school we ensure all pupils who have additional needs are not treated less favourably and have opportunities to take part in groups such as sports/school councils.

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 and sports councils
- Pupils with SEN are also included in groups aiming to promote teamwork/building friendships etc.
- Our Learning Mentor and class teachers are aware of the need to ensure children with SEN have their voice heard and we ensure these children are able to express their views. This may include additional support from staff in dealing with any issues

We have a zero tolerance approach to bullying.

Working with other agencies

Links and partnerships are developed with outside agencies to provide support and advise teachers to meet all pupil's needs. These may include those listed under 'Additional support for learning' in this document.

We actively seek out agency support where appropriate for our learners and aim to involve parents as much as possible in this process. If parents are involved with additional agencies that have not been contacted directly through school, we welcome the opportunity to work with them in supporting children. This could be through phone consultations, meetings or the sharing of reports.

Parents of children who are receiving support from a number of external agencies may be offered an Early Help Plan, which ensures all agencies involved attend regular meetings to review progress and plan outcomes.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

The Leeds Special Educational Needs and Disability (SEND) Information Advice Support Service (IASS) offers impartial advice about any kind of SEND, including SEMH needs, to families in Leeds: 0113 378 5020 or use the contact form on <https://familyinformation.leeds.gov.uk/sendias-site/contact-us>

Other agencies which may be helpful:

Scope - www.scope.org.uk

Mindmate - <https://www.mindmate.org.uk>

STARS (Autism support) <http://www.starsteam.org.uk/> 0113 3789792 starsteam@leeds.gov.uk

Contact details for raising concerns

If you have any specific concerns that cannot be answered by your child's class teacher, please contact the SENCO, SEN Governor, Learning Mentor or Headteacher.

The Leeds local offer

Local authorities are required to publish information about all services in the area for children and young people with SEND aged 0-25 in one website. This includes all health, education and care services and they have a legal duty to help make this happen.

The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people.

For further information about the Leeds Local Offer follow:

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

If you would like advice and information about how to use the Leeds Local Offer please contact the Leeds SEND Information Advice Support Service (formerly Parent Partnership Service). The team can provide you with general information about services for SEN and disabilities and advise you. Leaflets and downloads can also be posted out to you. For expert advice on any of the services shown in the Leeds Local Offer please use the contact details that each specific website provides.

You can call the Helpline on 0113 378 5020 or use the contact form on

<https://familyinformation.leeds.gov.uk/sendias-site/contact-us>

Monitoring arrangements

This policy and information report will be reviewed by the school SENCO 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.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Complaints

Roles and responsibilities explained

The SENCO is Mr Daniel Beech – senco@tranmerepark.leeds.sch.uk or via the school office.

Duties include:

- 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
- Liaising with the relevant designated teacher where a child looked after pupil has SEN
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

The SEN governor 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 SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteachers will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Update the governing board on the effectiveness of SEN and disability provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Report Reviewed Feb 2021

Next Due for Review Feb 2022