



GLASTONBURY THORN SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Committee	FGB
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Document Control

Revision History			
Version	Date	Author	Summary of Changes
1	19.10.22	Rebekah Green	Updates on school procedures that have changed regarding the SEND Support Plan process
2	October 2023	Jo Clay	Updates on names of relevant staff; inclusion of Level 3 TAs; Change to name of responsible committee to Quality of Education Removal of reference to Covid 19 restrictions Removal of reference to a lift Removal of reference to specific ICT equipment Identification section b – Reception Baseline added
3	February 2025	Jo Clay	Change to name of responsible committee to FGB Update – name of Governor responsible for SEND 1 TA in EYFS Update to procedure to be followed by staff for early identification] SENDCo responsibility for co-ordinating provision to meet Support Plan targets Terminology IEP changed to Support Plan Frequency of reviewing Support Plans changed to half termly
4	September 2025	T Redman	Terminology change- Spectrum and disorder removed (none found)
5	March 2026	Jo Clay	Reference to ordinarily available provision Clarification of support and resources dependent on funding SALT assessments and phonological awareness assessments used

Glastonbury Thorn School

Special Educational Needs and Disabilities Policy

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Identifying Special Educational Needs

‘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.’ (Para: 6.15, Code of Practice 2015).

There are four broad areas of need:

- Communication and Interaction difficulties (C & I)
- Cognition and Learning difficulties (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Difficulties (S & P)

Definition of a Disabled Person

A disabled person is defined as someone who has a physical or mental impairment, which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be:

- Substantial (that is more than trivial) and
- Long term (that is likely to last for at least a year or for the rest of the life of the person affected); and
- Adverse

School Aims and Objectives

1. To provide a happy and stimulating environment for children, staff and parents.
2. To facilitate the development of lively enquiring minds encouraging independence and a positive attitude towards learning.
3. To achieve high standards enabling each child to develop their full potential.
4. To provide a broad relevant curriculum reflecting the needs of the individual child and fulfilling the requirements of the National Curriculum.
5. To provide opportunities for children to work co-operatively, to develop their social skills and heighten their awareness of others.
6. To promote equality of opportunity for all children, encouraging any special interests, activities or aptitudes.
7. To establish close links with parents and the local community and involve parents in the learning process.
8. To encourage a sense of responsibility towards the environment.

Inclusion

We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to access a broad, balanced, relevant and challenging curriculum appropriate to their individual needs and full access to all extra curricula activities on offer when children can access the activity without support or if appropriate support is available. We aim to achieve this by setting appropriate learning targets, teaching styles and access strategies for each child. This may include programmes delivered outside the classroom to develop skills to enable the child to access the curriculum more effectively. We aim to ensure children are not disadvantaged through these programmes and maintain full access to the curriculum at individual children's stages of development.

Equality

We aim to provide a high quality service that is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of race, gender or disability. Please refer to the School's Equal Opportunities policy for further information.

Roles and Responsibilities

The Governing Body

The Governing Body must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability;
- ensure that, where the 'responsible person' (the Headteacher or the appropriate governor) has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her;
- ensure that class teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs;
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that a pupil with Special Educational Needs or a disability joins in the activities of the school alongside pupils who do not have special educational needs or disabilities when it is safe and appropriate taking account of their needs to do so. This is provided and is consistent with their learning needs, the efficient use of resources and that it does not interfere with the education of others;
- have regard to this Code of Practice when carrying out their duties toward all pupils with special educational needs;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Monitoring by the Governing Board

The Full Governing Board monitors the school's work on behalf of children with Special Educational Needs or disabilities. Special Educational Needs are discussed every term. The Governing Board will appoint a governor responsible for SEND who will have responsibility, alongside the headteacher, for reporting to the Full Governing Board.

The 'Responsible Person'

Every school must have a 'responsible person' who makes sure that all those who are likely to teach a pupil with an Education and Health Care Plan (EHCP) are told about the child's identified needs.

The 'responsible person' means the Headteacher or the appropriate governor: that is the Chair of the governing body unless the governing body have designated another governor for the purpose.

Currently the 'responsible person' is Amy Egurrola who is the Governor with responsibility for SEND

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work including provisions for children with Special Educational Needs or disabilities. The Headteacher keeps the governing body informed whilst working closely with the school's SENDCo.

The Special Educational Needs Co-ordinator

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) has responsibility for managing the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with Special Educational Needs or disabilities. Currently the SENDCo is Jo Clay.

The Class Teacher

The class teacher has responsibility for identifying, assessing and making provision for pupils with Special Educational Needs or disabilities, liaising with the SENDCo as and when appropriate to the needs of the child.

Teaching Assistants

Teaching assistants work with class teachers and the SENDCo to support the needs of the children.

Level 3 TAs form part of the schools Inclusion Team. They provide the daily running and organisation of the SEND provision at GTS. They also organise and direct the teaching assistants in the implementation of SEND provision.

Admission Arrangements

- Parents are most welcome to visit the school and see it in operation at any time.
- We currently admit up to 60 children in EYFS at the start of each year and from. From September 2026 30 children will be admitted each year.
- Applications for places for children in older year groups will be considered according to the number in existing year groups.
- We adhere to the Milton Keynes Council Admissions Policy, which allocates places according to the criteria outlined in our admissions policy. This applies to all children equally regardless of any area of identified special need.

Special Facilities

Glastonbury Thorn School has been purpose built for access with wheelchairs. There are toilet facilities for the disabled and a disabled car parking space.

Glastonbury Thorn School does not own any specialist resources for those with visual and hearing impairments, however they do have access to them through the Inclusion and Intervention team at the local authority. Equipment is available from current school resources e.g. tactile letters etc., enlargements through photocopying and ICT. Digital microphones/recorders and access to additional resources are available from the Specialist Teacher Service.

Identification, Assessment and Procedures

a) Resources

Funding for children at SEN Support and for those with Education and Health Care Plans are detailed in the school's budget. The school chooses to use this funding in the following way:

- It employs a SENDCO who manages inclusion as part of the Inclusion Team, which consists of: The Headteacher (Inclusion Lead), SENDCo (Assistant Headteacher) and an HLTA and 2 Level 3 TAs together with an HLTA responsible for EAL provision.
- It employs Teaching Assistants (TAs) to provide specific support for children outlined in their EHCPs. Other TA support is organised flexibly across the school according to the needs of children. Our Teaching Assistants, where needed also support with EAL, Speech and Language and Social and Emotional support across the school.
- There are two Foundation Stage classes, each of which commences in September of each school year. From September 2026 there will be one Foundation Stage Class which will commence in September of each school year. Entry is phased from the second week in September following a week of home visits. The children start school fulltime from their first day at school. There is also a full time Teaching Assistant to provide general and special needs support as appropriate.

Materials are provided which enable pupils to work at appropriate ability levels. These include:

- General language and maths based equipment located across the school.
- Year Group SEND resources located in storage units in each practical area specifically for the use of SEND children working with a Teaching Assistant individually or in small groups on school targets or a SEND Support Plan.
- Additional SEND resources stored in The Orchard. These include visuals, tray tasks, information on various areas of special needs identification and teaching, documentation, programmes of work suggestions and special needs teaching resources.
- ICT

Additional resources are purchased or devised as appropriate where financial resources are available. Resources are borrowed when practical from outside agencies for children at SEN Support and EHCP Provision.

Children with Education and Health Care Plans (EHCPs) have particular resources attached to their EHCPs, which may be both human and material. These resources are provided through funding from the School's SEN budget through additional funding allocated within the EHCP and where available, include outside agencies.

Allocation of Teaching Assistant time is dependent on the child's needs and reflects a graduated approach that recognises the continuum of special need. A child on a SEN Support Plan can receive at least 13.25 hours of support per week, a combination of quality first teaching, strategies including in the ordinarily available provision, 1:1 interventions, small group and in-class support. Children with EHCPs will receive support as detailed in their EHCP, which may be additionally funded by the LA.

b) Identification, Assessment and Procedures

- Early identification of Special Educational Need is essential for appropriate provision to be made.
- On entry to school at 4+ children are taken through the school's own initial screening

procedure and assessment in line with the Early Years Foundation Stage Profile as well as the Government's Reception Baseline Assessment.

- The SENDCo meets with each Foundation Classteacher following assessment in the Autumn Term based on the Foundation Profile and the school's Baseline assessment procedure.

Children causing concern will be identified by class teachers. A Concern Form will be completed and the Flow Chart followed: SENDCo observation and initial assessments, a Monitoring Support Plan will be started. Each child's area of need is targeted through the Monitoring Support Plan and provision mapped out. The child will receive support through Quality First Teaching and targeted and personalised provision as appropriate. Monitoring Support Plans will be reviewed at least half termly. School Concerns are noted, but the child is not placed on the SEND register at this time. Monitoring Support Plans will be closely monitored and children placed on the SEND register if it is considered appropriate by the SENDCo.

Discussions between parents and staff take place at Parental Consultation evenings. The SENDCo is involved as necessary.

Children who have already been identified as having additional needs who require targeted or personalised provision will be placed on the SEND register at SEN Support without being placed on the School Concern List.

- A variety of sources of information may be used to assess the child's needs. These may include:
 - * Pupil tracking information
 - * Informal assessment based on the Class teacher's own expectations of children
 - * Parents' perception of difficulties
 - * Parents' expression of concern / information
 - * Baseline assessments
 - * Milton Keynes FACT and FACT + documents
 - * Phonological Awareness assessments
 - * Various Speech and Language assessments
 - * Observations of behaviour patterns
 - * Curriculum records
 - * Class teacher's own records
 - * Assessment levels
 - * Children's work
 - * Assessments made by specialist class teacher / educational psychologist
 - * standardised tests
 - * Speech therapist
 - * Social worker / child family guidance
 - * School nurse / doctor / health visitor
 - * Information from playgroup / nursery
- Class teacher assessments of the child's progress are ongoing, collecting more information on the child's special needs and developing progressive strategies to meet these needs.
- A child with English as an Additional Language is not part of the Code unless their difficulties arise as part of an identified learning difficulty rather than a lack of competence in English.
- When the Class teacher / parent is concerned about the child's progress, the child may be placed on the School SEND school monitoring register. This is the school's internal procedure to identify, collect evidence and attempt to reduce barriers to learning without the need to place the child on the SEND register

- The school's behaviour policy includes further details of SEND response to behaviour difficulties.
- In order to help children who have Special Educational Needs, the school adopts a graduated response that recognises there is a continuum of Special Educational Needs and may need to bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school records steps taken to meet the needs of individual children.

SCHOOL CONCERNS

If a class teacher is concerned about the lack of or slow progress a child is making they will be placed on the school SEND monitoring register. The focus is on quality first teaching and ordinarily available provision including classroom organisation, teaching materials, teaching style and differentiation to reduce barriers to learning and enable the child to learn effectively.

The SENDCo/ or a member of the Inclusion Team and class teacher meet to discuss the child's needs and decide on a course of action. These documents are kept securely on the schools server. The class teacher also maintains a copy to keep with the child's records on Edukey.

School Concern provision will always involve extending in-class strategies with advice / and/or observations from the SENDCo as necessary.

It may also include:

1. Quality first teaching
2. Ordinarily available provision
3. Programmes used in school e.g. Early Intervention, reading support, phonics catch up
4. Group work with a Teaching Assistant once per week, if time is available, on specific needs.
5. Targets set on a school monitoring sheet which can be monitored and evaluated over a period of 2 terms

The class teacher/ Inclusion Team/Teaching Assistant, as appropriate, talk about and share the targets with the child as part of curriculum provision and any additional programmes. Discussions take place with parents at parental consultation evenings. Progress is reviewed at least every 6 weeks with the SENDCo and class teacher. Where possible, children will be placed on the school SEND monitoring register for at least two terms to try to reduce barriers to learning before placing on the SEND register. The child may remain on the monitoring register for as long as is necessary.

SCHOOL'S SEN SUPPORT PLAN

The trigger for placing a child on the SEND register at SEN Support is if adequate progress has not been made at School Concern despite differentiated learning opportunities targeted at the child's identified area of weakness.

Adequate progress may be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

The class teacher, with the advice of the SENDCo, draws up a SEND Support Plan on Edukey or where an EHCP request is likely a Local Authority Support Plan. The Support Plans detail the ordinarily available provision strategies being implemented for the child together with interventions that are **additional to or different from** those provided' as part of the differentiated curriculum. The class teacher is responsible for ensuring time is allocated to meet the needs of the Support Plan within the class environment where this can be met with Quality First Teaching approaches. The SENDCo is responsible for co-ordinating the additional provisions to meet the Support Plan targets each half term. This may involve the teaching assistants working with the child individually or in a small group.

A child at SEN Support has access to all the resources within school. The SENDCo will be fully involved.

The Support Plan is reviewed at least half-termly and the necessary follow-on action taken. The class teacher is responsible for ensuring half termly reviews are held and Support Plans are drawn up for each half term. Parents and children are invited to review Support Plans and agree recommendations for the new targets at parental consultations. Parents are kept informed at all times and are asked to contribute to Support Plans on Edukey. Parents are encouraged to work on academic targets detailed on the Support Plan at home. The child may remain at SEN support for as long as this level of support is required.

LOCAL AUTHORITY SEN SUPPORT PLAN

The trigger for placing a child on a SEND Support Plan is if he/she does not make adequate progress despite concentrated support under SEN Support. Outside agency advice is sought to help meet the needs of the child.

A meeting takes place between the SENDCo, class teacher and parent where possible. This may be at a review meeting at SEN Support where the child has not made adequate progress or an initial meeting about a child new to the school.

The SENDCo remains fully involved and coordinates the involvement of the outside agencies, depending on the needs of the child e.g. Behaviour Inclusion and Intervention, Education Psychologists, Health Services, Social Services, Speech & Language Therapy etc, borrowing additional resources as necessary. The SENDCo ensures the advice from outside agencies is fed into the SEND Support Plan and planning. The SENDCo works closely with parents and the class teacher to advise on SEND Support Plan targets, programmes of work etc.

The SENDCo may set up a programme of work for the child that is delivered by the Inclusion Team and Teaching Assistants. In this case regular meetings take place between the SENDCo, the class teacher and the Inclusion Team to ensure continued progress. The class teacher remains responsible for drawing up the SEND Support Plan in conjunction with the SENDCo, meeting the needs detailed on the Support Plan and allotting time for the programme of work to be carried out.

The child may remain on a SEND Support Plan as long as is necessary. Where progress remains inadequate and the child's progress meets the LA criteria for Education Health Care Plan a decision may be made to proceed with a request for Formal Assessment in consultation with the parent. In this case, the SENDCo will ensure all the necessary information has been collated and complete a case for Formal Assessment in consultation with parents, the class teacher and headteacher and external agencies.

EHCP

An EHCP details the special educational and non-educational needs of the child and the provision that must be made by school to meet these needs. It is a legal document.

The class teacher and SENDCo continue working closely together as above to ensure that the needs of the EHCP are met. The class teacher remains responsible for drawing up the Support Plan in close consultation with the SENDCo and ensuring time is allocated to meet the targets set in the Support Plan where this can be met through Quality First Teaching. The SENDCo is responsible for co-ordinating provision where additional support is required. The Support Plan reflects the provision detailed on the EHCP and the funding provided alongside the EHCP.

The SENDCo is responsible for managing the Annual Review in consultation with the Headteacher.

The Annual Review is a yearly meeting to discuss the progress of the child towards the needs detailed on the EHCP and targets set from the previous annual review, and to make a decision as to whether the current EHCP is still accurate. All relevant agencies are invited to the review meeting and / or to submit written advice e.g. E.P., Speech Therapist, Physiotherapist, Education Support, Class Teacher, pupil, parent, SENDCo, Headteacher etc. as appropriate.

Suggestions and recommendations may be made at this meeting for amending details, removing of support if significant progress has been made and it is deemed the child no longer needs a EHCP, or for the EHCP to remain in place unchanged. This will then need to be approved by the LA. A transition review will be held in the summer term for a Year 1 child to ensure an appropriate junior school placement where the child's needs can be most appropriately met.

c) Intake and Transfer Issues

Intake

The SENDCo and the Foundation staff visit local Pre Schools. The SENDCo attends meetings where there is a child with an EHCP or a child with significant special needs already recognised, to ensure their needs can be met immediately on entry to school. Any information / the child's file will be given to the SENDCo at the meeting and a SEND file set up on Edukey for the child at Glastonbury Thorn.

In School

Each pupil's SEND records are kept in individual files on Edukey.

The new class teacher accesses all records from the SEND main file to ensure an overview of the child's SEND history is obtained.

At the end of each academic year, the old and new class teacher of a child will meet to discuss the child's needs.

At the end of the summer term the current class teacher will review the Support Plan and write recommended targets for the new academic year.

Transfer

The child's work folder and SEND main file information is given to the SENDCo in the new school.

A meeting takes place between the SENDCos to discuss special needs pupils.

A meeting takes place between the class teachers to discuss special needs pupils.

All EHCP pupils have a summer term transfer review at the end of Year 1 to ensure placement in a middle school to best meet their needs and their parents' preferences. An additional transition/review meeting will take place in Year 2 where the SENDCo from the

new school will be invited. The children will also have additional visits to their new school in the summer term of Year 2.

d) Communication

To aid communication and continuity for SEN provision, several measures are used, including:

1. Regular Inclusion Team meetings will take place (2 every half term);
2. Half termly Pupil Progress Meetings;
3. Learning walks to monitor interventions;
4. Half termly provision mapping;
5. Half termly sharing of interventions and targets with TAs.

e) Criteria for success

- There is an effective system for identifying and assessing children.
- Accurate records are kept for all pupils on the School SEND monitoring and the SEN register.
- Support Plan targets are “SMART” (Specific, Measurable, Achievable, Relevant and Realistic, Time Limited).
- The school ethos recognises and values individual differences and ensures all children are effectively included.
- Parents are fully involved in their child’s education.

f) Complaints Procedure

It is expected that any concerns or complaints expressed by parents about the curriculum or religious worship will be dealt with through informal discussions with the Headteacher. If a complaint is not dealt with to a parent's satisfaction at school level, they may refer their complaint to the Chair of the Governors of the school and if the Chair deems it necessary, the complaint will be taken to the Governors’ Complaints Committee.

STAFFING POLICIES AND PARTNERSHIPS WITH EXTERNAL AGENCIES

a) INSET and staff meetings:-

- INSET provision will be used to ensure that the whole school policy is a working document
- Inclusion is a standing item on the staff meeting agenda’s.

Areas to be covered may include:-

SEN policy and Code of Practice 2015
Identification procedures
Assessment (FACT and FACT Plus training)
Developing Communication Systems / Documentation
SEND Support Plans
Ordinarily available provision
Differentiation and Curriculum Differentiation Plans
Behavioural difficulties
Resources
Working with parents
Links with Special Schools
ICT

- Opportunities for the SENDCo, class teachers and teaching assistants to participate in professional development courses will be encouraged (budget allowing)
- External agencies (eg speech therapy) may be used to support INSET provision where appropriate.

b) Support Services - Educational

***Educational Psychology Service.** (online advice can be requested)

***Inclusion and Intervention Team** (advice) can be requested.

***Ethnic Minorities Achievement (EMA Network).** Support (assessments, advice and resources) can be requested for EAL pupils with or without learning difficulties.

c) Services – Non Educational

The school is able to call upon the following services as and when the needs of the children require this:

Health Services

***Speech and Language Therapy.** Children who are perceived to have difficulties in this area can be referred to the Speech Therapy Service. The child will be placed on a waiting list to be assessed by a Speech Therapist. The Speech Therapist will then make an assessment of the child and give recommendations should support be needed.

***Physiotherapy and Occupational Therapy.** Advice can be requested in school for a child receiving these therapies. A medical professional makes the referral in the first instance. Parents can make a referral to Occupational Therapy.

***Child and Adolescent Mental Health Service (CAMHS).** Advice can be requested in school for a child receiving support through CAMHS.

***School Nurse.**

***Children and Families Practices.** The school can make referrals to the C&FP Team when more than one agency becomes involved in supporting the child.

***Children's Services.** The school works closely with social services as appropriate.

d) Partnership with Parents

Partnership with parents is part of the whole school ethos and at the centre of this policy.

- Parents are involved at the earliest stages when a concern is identified.
- Support arrangements are discussed with the parents.
- School Concern / SEN Support discussions centre on the normal termly parental consultations. Additional meetings for SEN Support Plans and EHCP may be held. The SENDCo is involved at all stages. Parents are given a copy of the current Support Plan and encouraged to support targets detailed on Support Plans at home.
- Parents are kept informed of progress and invited to reviews where they are given a password to access the Support Plans on Edukey and asked to make a comment.
- The support the child has received in school at the relevant stage is detailed in the child's annual report to parents. This is in the section most appropriate to the support received e.g. literacy for a child receiving literacy support.
- Parents are encouraged to help in school.

Signed: Jo Clay
Role: Special Educational Needs Coordinator

Date: March 26
Next Review: March 27