

**FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN
C OF E FIRST SCHOOL
AND
COLLABORATION WITH HIMBLETON FIRST SCHOOL**



SEND POLICY

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| Date approved at FGB | 26.6.18 |
| Statutory/ school policy | DfE statutory |
| Review period | 1 year |
| Date of next review | Summer 2019 |

GB signature.....

EHT signature.....

Special Educational Needs and Disabilities Policy (SEND Policy)

This SEND policy is written to comply with the Children and Families Act (September 2014) and the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:-

Children and Families Act (September 2014)

Equality Act 2010

SEND Code of Practice 0 – 25 (September 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

This was created by The school SENCo in liaison with the Governing Body, the Senior Leadership Team, staff, parents and pupils with SEND at The Pinvin Federation and Collaboration of Schools.

Inquiries about an individual child's progress should be addressed at first to the class teacher as he or she is the person who knows the child best. If you require any further information please contact the SENDCo or the SEND Governor via the School office at the Pinvin Federation office or Himbleton First School office on:

At: Pinvin Federation of Schools or Himbleton First School

Phone: 01386 554196 (Pinvin Fed) or 01905 391231 (Himbleton)

Email: office@st-nicholas.worcs.sch.uk or office@himbleton.worcs.sch.uk

We are a fully inclusive Federation and Collaboration of schools, who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv).

Other factors may affect a child's progress and attainment which are not SEND for example:-

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman or woman.

At The Pinvin Federation and HFS Collaboration of Schools we actively address and monitor these areas to support the progress and attainment of the children in our care.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Contextual Data:-

Around **10%** of our children are either at SEN support (SS) or have statements / EHC Plans (Education, Health and Care Plans). Types of SEND which we currently have in our three schools (2018), include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- Communication and Interaction
- autistic spectrum disorders and speech, language & communication needs
- Cognition and Learning
- moderate learning needs, severe learning difficulties & global developmental delay
- Social, Emotional and Mental Health
- ADHD,
- attachment disorders, social and /or emotional difficulties, mental health difficulties, behavioural needs.
- Physical and Sensory
- Hearing impaired, visually impaired, multi-sensory impairment, physical & medical needs.

We have children in all these categories of SEND. We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child. All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. We aim for the children on our SEND register make progress which compares well with the progress made by other children in school.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND. Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN Support
- discuss assessments that have been completed

- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Monitoring children at SEN support (SS)

Provision for children with SEND and Additional Needs is monitored through a whole school map of provision. Class teachers are responsible for producing a provision map of needs within their own class. These are updated regularly as the needs of children change. Once a child has been identified as needing SEN Support the following paperwork is completed:

- Termly, an Individual Provision Map (IPM) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. Smaller targets taken directly from the Individual Provision Map are discussed and agreed and next steps are recorded towards the longer term targets. Teachers and TA's meet with the SENCO termly to discuss progress and attainment of children with needs and whether children need to remain on the SEND register.
- Weekly, on monitoring forms the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Moving to an Education, Health and Care Plan (EHCP)

If children fail to make progress, in spite of high quality, targeted support at the SEN Support level, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- At the end of each intervention, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and Learning Environment

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc or have medical needs. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites. Other TAs and HLTA (higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities. If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as SEN, it is an underlying response to a need which has to be identified. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may run a Pastoral Support Plan (PSP) in conjunction with the Behaviour

Support Team or complete an Early Help Assessment Plan (EHAP) with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to a Paediatrician or CAMHS. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained Teachers or TAs who develop good, trusting relationships with

the children. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school:-

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition passport.

Enhanced transition arrangements are tailored to meet individual need.

The High school SENCO is invited to Annual Reviews for our Year 7 pupils and other review meetings such as LAC meetings and PEPs. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. There is a Governor with particular responsibility for SEND

Complaints

The Federation and collaboration works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the Himbleton School or DOWMAT's complaints policy and procedure.

Worcester's Local Authority offer to children with SEND

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Worcester's Local Offer:-

'The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision – The Local Offer And

"Ordinarily Available" in Worcestershire Schools 'can be found at <https://www.edulink.networcs.net/senreform>

The Pinvin Federation and Collaborations response to this document the 'SEND Information Report' can be found on the school website.

Equal Opportunities

The Pinvin Federation and HFS Collaboration is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the Federation and Collaboration as part of our Christian Ethos.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Natalie Rushton (SENCo)

June 2018