



# **BLAKENEY, PILLOWELL AND WALMORE HILL SCHOOLS' FEDERATION SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

<b>Staff responsible</b>	<b>Head teacher</b>
<b>Reviewed</b>	<b>Autumn 2022</b>
<b>Next review</b>	<b>Autumn 2023</b>

### **Equalities Statement**

Blakeney, Pillowell and Walmore Hill Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with the opportunity to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life, including:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

### **Safeguarding Statement**

The Assistant Heads in each of our schools are the Designated Safeguarding Leads (DSL) and there are Deputies who are responsible if the DSL is not on site. They liaise with the named Safeguarding Governor. We will follow the procedures for child protection drawn up by the Local Authority and the Governing Body.

If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Designated Safeguarding Lead about their concerns

When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Partnership. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.

We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).

All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

### **Accessibility Statement**

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

## **Name of Co-ordinator-SENDCo**

Nicky Dowle. Contact via the office - 01594 510270 (Blakeney). 01594 562244 (Pillowell). 01452 750373 (Walmore Hill) Or email: [senco@blakeney.gloucs.sch.uk](mailto:senco@blakeney.gloucs.sch.uk) for all the schools.

## **Lead Safeguarding Officers**

Darren Preece (Interim Executive Headteacher for the federation), Nicky Dowle (Executive SENDCo & Inclusion Lead for the federation) Kirsty Evans (Asst. Head Walmore Hill), Tracey Bees and Gemma Ford (Asst. Heads Blakeney), Nicki Allen, Emily Gorton & Chris Forster (Asst. Heads Pillowell). Contact via the office, as detailed above.

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### **1. Policy Creation**

This policy has been created through discussion with all parties. Further to this, the views of the children have been taken into account through discussions in School Council Meetings. The School Council were asked what helps them in school with learning and amongst the responses were:

- Working with children of similar ability
- More adventurous activities
- How the teacher uses the board
- Displays in the classroom
- Working outside and going on visits helps us as a fun way of learning
- Using art
- More experiments outside
- Trips
- Looking at the teacher
- Using computers

...and what doesn't help:

- Too much talking in the classroom
- Being hungry
- Other children misbehaving

- Falling out with friends
- Worrying about things at home
- Distractions outside the room
- Displays can be distracting if you are too interested in them to listen to the teacher.

This policy has been written following Gloucestershire's Guidance in conjunction with the Code of Practice September 2015.

Related guidance that has been taken into account when writing this policy:

- Working Together to Safeguard Children (2019) and relevant updates
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)
- Equality Act 2010: Advice for Schools
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Children and Families Act (2014)
- Mental Health and Behaviour in School (2018)

### Definition of Special Educational Needs and Disabilities (SEND)

The Code of Practice states that: (p.15)

xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

## **2. Introduction**

At Blakeney, Pillowell and Walmore Hill we aim to provide an atmosphere based on encouragement, sensitivity and acceptance of individual needs in which all children can thrive and reach their full potential.

The schools seek to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND (Special Educational Needs and Disabilities) are valued, respected and equal members of the school.

All staff are aware of and respond to children who experience difficulties. In addition, children will be encouraged to understand and accept the strengths and weaknesses of others and the

need for co-operation. As such, provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.

The governing body, Head teacher, SENDCo and all other members of staff have important responsibilities.

Children will be considered for special needs provision at the judgement of the classroom teacher and SENDCo in accordance with the County guidelines and the SEND Code of Practice. The federation schools will adopt a flexible approach to the organisation and methodology of teaching according to the needs of the individual children. Such provision will be made for the appropriate time necessary to overcome specific difficulties.

### **3. Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND. Provision should be of a high quality to meet the needs of children with SEND.
- To ensure there is early identification of SEND and early intervention of support.
- To enable children with SEND to maximise their achievements, ensuring all staff have high expectations for all children, including those with SEND. Support for the child and child's parents/ carers to enable the child to meet the best possible educational and other outcomes, preparing them effectively for adulthood.
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.  
To ensure all staff have access to training and advice to support quality first teaching and learning for all pupils.
- To collaborate between education, health and social care services, enabling a multi-agency approach for support where necessary.
- To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate. There is a high priority placed on removing barriers to learning.
- To work in partnership with parents/ carers to enable them to make an active contribution to the education of their child.
- To take the views, wishes and feelings of the child, and the child's parents/ carers into account.
- To ensure there is a high importance placed on the child and the child's parents/ carers participating as fully as possible in decisions and being provided with the information and support necessary to enable their participation in decisions.
- To promote positive attitudes from other pupils towards those identified as having SEND.

### **4. The four broad areas of special needs are:**

#### **Communication and interaction** [Code of Practice, p.97,6.28 & 6.29]

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning** [Code of Practice, p.98,6.30 & 6.31]

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (developmental co-ordination disorder).

### **Social, emotional and mental health** [Code of Practice, p.98 6.32 & 6.33]

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools these can be found in the Code of Practice under References section for Chapter 6.

In order to help our pupils' succeed, we also recognise schools have a role to play in supporting them to be resilient and mentally healthy. Parents are encouraged to discuss with their child's teacher when a child is experiencing difficult events in their lives including loss or separations (a death, parental separation, divorce, hospitalisation etc) or other life changes such as the birth of a sibling, moving house or a traumatic event such as accidents, injuries, abuse, violence etc. The class teacher can offer support at such times by watching for changes in behaviour that might indicate a problem enabling the school to work with parents to intervene before mental health problems develop.

Where a school has identified that a pupil needs special educational provision due to their mental health problems, again the aim is to work with parents and may involve specialist staff or support services.

### **Sensory and/or physical needs** [Code of Practice, p.98,6.34&6.35]

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many

children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **5. Roles and responsibilities**

Governors are responsible for reviewing and approving this policy.

The SEND Governor has a responsibility to oversee and monitor the implementation this policy and meet regularly with the SENDCo. They report to Governors regularly about SEND.

Teachers are at the heart of the SEND system of support, adopting an approach of 'assess, plan, do, review', with support and guidance from the SENDCo and specialist staff.

The classroom teachers have a focus on outcomes for children. They are responsible for meeting the special educational needs of the children in their class and should use the SENDCo to strategically support this. They will have high aspirations for all pupils and will involve parents and pupils in the planning and reviewing process.

Teaching Assistants are part of the whole school approach to SEND and work in partnership with the class teacher and the SENDCo to narrow the gaps in performance and pupil progress. They may be asked to lead an intervention programme. This will be monitored by the class teacher and the SENDCo and if the intervention is not having an impact, it will be adjusted where necessary.

There are teaching assistants who support children with an Education Health and Care Plans (EHCP) helping to plan and deliver units of work or intervention schemes.

## **Admission Arrangements**

The admission arrangements are as for any other pupil.

## **6. Identification**

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 [CoP,p.95,6.17]

The reception teacher liaises with our feeder pre-school settings to identify any children who may have SEND who have accepted a place at one of our schools. The teacher and SENDCo then attends the Summer Term review for these children in order to be able to put in place a child's IEP (Individual Education Plan) known as a 'My Plan' for the Autumn Term.

## **7. Assessment, Provision and Allocation of Resources**

The cost of SENDCo and resources are partially funded from the amount allocated to SEND within the delegated budget. The remainder is funded from general allocation or specific funding through an EHCP for an individual SEND child.

When children start school in Reception, they are assessed by the class teacher and any concerns are forwarded to the SENDCo. Children who join the school in other year groups bring their records from their old school and any records of SEND are noted and the child's 'My Plan' is implemented. Similarly, if a child transferred to another school from Blakeney, Pillowell or Walmore Hill, the head teacher and/or SENDCo would be responsible for the transferring of records and liaison with the other school.

All children are assessed regularly throughout the year, if a child is found by the class teacher to be working at a level lower than the expected level for the children's year group, the SENDCo is informed. At this stage an intervention could be put in place, through discussion with the child and parents. If the child begins to make better progress there may be no further action required, other than monitoring through pupil progress meetings and teacher observations.

If, however, after a suitable period of monitoring the intervention does not have the desired outcome and/or progress is slow, the child may be identified as having SEND. Throughout this process, the class teacher will keep in contact with the parents and a discussion surrounding the child's needs would take place. Through discussion, the child may be placed at 'School SEND support' level and placed on the SEND register.

The Class teacher will meet with the child and the child will complete a 'My Profile' sheet, in order to gather the views of the child. This document will summarise the child's strengths as well as the difficulties they face. The teacher and parent will meet to discuss the needs of the child and an individual education plan (My Plan) will be drawn up by the class teacher with the SENDCo's support, where necessary. This should be drawn up with an outcome led approach in mind and should contain achievable targets (SMART) specific to the child.

**Most pupils with SEND** will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs.

**Some pupils with SEND** may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be "*additional to and different from*" normal provision within the class. However, additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching.

**A small number of pupils with SEND** may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENDCo will consider requesting professional advice from external support agencies which might include the Advisory Teaching Service, Educational Psychology Service, Occupational Therapy Service, Speech and Language Therapy Service or other appropriate services. At this point the child would be graduated along the SEND pathway to a My Plan + with the implementation of a My Assessment. The My Assessment documents the developmental journey of the child and the wider concerns of parents/carers to inform the external professional services. It is a holistic document which seeks to gather both the child's and the parent/carers' 'voice' as well as the observations from school staff and external professionals.

This multi-agency approach to support, would mean graduating along the SEND pathway from a My Plan to a 'My Plan +' through consultation with all relevant parties. If after a suitable period of time the child still does not show suitable levels of progress or if a child has significant or complex difficulties which are on-going and the help the school can



normally provide is not enough to meet their needs they may receive an Education, Care and Health Plan.

**A minority of pupils with complex SEND** may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority, who may issue an Education, Health and Care Plan. The SENDCo will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the professionals involved in supporting the child such as Educational Psychologist and/or Advisory Teacher.

For those pupils with an Education, Health and Care Plan the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the Plan.

**In very exceptional circumstances** the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the ***Education, Health and Care Plan***. This may involve considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the child. However, the parents make the final decision on this matter.

## **8. The Review Process**

The provision in the Plan (My Plan, My Plan + or EHCP) will be reviewed regularly at meetings with the teacher and parents, at parents' evenings at least twice a year. The parent and/or class teacher can request the presence of the SENDCo at this meeting. The children's views will be considered and will be sought prior to the review meeting. Where possible the child will write their own views on how the targets have gone and they will be asked to consider next steps. Wherever appropriate and possible, the child will be supported to attend at least for part of their review meeting.

If outside agencies are needed to support a child's progress, the SENDCo would be responsible for liaising with other professionals and co-ordinating support. At all times the parents will be kept informed and invited to meetings where necessary and all documentation/reports will be shared.

The child's identification of SEND may be adjusted if good progress is made and it is no longer felt appropriate for the child to be identified as needing to be on the SEND register. Again, this would be reviewed in conjunction with parents/carers and school staff. All children are monitored regularly to ensure they are making appropriate progress in their learning.

## **9. Transition to Secondary School**

In our federation we enjoy positive relationships with the Special Educational Needs Co-ordinators of all our feeder secondary schools. In the summer term our SENDCo meets with the receiving school to discuss the profile of strengths and needs for each pupil on our SEND register. The SENDCo liaises with our staff to prepare a student passport to give all necessary information to allow the secondary school to be appropriately prepared for the pupils they will receive.

Transition visits are an important part of the preparation to help our pupils make a smooth and confident transition to their secondary school. Where it is felt that it would be beneficial additional transition days are arranged with the appropriate secondary school to try to ensure that this important step is as secure as possible.

## **10. Access to the curriculum**

All children and young people have the entitlement to a broad, balanced and relevant curriculum. All children and young people with SEND are taught for most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupil's diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of each pupil. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified, or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the SENDCo, teachers, teaching assistants regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

No pupils at present are disapplied from any aspects of the curriculum. Where pupils are withdrawn from class sessions, the SENDCo, class teacher and support staff study the timetable and the SENDCo or class teacher, draws up a timetable for intervention, ensuring the child does not miss essential teaching or lessons they are particularly fond of wherever possible.

### **Access to the wider curriculum**

In addition to the statutory curriculum the school provides a range of additional activities. Children with SEND are actively encouraged and supported to join in and benefit from these activities. Such participation is monitored carefully by the SENDCo.

Our aim and focus is for children in our schools to have equal access to additional activities, such as after school clubs. Where reasonably practicable, accommodations and adaptations will be made to meet the physical and learning needs of our children.

Class trips are an important part of our curriculum and again our focus is to be inclusive of a SEND disability or medical needs and the school will make reasonable adjustments to include all pupils, for example, a child's parent or if appropriate a member of support staff may be asked to attend the trip. However, in rare circumstances, if the safety of a pupil (or others) cannot be guaranteed because of their inclusion, then it may not be possible to include a pupil. This decision would be as a last resort and would involve the parents/carers in a discussion of our reasons.

## **11. Monitoring and evaluating the success of the education provided for children and young people with SEND**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the SENDCo reports annually to the governors

upon the quality of education provided for, and the achievements of, pupils with SEND. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching (including focused observation to see the individual provision being implemented in class)
- Analysis of the attainment and achievement of different groups of children with SEND
- Success rates in respect of My Plan, My Plan + or EHCP targets
- Scrutiny of children's work
- The views of both the parents and the pupils
- Regular monitoring by the SEND Governor
- Maintenance of assessment records that illustrate progress over time and progress made with different interventions.
- Regular meetings between SENDCo, class teachers and teaching assistants.

Termly Progress in Reading (PIRA) and Progress understanding Maths (PUMA) assessments.

As a result of the above, the school monitors its successes and identifies aspects for future development which may be outlined in the School Improvement Plan.

## **12. Dealing with complaints from parents**

As with other curriculum areas, in the first instance, there would be discussions with the class teacher. If any further discussion is required there would be referral to the SENDCo and Headteacher. Formal complaints can be made using the school's Complaints Procedure, a copy can be found on the school website or by asking the Office Administrator/Headteacher.

The Parents in Partnership Service now known as SENDIASS [Special Educational Needs and Disability Information, Advice and Support Service] is available to all parents and they would be advised to seek their advice. This service is independent, impartial, confidential and free. They can be contacted on Freephone: 0800 158 3603 or Direct line: 01452 389345.

Email: [sendiass@carersgloucestershire.org.uk](mailto:sendiass@carersgloucestershire.org.uk)

Website: [www.sendiassglos.org.uk](http://www.sendiassglos.org.uk)

## **13. Arrangements for In-Service Training**

These may include

- SENDCo attendance at local courses/conferences and cluster meetings.
- externally accredited courses e.g. diplomas, certificates, degrees
- training for teachers, TAs and non-teaching staff e. g .midday supervisors
- in-school sessions e.g., the SENDCo may lead a planned programme of training for teachers and/or support staff regarding different categories of SEND
- arrangements for inducting newly qualified teachers and staff new to the school
- Governor training

## **14. Links with other schools, teachers and facilities**

These will be school specific but include:

- links with Advisory Teacher Service, Educational Psychology Service, Education Inclusion Service, Mental Health Support Team, School Nurse Team, Child and Young Person Support Service, Social Services and other groups including voluntary organisations e.g. Winston's Wish.

## **15. The role played by parents of children with SEND**

In accordance with the SEN Code of Practice (2014), the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

In order to achieve this we aim to:

- Focus on the child's strengths as well as the area/s of need.
- Recognise the emotional issues involved.
- Recognise the need for flexibility in the timing and structure of meetings.