

**BLAKENEY, PILLOWELL AND WALMORE
HILL SCHOOLS' FEDERATION**

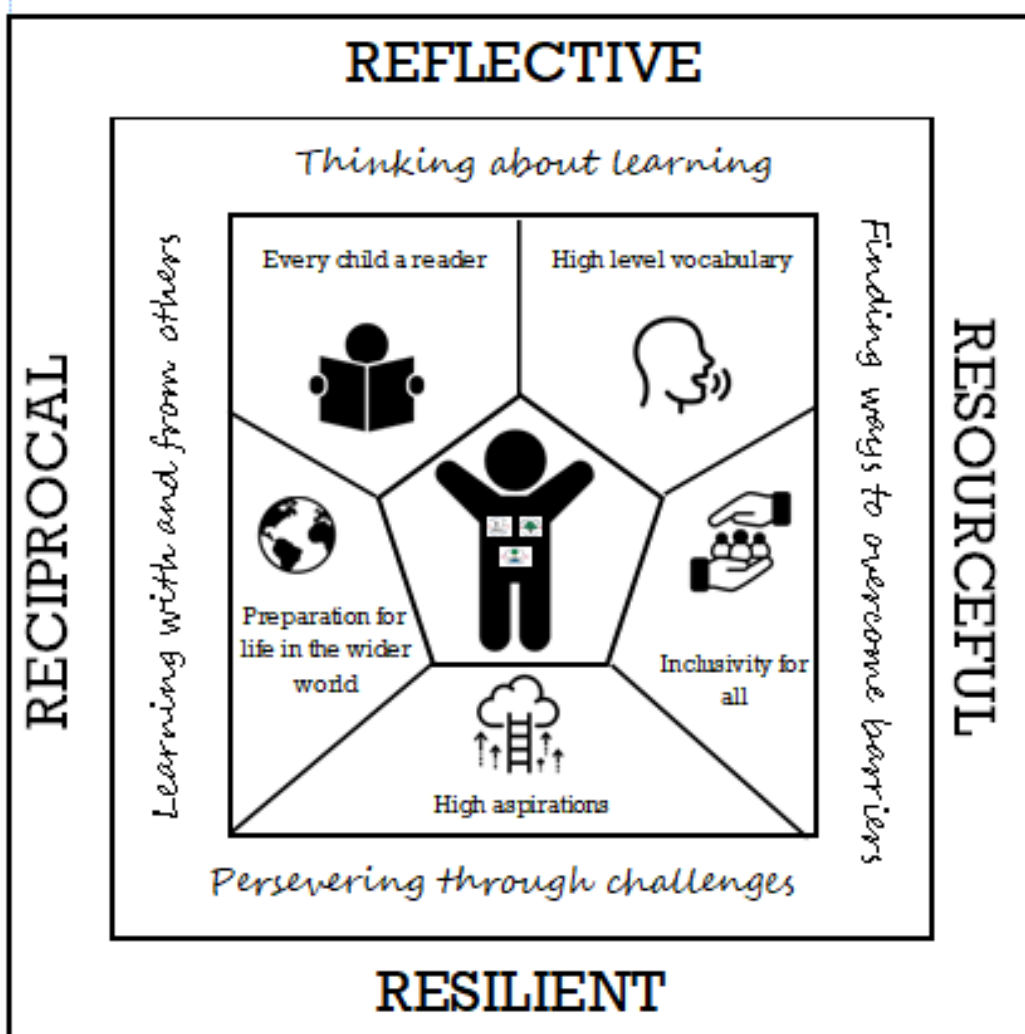


SEND

POLICY

REVIEWED: February 2024
APPROVED: March 2024
RENEWAL DUE: September 2024

Be the best you can be
 Let your colours shine
 All different- all equal



This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013);
- SEND Code of Practice 0-25 (September 2014);
- The National Curriculum 2014;
- Safeguarding Policy;
- Accessibility Plan.

This policy has been created by the school's Special Educational Needs Coordinator (SENDCo), with the SEN Governor, in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with SEND.

Our SEN Information report (see Appendix 2) details how we support our pupils with Special Educational Needs and Disabilities (SEND). This forms part of the wider Gloucestershire Local Offer.

1. KEY CONTACTS

In our Federation, the SENDCo is responsible for managing the provision for children with special educational needs and disabilities. The SENDCo is Miss C Roberts, who can be contacted via the school office – Blakeney: 01594 562244, Pillowwell: 01594 510270, Walmore Hill: 01452 750373 or by email: senco@blakeney.gloucs.sch.uk

Miss Roberts has completed the National Award for SEN coordination (NASENDCo). She is a member of the Senior Leadership Team.

The Designated Safeguarding Lead is Miss C Roberts and Mrs K Evans (Executive Headteacher). The Heads of school in each school are Deputy Designated Safeguarding leads. The SEN Governor is Mrs M Fox; all can be contacted on the details provided above.

2. AIMS

At Blakeney, Pillowwell and Walmore Hill Schools, we have a culture of high expectations for all of our pupils and seek for the best outcomes for each child. Class teachers retain overall responsibility for all children in their class, including those identified as having SEND.

We aim:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all parties in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs and Disabilities;
- to enable all children their rights to a full and ambitious school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;

- to ensure that our children have a voice in this process;
- To establish continuity and progression through Pre-school Infant, Junior and Secondary schools.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice describes four areas of special educational needs and provision:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

In our school, we identify the needs of pupils by considering the whole child, which will include not just the special educational needs of a child. The school also gives consideration to factors which are NOT SEN, but may impact on progress and attainment. These include:

- Disability;
- Attendance and Punctuality;
- Health and Welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium funding;
- Being a Child in Care or having previously been a Child in Care;
- Being a child of a Serviceman/woman.

Behaviour is seen as an underlying response to a need which we are able to recognise and identify clearly, through knowing and assessing the child.

In our school, all children are assessed on entry. This information enables us to carefully track and monitor individuals, to ensure that they are making appropriate progress and fulfil their own potential.

4. A graduated approach to SEND support

Blakeney, Pillowell and Walmore Hill schools follow the pathway for a Graduated and Integrated Approach, as suggested by Gloucestershire Local Authority (see Appendix). This process is designed to synchronise planning and commissioning across health, education and social care.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality first teaching, adapted for individual pupils, is the first step to responding to pupils who have (or may have had) SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Deciding whether to make special educational provision is a process which involves the teacher(s), SENDCo, parents and pupils. It is important that parents, families and children are involved in this process and the school will always consult with these parties. The school staff will consider all the information gathered from within the school about the pupil's progress, alongside data and national expectations of progress. This includes a high quality and accurate formative assessment, using effective tools and early assessment material.

For higher levels of need, the school draws upon more specialised assessments from external agencies and professionals, including (but not limited to): Advisory Teachers, Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

The decision to place pupils on the SEND register may be because they:

- Make little or no progress, even when teaching approaches are targeted particularly at a child's identified areas of need;
- Show signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- Have sensory or physical difficulties and continue to make little or no progress, despite the provision of specialist equipment;
- Have communication and/or interaction difficulties and continue to make little or no progress.

Managing pupils need on the SEND register

The SENDCo is responsible for keeping the SEND register up-to-date and ensures that it is reviewed regularly. Any movements in the SEND register (including removal of pupils, change in level of support) are also recorded. The process for engaging additional support and specialist services, and its monitoring, is also the responsibility of the SENDCo. It is costed by the school Finance Officer/Federation Business Manager. Parents have a choice as to whether this additional/specialist support can be used and are required to sign to confirm their agreement to this involvement, in most circumstances.

Criteria for exiting the SEN register/ record

Children are removed from the SEND register when significant improvements are seen. This process, like identification, involves both the teacher(s) and the SENDCo. They consider all the information gathered from within the school about the pupil's progress, alongside data and national expectations of progress. The decision to remove a child from the SEND register will be with the agreement and/or understanding of the parents/carers of that child.

After a pupil has been removed from the SEND register, the teacher(s) and the SENDCo continue to monitor them, in-line with the school's assessment procedures and will re-evaluate their needs as necessary, children will be placed back onto the SEND register if need dictates. Likewise, parents are encouraged to speak to school staff should they have any further, or new, concerns regarding their child.

5. Supporting pupils and families

Admission arrangements

Our admission arrangements are outlined in the school Policy on admissions. We seek to be inclusive, welcoming children from all backgrounds and abilities. A child's level of ability is irrelevant to the school's admissions policy, as are any special needs that they have.

Access arrangements

We ensure that pupils are able to access exams and other assessments. This is the responsibility of the class teacher(s), with support/guidance from the SENDCo and SLT.

Transition arrangements

Transition is taken seriously in our Federation. At the end of each academic year, class to class transition meetings are held between teachers, where discussions regarding the needs of all pupils, including those with SEND, take place.

The SENDCo and Reception teachers meet with the feeder preschool's SENDCo and staff to identify and share records of all pupils, including those with SEND. This is held at the end of the summer term before pupils join our schools the following September. These meetings, and the data gathered, are used to inform our decisions regarding the appropriate support and, if it is required, intervention that is put into place when the children start at our school. Parents are encouraged to bring their children for transition days within the summer term prior to starting school.

Similarly, transition to Secondary School(s) involves information sharing meetings with Year 6 teachers, the SENDCo and where appropriate, Teaching Assistants (TA's), and Secondary School staff (usually pastoral/transition staff and SENDCo). All pupils are encouraged to participate in transition days prior to leaving our school.

Any pupils moving to another school, during times not mentioned above, have individual records (including SEND records) passed on to their new school and where feasible, conversations with the new setting.

6. Supporting pupils at school with medical conditions

The Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The Federation's Supporting Pupils with Medical Conditions policy can be found on website.

7. Monitoring and evaluation of SEND

The Federation regularly and carefully monitors and evaluates the quality of provision offered to all pupils. This is done in various ways, including:

- Gathering pupils' views;
- Sampling of pupils' work;
- Monitoring of planning;
- Formal observations;
- Analysis of data, based on formal assessments;
- Liaison visits with specialist staff.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

8. Training and resources

The training needs of staff are continually monitored, identified and planned for in performance management meetings as well as during the transition process. In order to maintain, and develop, the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development regularly.

All teachers and support staff undertake induction on taking up the post and this includes a meeting with the SENDCo to explain systems and structures in place around the schools' SEND provision and practice and to discuss the needs of individual pupils.

The Federation's SENDCo regularly attends the Gloucestershire (Forest Cluster) SENDCo network meetings in order to keep up to date with local and national updates in SEND.

9. Roles and responsibilities

The SEND Governor

The named SEND Governor is responsible for continually monitoring the Federation's systems and processes for supporting pupils with SEND, and reporting findings to the governing body.

This may include:

- The work of the SENDCo;
- THE SEND policy and provision;
- Meetings with the SENDCo;
- Visits to the school;
- Progress of children with SEND;
- The SEND budget.

SEN Teaching Assistants

Some TA's work primarily with individual children with SEND, whilst others support children across the ability range to provide support to the teacher. All TA's are invited to appropriate staff meetings and INSET.

- All TA's attend appropriate training
- All TA's are included in appropriate review meetings

The line manager(s) for Teaching Assistants are members of the school SLT.

Designated teacher with Safeguarding Responsibility

The designated members of staff with Safeguarding Responsibility, are heads of school to include Emily Price (Walmore Hill), Gemma Ford (Blakeney), Chris Forster and Nicola Allen (Pillowell).

Designated teacher for managing Children in Care funding

The designated teacher for managing Children in Care funding, is also the school SENDCo. As part of this role, the designated teacher attends any meetings (e.g. PEP), regarding Children in Care, with a range of professionals and carers, and it is their responsibility to ensure that any additional funding targets the specific needs of the child.

Named member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils

The named member of staff for managing the school's responsibility for meeting the medical needs of pupils is Miss C Roberts.

10. Storing and managing information

Documents are stored safely and securely and in line with the school's Data Handling policy. In brief, we will do everything within our power to ensure the safety and security of any material of a personal or sensitive nature.

The school will hold the minimum personal information necessary to enable it to perform its function and information will be erased once the need to hold it has passed. Every effort will be made to ensure that information is accurate, up to date and that inaccuracies are corrected without unnecessary delay. All personal data will be fairly obtained in accordance with the "Fair Processing Code" and lawfully processed in accordance with the "Conditions for Processing".

11. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities (LA's) to plan an increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans and LA's are under duty to prepare accessibility strategies covering the maintained schools in their area.

Blakeney, Pillowell and Walmore schools' accessibility plans can be found on Schools Websites. In our schools, physical/environmental barriers to learning are identified and where practicable removed, in line with the needs of our pupils. Guidance is sought from experts, such as advisory and specialist teachers. This may include improvements to the physical aids of the environment of the school and physical aids to access education.

Our school promotes access for disabled pupils into the curriculum, through training of appropriate staff. Furthermore, the school actively provides opportunities for disabled pupils to attend activities within the wider curriculum of the school; such as participation in after school clubs, off site learning and school visits (including residential visits).

12. Dealing with complaints

The Executive Head Teacher and staff work very hard to build positive relationships with all parents and carers. However, it is important that the school has procedures in place through which parents and carers can exercise their right to complain about aspects of the school's policy or practice, if they have concerns which have not been resolved through the normal channels of communication. This is outlined in the Federation complaints policy and sets out the procedures which the school follows in such cases.

If any parents or carers are unhappy with the education that their child is receiving, or have any concerns relating to the school, we encourage them to talk to the child's class teacher as soon as possible. We always seek to resolve any concerns as quickly as possible, in the best interests of the child. In most cases, issues can be resolved to the satisfaction of parents and carers without recourse to formal procedures.

13. Bullying

Bullying is a behaviour that can affect anyone. Research shows that children with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children with special educational needs and disabilities do not always have the levels of social confidence and competence and/or robust friendship bonds that can protect against bullying. We work hard to ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and that it is specifically covered in anti-bullying policies.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) we expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

For more information, please refer to the Anti Bullying Policy on the Schools Website.

14. Appendices

- The Gloucestershire Approach to Graduated Support
- The School SEN Information report

15. Reviewing the policy

It is intended that this policy will be reviewed annually or earlier, if appropriate.

Appendix 1 – Blakeney, Pillowell and Walmore Hill Schools – Graduated Response

EHCP – Few children

- SEND passport, My plans (reviewed short term) and regular high needs meetings with SENDCO and external agencies. An annual review with teacher/support staff/parents/SENDCO/ external agencies
- Statutory Assessment – application for EHCP
- External agency involvement – Advisory teaching service, Educational Psychologist, Occupational therapist, paediatrician.
- Interventions and individualised curriculum personalised and planned around needs and learning outcomes
- Individualised provision map
- Regular and routine collaboration with parents, key staff and external agencies.

My Plan Plus – Some children

- My Assessment written, My Plan Plus as part of the Assess, Plan, Do, Review process – assessed every term – with teacher/parents/SENDCO, and reviewed fully every 8 - 10 weeks with teacher/parents/SENDCO/ external agencies
- SEND register to ensure progress – termly progress meetings – teacher/SENDCO
- Referrals to external agencies – Advisory teaching service, Educational Psychologist, Occupational therapist, paediatrician, SCAAS or Neurodiversity pathway
- Individualised learning influenced by My profile, strengths and targets – brain breaks.
- Access to SEND interventions run by TA or SENDCO
- Collaboration with parents for reviews, writing and updates of My Assessment

My Plan – Some children

- My Plan as part of the Assess, Plan, Do, Review process – assessed every 6 weeks (short term) and reviewed every 10-12 weeks (long term)
- Access to small group interventions one to two terms for phonics (Little Wandle Catch-Up), reading (daily reading), maths (focused catch up), fine motor (South Warwickshire programme), Speech Programme of support
- SEND register to ensure progress – termly progress meetings – teacher/SENDCO
- Personalised adaptations – learning tasks, visual timetable, Now and Next board, brain breaks, concentration station, individualised learning mats, pre-learnt vocabulary,
- Referrals to specific external agencies – SALT therapy, Occupational Therapy, Educational Psychologist.
- In class adaptations and small group learning during specific lessons – Phonics, writing, maths

Additional Support (Monitoring – 6 - 12 weekly) – Many children

- Access to small group interventions one to two terms for phonics (Little Wandle Catch-Up), reading (daily reading), maths (focused catch up), fine motor (South Warwickshire programme), Speech Programme of support
- Additional resources in class – Now and next, scaffolding for language, spelling/phonemes (word mats)
- PSHE support – Family Support worker sessions – ELSA Lego Therapy
- In class adaptations
- Following one to two terms of continued assessment with minimal progress SENDCO advice sought for escalation against the Graduated response.

Quality First Teaching – All Children

- Teacher awareness and understanding of learning need of all students
- Access to an inclusive and challenging curriculum
- PSHE curriculum encompassing mental health and wellbeing
- Welcoming classroom encouraging resilience where children are encouraged to develop their strengths
- Clear classroom expectations linked to the Coalway Bees and school values
- Well trained, infant specialist staff – proactive in identifying additional needs with access to quality CPD
- Regular checks on progress through formative and ongoing assessment
- Aspirational expectations for all pupils and positive reinforcement for all children.

Appendix 2: Special Educational Needs Information report

(Reviewed February 2024)

This SEN information report is part of Gloucestershire's Local Offer for supporting children and young people with Special Educational Needs and Disabilities (SEND).

What does Special Educational Needs and Disabilities (or SEND) mean?

A child is defined as having a Special Educational Need or Disability when they have a barrier, or multiple barriers, that make it harder for them to learn than most other children of the same age. These children may need extra, or different, help from that given to others. These barriers may include one or a number of the following:

- Speech, Language and Communication
- Social, Mental and Emotional Health
- Medical, Physical and Sensory
- Learning and Development

What are the school's admission arrangements for pupils with SEND?

Children who have an Education, Health and Care (EHCP) Plan are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admissions criteria.

Governing bodies are required by Section 324 of the Education Act 1996 to admit a child with an EHCP that names the school, even if the school is full. Parents should contact their child's casework officer for any further information.

Who can I talk to at school about SEND?

If you feel that your child needs extra support in school, it is important that you speak to a member of staff. You may wish to discuss any concerns with your child's class teacher or the school's SENDCo. The SENDCo (Special Educational Needs Coordinator) is Miss C Roberts. She can be contacted via telephone on Blakeney: 01594 562244, Pillowell: 01594 510270, Walmore Hill: 01452 750373 or by email: senco@blakeney.co.uk

Miss Roberts coordinates the provision for all children with SEND needs in the school and monitors their progress.

How does the school identify SEND?

Children are identified as having special educational needs through a variety of ways. Including:

- Liaison with pre-schools
- Concerns raised by parents
- Children performing below age expected levels
- Children making little or no progress
- Concerns raised by teachers and other members of staff

If a child is identified as having a special educational need, the class teacher or SENDCo will contact you to discuss this and to agree what action will be taken to support your child.

How will the school support my child?

Children in our school will get support that is specific to their needs. This may be through adaptations made by the class teacher in lessons or to the school environment, by providing additional learning opportunities or through intervention programs. The SENDCo works closely with the class teacher and other relevant staff (including the school family support worker), to plan and organise additional provision.

Interventions

We currently have a wide range of interventions available in school, covering a range of needs, including:

- Reading and phonics
- Writing (including spelling)

- Maths
- Motor skills (fine & gross motor)
- Speech and Language
- Social and emotional needs

Any intervention that your child receives is monitored and reviewed regularly, to ensure that it is helping your child to make progress. Your child may work as part of a small group or individually on an intervention, with teachers and/or teaching assistants.

External agencies

The school works closely with a range of outside agencies and specialists to help support SEND pupils. These include:

- Young Minds Matter (TIC+ and CAMHS)
- Speech and Language Therapists (SALT)
- Educational Psychologists (EP)
- Occupational Therapists (OT)
- Advisory Teaching Service (ATS)
- Physiotherapists
- Paediatricians
- Behaviour support outreach services
- Targeted support team
- School Nurse

Sometimes external agencies come into school to assess the progress that children are making and to provide new strategies for the school to use to support children. Recommendations from these agencies will be shared with you so that they can be implemented both at home and at school.

Social and emotional support

The Family support and liaison and SENDCo work together to provide guidance to all children and their families, who may need social and emotional support. They are able to signpost to other organisations, support parents/carers in meetings with outside agencies, meeting with families at home and in school and generally being a listening ear. They also work with children on a one-to-one basis for specific difficulties (e.g. bereavement).

The Pastoral Team can be contacted by telephoning the schools directly or via email ange@blakeney.gloucs.sch.uk

What levels of support are available?

The level of support that is given to your child will depend on their level of need. For all pupils, the support that they will receive will be recorded in an individual document called a 'My Plan'. If your child has a greater need for support, a 'My Plan Plus' may be written or a request may be made for an 'EHC Plan'. At all points, these will be shared or discussed with you, to ensure that you are aware of the support being provided.

How will the school support transition to and from other schools?

Your child will be fully supported at key transition points, both when they join and leave our school. The school SENDCo will hold transition meetings to discuss individual pupil's needs, strategies and assessment information, to ensure a smooth transition for your child. For those children with an EHC plan, the SENDCo will attend an annual review meeting prior to them starting in their new school, to ensure that appropriate support is organised and ready for when your child starts.

Your child will also have opportunities to attend transition sessions, allowing them to learn about their new school and the support that they will receive.

How will my child be involved?

Your child will be asked for their views. This is done in a child friendly way through a 'My Profile' and the information that they provide will help to ensure that they are happy with the provision made for them.

Those children who have an EHC plan will be invited to attend their annual review meetings, where they will be given an opportunity to share their views, wishes and feelings, as well as sharing any work that they have been proud of.

Will my child always have SEND needs?

Your child is individual and their needs will vary from others. For some children, good progress is made which will allow them to be removed from the SEND register, for other children their barriers mean that they will need support for longer. If we feel that your child can be removed from the SEND register, we will do this with your agreement and only when we are confident that your child no longer needs additional support.

Who can I contact to discuss a concern?

Should you have a complaint around SEND, it must be discussed as soon as possible. This could be with your child's class teacher, the SENDCo (Miss Roberts), Head of school Mrs Price (Walmore Hill), Mrs Ford (Blakeney) Mrs Allen/Mr Forster (Pillowell) or the Executive head teacher (Mrs Evans).

Where can I find further information?

Further information, such as the school's SEND and inclusion policies (and other policies), information about specific intervention programmes and resources, applying for EHC plans and guidance from other organisations or groups can be found by visiting our website.