

This policy complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Shropshire schools on producing their **school's local/core offer**

Aims of this SEND report

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions and aim for full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- There is a significant change in behaviour
- A pupil asks for help
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical

What should I do if I think my child may have special educational needs?

If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the school's SENCo (Mrs Hipkins). All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents' Evenings and pupils' progress towards these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in regular meetings that are undertaken between the class teacher and the headteacher, where the SENCo is in attendance to offer support in planning actions.
- Where it is decided that action is required to support increased rates of progress, this will follow an "assess, plan, do and review" model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. These additional strategies will be recorded in the pupils' SEN file.
- If review of the action taken indicates that "additional to and different from" support will be required (which is above and beyond additional booster groups and interventions which all pupils may have access to for short periods of time), then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo. Again, this will be recorded on the SEN file. At the same time, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Any intervention plan will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed at least termly with the parents and the pupil. Each term, the SENCo invites the parents of all children receiving SEN support to come into school for a review meeting, to ensure that parents are fully involved in this target-setting and support process.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Woodlands Outreach Support
 2. Behaviour Support Service
 3. Woodlands Autism assessment team
 4. Hearing Impairment team
 5. Visual Impairment team
 6. Educational Psychologist Service
 7. Educational Welfare Officers
 8. Physical and disability support services
 9. Speech & Language therapists
 10. Social Services
 11. School Nurse
 12. BeeU (Emotional Health & Mental Wellbeing Service)
 13. Support from specialists within the Marches Academy Trust (such as the ASD Hub and specialist SEN teaching assistants)
- ☐ For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided (this is currently a Statement of Special Educational Needs).
 - ☐ For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- ☐ Teachers plan from children's levels, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- ☐ A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ☐ If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- ☐ For some children (either individual pupils or small groups) the curriculum may be adapted entirely to meet their needs. This may involve working with children in other year groups, a curriculum which includes more practical and outdoor learning, or a reduced or adapted timetable.

How will I know how my child is doing?

- ☐ You will be able to discuss your child's progress at Parents' Evenings, or at termly meetings with the SENCo.
- ☐ Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

How will you help me to support my child's learning?

- ☐ The class teacher may suggest additional ways of supporting your child's learning at parents' evenings or by arranging a meeting with you.
- ☐ The SENCo may meet with you to discuss how to support your child.
- ☐ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- ☐ Parent/carer workshops and coffee mornings will be arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Pupil and Parent voice mechanisms are in place.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups, including Nurture Group support. These aim to support improved interaction skills, emotional resilience and wellbeing.
- The school is a Rest Easy pilot school: Rest Easy is designed to support all pupils' emotional health and well-being, by helping children to recognise their emotions and to manage them effectively. It is also a tool to help children to manage their own conflicts and difficult situations. Rest Easy takes place across the school for all pupils. Additionally, there is small group Rest Easy provision for those children who require more support than that provided for the whole school. A third tier of support, provided on a 1:1 basis, is available to those children who are struggling to access all areas of school life due to their social/emotional difficulties.

Pupils with medical needs

- ☐ If a pupil has a medical need then a detailed Care Plan may be compiled by the School Nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ☐ Where necessary and in agreement with parents/carers medicines may be administered in school.
- ☐ Policies are in place for supporting medical conditions and administering medicines in school. More information can be found by contacting the school office.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ☐ Autism Team
- ☐ Child Protection Advisors
- ☐ Educational Psychologist
- ☐ Behaviour Support Service
- ☐ Mental Health Services
- ☐ Educational Welfare Officers
- ☐ Physical & Sensory Service
- ☐ Hearing/Visual Impairment Team
- ☐ Social Services
- ☐ Woodlands SEN Learning Support Team
- ☐ Speech & Language therapists
- ☐ Occupational Therapy
- ☐ Paediatricians

- ☐ School Nurse
- ☐ SEND team within the Marches Academy Trust, such as the ASD Hub

What training do the staff supporting children and young people with SEND undertake?

Awareness training will be routinely provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Positive Handling

The SENCo will also attend regular SEN updates and network meetings, and has completed the National Award for SENCos.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- ☐ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ☐ If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, and our areas for development.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns where necessary.

Transition to the next school:

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred as soon as possible when requested by the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

- ❑ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❑ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. This provision may include:
 - ❑ In-class support from teaching assistants.
 - ❑ Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support.
 - ❑ Specialist support from teachers e.g. 1:1 tuition.
 - ❑ Bought in support from external agencies.
 - ❑ Parent workshops.
 - ❑ Provision of specialist resources e.g. assessment software.
 - ❑ CPD relating to SEND for staff.
- ❑ Further support or resources may be allocated to your child following assessments by school staff or outside agencies.
- ❑ Funding may be used to buy in specialist support (e.g. Dyslexic assessment).
- ❑ Funding may be used for curriculum adaptations for groups of SEND children 0 such as Nurture groups or outdoor learning.

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, or SENCO/Headteacher.
- during parents' evenings.
- During termly SEN Support meetings with the SENCo.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The SENDCO (Mrs Helen Hipkins) | Email - helen.hipkins@mmat.org.uk | Phone - 07990 085570.
- The Headteacher
- The school's SEN link governor - contactable via the clerk to the governing body, Kirsty Hamilton.

Appointments can be made by contacting the school office.

Support services for parents of pupils with SEN include:

- **PACC: a local parent forum promoting the participation of parents in the planning and delivery of services for children with additional needs in Shropshire.** Go to www.paccshropshire.org.uk
- **Shropshire Local Authority.** For more information, see Shropshire Council's SEND Local Offer on the Shropshire County Council website. <https://www.shropshire.gov.uk/the-send-local-offer/>

We hope that we have answered any queries you may have, but do not hesitate to contact the school if you have any further questions.