



Polehampton C. of E. Schools Federation

Special Educational Needs and Disability Information Report and Policy Guidance

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SEND Information Report, Policy and Guidance

Polehampton C. of E. Schools Federation Special Educational Needs and Disability (SEND) Information Report, Policy and Guidance

Infant Mission Statement: To be an inclusive and caring Christian community where everyone is encouraged to aim high. Every Child Matters: Every Person Matters.

Junior Mission Statement: Through Inspiration, Faith and Love,
We learn, grow and succeed.

Polehampton Federation is fully inclusive, which ensures all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum.

A note on Equal Opportunities:

Staff, pupils and governors of Polehampton Federation ensure that equality of opportunity is available to all members of the school community.

For our schools, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. This includes pupils with SEND.

We believe that equality at our schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Polehampton, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Please refer to our Equal Opportunities Policy for more detail.

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1. The SEND Team at Polehampton C of E Schools

Everyone who is part of the Polehampton team plays a pivotal role in the education of our children with SEND and is by nature part of the 'The SEND Team'. The SEND team is led by the Inclusion Coordinator (InCo): Mrs Krista Pierro

Our Inclusion governor is: Sarah Tang

2. The context of this policy and main headlines from the 2014 SEND Code of Practice

At the Polehampton Schools, we follow the advice of the 2014 SEND Code of Practice. It is this document that states the need for this policy.

Headline changes since this Code of Practice was published in September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to holistically support children who have a variety of complex needs.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored on a daily basis, and their progress closely tracked each term at tracking meetings. Those at SENS are additionally tracked by each school's Inclusion Coordinator.
- There is a lot more emphasis on how all children must benefit from 'Quality First Teaching': this has highlighted the fact that '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.' (Code of Practice, 2014, 6.36)
- It has become entirely essential that children's and parent's views are always respected and considered.

As advised in the SEND Code of Practice we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- Publish information on the school website about the implementation of the governing body's policy for pupils with SEN,
- Identify pupils with SEND, ensure parents are informed and provision is made in line with SEND Code of Practice and comply with Children and Families Act 2014 legislation,
- Publish the SEND policy and the school's Local Offer on the school website and review regularly. Publish information on SEND funding and provision and monitor expenditure,
- Appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (*these are our INCos*),
- Maintain a current record of number of pupils with SEND,

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- Ensure SEND provision is integrated into the school improvement plan.
- Monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- Ensure **all** policies take SEND into account through the Equality Impact assessments,
- Keep under constant review the arrangements for pupils present and future with a disability,
- Admit all pupils who meet admissions criteria, whether or not they have SEND.

3. Defining SEND

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.

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.'

Code of Practice (2014), xiii – xiv

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

We support the needs of children from all of these categories of SEND.

4. Identifying children with SEND

A child will be listed on our SEND register if, despite receiving differentiated learning opportunities, they:

- Make little or no progress even when receiving interventions that target their particular area of need.
- Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment and/or progress
- Present persistent social, emotional or behavioural difficulties which are not improved by the usual strategies employed across our schools.
- Have sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

A disability will be diagnosed by an appropriately qualified professional.

5. Working with parents and children

At the Polehampton Schools we operate an open door policy and pride ourselves in working in partnership with parents and children. We always keep parents as informed as possible about how their child is being

supported at school and are happy to arrange to speak with them if they ever feel that they need to know more.

Throughout the year there will be at least three formal, scheduled meetings with the parents of children on our SEND register to discuss their child's progress towards their targets, what additional support is in place and whether anything more can be done to support them further. The first one of these will take place the Autumn term parents evening, the second at the Spring term parents evening and the third during the Summer term to review the year and discuss transition arrangements. This is part of the graduated approach cycle of 'Assess, plan, do, review' required in the Code of Practice.

When a child is added to our SEND register during the school year, their parents will be asked to attend a meeting with their child's Class Teacher where they will meet the school's Inclusion Coordinator. Here they will hear in more detail about what additional support their child is receiving in school, what progress they are making, what their current targets are and if there's any more that can be done to support their progress.

In addition to those listed above there are likely to be regular, less formal meetings between parents and their child's Class Teacher to discuss any new concerns that may arise throughout each term. If a child is benefitting from the involvement of other professionals, for example; an Educational Psychologist, Learning Support teacher or Behavioural Support teacher etc... Then there are likely to be meetings throughout the year with them. Additionally, if a child has an EHC Plan or Statement then the school will host a formal annual review which multiple professionals will be invited to.

Children's views on how they feel about all aspects of school life are constantly, and often discreetly, being gauged by their Class Teachers and other adults at school that work closely with them.

All children, regardless of SEND, are aware of their next steps. Children who have additional needs are likely to have targets which are shared, discussed and worked on with members of staff who are providing their additional support.

On occasions when it is deemed appropriate children may be invited to attend meetings with their parents, Class Teachers and other educational professionals to discuss their progress. When this is the case the child will have been given time with additional adult support before the meeting to prepare anything that they might like to share.

6. Teaching and Learning

Due to our inclusive ethos, differentiation looks very subtle in the classroom and may not always be apparent to someone observing. This ensures children are unaware of any differences in their work or expectations, and prevents them from comparing themselves with others, and possibly damaging their self-esteem.

The curriculum is adapted to suit children's needs and each teacher plans their week ensuring that every child is working to the same, or similar, learning objectives. Children with SEND are taught at the level they can access and with the resources to help too. We work to ensure that children are secure in the learning that comes before the learning objective, and create activities and resources based on these.

Teachers work very hard to ensure that work is pitched at a level where the child is challenged but not overwhelmed. Teachers are well equipped to question children effectively; tailoring what they say to individual children and their needs, knowing explicitly how each of them learn. We tend not to differentiate by the outcome of a child's work and instead focus on tailoring the work so that they can achieve the objective; and also have resources to enable them to access it more effectively.

7. Paperwork for children with SEND

At all times it is important for parents, Class Teachers, the Inclusion Coordinator and any other professionals involved in supporting a child to remember that any paperwork for a child on our SENS register is merely evidence of what is done in the classroom on a daily basis. Paperwork that is always shared throughout the year with parents includes:

- Two interim reports provided at the Autumn and Spring term parents evenings. These indicate where a child is currently attaining which is measured against the end of year expectation for their year group, what their current targets are and any additional support a child is receiving.
- An in-depth written report in the Summer Term.

Additional paperwork that the school uses to carefully monitor the progress of these pupils includes:

- A pupil profile/provision map which is discussed half-termly between the class teacher, Inclusion Coordinator and Head Teacher detailing the termly 'asses, plan, do, review' cycle.
- Analysis of the impact of all interventions is discussed at half-termly tracking meetings and their ongoing effectiveness is monitored by the Inclusion Coordinators. These findings are recorded on the pupil profiles.

Children with specific medical needs or disabilities may also have a health care plan detailing how the school cares for them.

If a child has an ECH plan or statement, or is receiving support from any external agencies then further paperwork is likely to be received throughout the school year.

Parents are welcome to see these documents if they request.

8. Staff Expertise

Amongst our staff we have a wide variety of experience and expertise. All teachers at the Polehampton Schools are fully qualified and an element of their teacher training would have included how to support children with Special Educational Needs. Our Inclusion Coordinator is a fully qualified teacher. Mrs Castell (Co-head of the Junior School) has also completed The National Award for Special Educational Needs Coordination. Our Teaching Assistants are also trained in a variety of ways to support children with Special Educational Needs. Some examples of their individual specialisms include:

- Speech and Language Therapy
- Occupational Therapy
- Nurture
- Early Literacy Support (a specialist literacy programme available to selected children in Year One)
- Catch-up Literacy (a specialist literacy programme available to selected children in Year Two)

- Catch-up Numeracy (a specialist mathematics programme available to selected children in Year Two); and,
- Precision Monitoring (an intervention focusing on overlearning that can be tailored to individual's specific needs)

When possible, teaching staff may also attend appointments that they have been invited to by parents to seek advice from other professionals supporting their children, for example: Speech and Language Therapists or Occupational Therapists.

Most school staff are also Team Teach trained and have attended a variety of courses teaching them about supporting pupils with specific special educational needs, for example: Autism Spectrum Disorder and Attention Deficit Disorder.

Our Lunch Time Controllers have also attended training sessions run in-house by our Inclusion Co-ordinators on best techniques for supporting pupils with Special Educational Needs and some have attended Team Teach training.

New training for staff tends to be delivered depending on the needs of the current intake.

9. Support for children with social, emotional and mental health needs

All staff have children's emotional wellbeing at the forefront of everything they do and its precedence is pivotal to the success of the Polehampton Schools. Teachers have a very good understanding of the children they teach and know how important it is to know their pupils comprehensively. It is important to note that children with additional needs, particularly those with SEMH needs, are likely to have a vulnerability within the peer group that we need to be mindful of.

For those children who need additional support, above and beyond what can be managed within the quality teaching and careful management they have in class, we use our Nurture Assistants to provide targeted work and support. The Nurture Assistants are trained to work closely with pupils who have additional needs relating to the emotional and social aspects of their development. This may be delivered through small group work focusing on a particularly prevalent need, for example; developing self-confidence and self-esteem or through 1:1 sessions if this is deemed more appropriate. The Nurture Assistants work under the guidance of the Inclusion Coordinators.

Adaptations are made for children with mental health conditions as appropriate and under the recommendations of mental health professionals.

10. Seeking further specialist advice

There are times when the school may wish to seek further specialist, professional advice on how to support a child with additional needs. If this is the case, parents will be asked to meet with their child's Class Teacher and the school's Inclusion Coordinator to discuss the options that are available. Where appropriate and with the necessary consent the school is able to contact an array of services including:

- Parenting & Family Support
- Educational Welfare Officers (EWOs)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)

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- Speech and Language Therapy (SALT)
- School Nurse
- Sensory Consortium
- ASSIST (Autism Support Service)
- Foundry College
- Gypsy, Roma Traveller Services
- Learning Support Services
- Educational Psychology

All of these services are familiar to the school so the Inclusion Coordinator will be able to explain to parents how they usually operate. When these services are involved, we will have regular meetings to ensure that everybody is kept up to date and new information can be shared.

11. Funding

From April 2013 the Department for Education (DfE) changed the way it funds local authorities (LAs) and how LAs fund schools.

School Budget

For all children in mainstream schools including those with SEND, money is allocated to schools through the school budget. Part of the budget is used to enable schools to offer targeted support for pupils with SEND. This support may include teaching support in small groups and some individual work or therapy with those pupils who need it.

Education, Health and Care Plans

There are an even smaller number of cases where, as a result of the borough wide moderation group, it may be felt that a child's needs are so complex that they will not be best met with this "top-up" funding. In these rare circumstances the school will be advised to apply for an Education, Health and Care needs assessment. In the past this was known as a statutory assessment which may have led to a Statement of SEND, which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEND for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan (EHC Plan).

EHC plans are appropriate for children:

- when the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a **significantly greater** difficulty in learning due to a **variety of complex needs**, than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When the LA receives a referral they are expected to consider:

‘whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.’

Code of Practice (2014) 9.14

‘The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person’s special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person’s needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes.’

Code of Practice (2014) 9.2

12. Transition Arrangements

Children go through a huge number of transitions in their time at school; we endeavour to make these as successful as possible. We recognise that these changes may prove particularly challenging for many children with SEND. There are a number of things we can do to support them. For example it may be beneficial for:

- Teachers to have allocated time to have in-depth hand-over discussions
- Timetable more than one transition morning where they will have had time to familiarise themselves with their new teacher, classroom environment and peers
- Teachers to plan a number of activities, within their current class, focusing on preparing them for their move to the next year group
- Be read or read books about changes in different contexts and have an adult to discuss this with

It may be appropriate for individuals with additional needs to also benefit from:

- A transition booklet including photos of the new setting and key members of staff.
- The release of teachers and/or teaching assistants to meet with staff at your child’s new school to have an in-depth hand-over discussion (in addition to our typical KS1 → 2 transition meetings)
- Additional meetings with external professions (already involved) who could assist with planning a child’s transition.

13. Polehampton C of E Schools’ Local Offer

Infant School -

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=MZq1AXaPBOw&familieschanel=311>

Junior School –

https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=wNVWM3wJm_g

There are also links on the school website, directing you straight to them.

14. Complaints

As a school we always value any feedback from parents. Each year we send out parent feedback forms which provide parents with an opportunity to share your views of our school.

In addition to this, at any point in time, parents can contact:

- Your child's Class Teacher
- The Inclusion Coordinators: Mrs Krista Pierro
- Heads of School – Infants – Mrs Jenny Medcalf/Juniors – Mrs Liz Castell & Mrs Helen Medcalf
- Executive Headteacher: Miss Helen Ball
- Chair of Governors: Mr James Smith
- All school staff are contactable via the school office.

All complaints are taken seriously and will be heard as detailed in our Complaints Policy.

15. Review Framework

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