



“Let your Light shine”

Matthew 5:16

The Polehampton C. of E. Schools

Special Educational Needs and Disability (SEND) Policy

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5	9.10.19	Added safeguarding wording and personnel changes	10
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“Let your light shine” Matthew 5:16

These words of Jesus are at the heart of our school's vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we share his light with others and change the world!

In this policy, we “let our light shine” by ensuring our children with additional needs will be supported so they learn, grow and thrive in our schools.



1. Aims

Our SEND policy and information report aims to outline the national requirements introduced by The Children and Families Act 2014 and how Polehampton Infant and Junior School will meet these requirements.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text. Children and Families Act 2014:

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

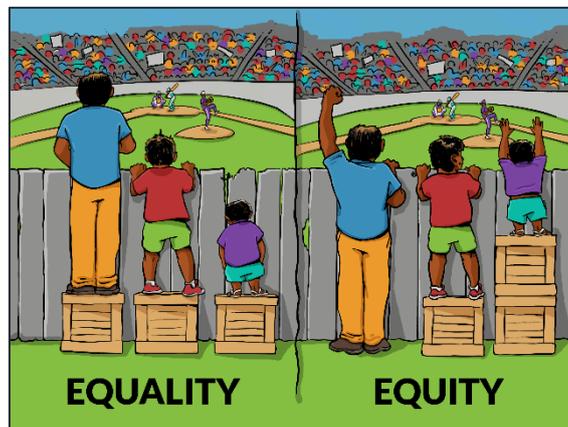
Special Educational Needs and Equal Opportunities at Polehampton Schools:

The Polehampton C. of E. Schools are fully inclusive, which ensures that all pupils let their light shine; personally, socially, emotionally and academically, in all areas of the curriculum.

A note on Equal Opportunities:

Staff, pupils and governors of The Polehampton Schools ensure that opportunities are equitable 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 our curriculum offer should be equitable and permeate all aspects of school life; and is the responsibility of every member of the school and wider community. Every person who is part of the Polehampton community should feel safe, secure, valued and of equal worth.

At Polehampton, equity is a key principle in creating a society in which everyone has the opportunity to succeed - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Please refer to our Equalities Policy for more detail.



Our 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 Special Educational Needs Coordinator (SENCo): Mrs Krista Pierro.

Our SEND governor is: Ms. Sarah Tang

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCos) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is: Mrs Pierro

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching



- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › Communicating with parents about the classroom strategies used to support their child
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or varied provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties



- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have 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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 year group peers
- Widens the attainment gap between them and their year group peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to and take into account the parents' concerns and suggestions
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents of pupils with Individual Learning Plans will meet with the class teacher formally three times a year (once every full term) to review their child's plan and share their views.



- Where it deemed necessary by the school, the SENCO may attend these meetings.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This is conducted formally for pupils receiving targeted support and recorded through the use of an Individual Learning Plan.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We assess our children all the time, in every task, in every lesson. This formative assessment supports the teacher to understand each child's progress and plan for their next steps.

We assess all of our pupil's academic performance termly through summative assessments and progress checks. This is then cross-referenced with the information gathered throughout the term based on how the child is presenting during their lessons.

We use national statutory assessments to further inform our practice – EYFS profile, Yr1 phonics, Yr2 SATs, Yr4 Multiplication Test Checks, Yr6 SATS.

The use of a Quality First Teaching approach ensures that marking of work and other forms of formative assessment has a direct impact on the class teacher's planning. This enables them to decide whether special provision is beneficial for individual children. The class teacher and the SENCo can further consider the collated information regarding the pupils' progress and make comparisons with national data.

Termly Pupil Progress meetings are held between class teachers and Heads of School to analyse pupil's attainment and progress. Any pupils presenting as requiring specialist provision may be highlighted in these meetings.

For pupils with a greater level of need, external agencies will be consulted in order to gain more detailed, specialist assessments. There are twice yearly School Planning Meetings,



where we are able to request additional support from external services such as the Educational Psychology and learning support services. Some other services are available under other time-frames or when required.

Assessing targets set on pupils' Individual Learning Plans (ILP) will be based on a combination of teacher observations and formal assessments. ILP targets should focus on a specific, achievable target in order to measure small steps of progress for individual pupils. These are reviewed every six-weeks by the class teacher. Every full term (three times a year) between the class teacher and parents. This process is overseen with the SENCo.

5.5 Supporting pupils moving between phases and preparing for adulthood

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.

For our new children about to start school

In the summer term, we approach all our feeder pre-schools to arrange handover meetings. This enables us to learn about any needs from their current setting. We hold parent welcome meetings and invite parents to let us know about any needs they feel their child has prior to them starting school.

From year to year

For children with additional needs, we have a number of strategies to support transition into their new class.

- Teachers to have allocated time to have in-depth hand-over discussions
- Timetable an additional visit where they will have had time to familiarise themselves with their new teacher and classroom environment
- 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

Between the Infants and the Juniors

Polehampton Infant and Juniors work collaboratively and have a close working relationship.

- Our SENCo, Mrs Pierro, works across both settings, allowing for continuity for parents and children on the SEN journey.
- Handover meetings are held between year groups to ensure best practice is shared when supporting each individual pupil.



- Within our buddies system, we carefully select an older/younger pupil who will be best suited to each other.

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

- A transition booklet/powerpoints/videos 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)

Secondary Schools or New Schools

For secondary school transition or for when a pupil moves to a different school, we will share information with the receiving school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Within the SEND Code of Practice, it states that teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils.

Due to our inclusive ethos, differentiation for our SEND pupils may look 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 where appropriate. 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.

At Polehampton, it is not just the task itself that may be approached with differentiation. We acknowledge that all of our pupils will require different approaches to learning, particularly our SEND learners. Therefore, where possible, pupils will be provided with sensory and 'brain breaks' as well as being provided with alternative work spaces, when appropriate.

Where appropriate we will also provide the following interventions:



- Read, Write Inc 1:1 and small group interventions
- Plus One Maths
- Dyslexia Gold
- Fine motor skills intervention
- LetterJoin
- Emotional literacy and/or Nurture interventions
- Art/Well-being group
- ABC to read
- Specific Speech and Language interventions
- Specific Occupational therapy interventions
- Personalised interventions linked to pupil targets
- Forest Schools

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and sensory tools.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our language to aid memory and support pupils understanding of tasks.
- Adapting the structure in which tasks are approached e.g. short, chunked work.

5.8 Additional support for learning

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 SENCO 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:

We work with the following agencies to provide support for pupils with SEND:

- Parenting & Family Support (Early Help Services)
- Educational Welfare Officers (EWOs)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- School Nurse
- Sensory Consortium



- ASSIST (Autism Support Service) – for families
- Foundry College (Behaviour Support Services)
- Learning Support Services
- Educational Psychology
- SENDIASS – parent support service

5.9 Expertise and training of staff

Our SENCo has a year's experience in this role and has worked as a class teacher in a mainstream school, a SEMH specialist school and a Pupil Referral Unit.

They are allocated 4 working days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

At our Infant School, we have staff experienced in delivering speech and language interventions, including use of Makaton. At both schools, we have a number of trained Nurture Assistants. We have trained Forest School leaders at both settings. We have a regular programme of training and development for all our teachers and TAs, including autism, ADHS, attachment, specific learning difficulties, e.g. dyslexia.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCo
- Using individual provision plans (ILPs) to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate in all activities, for example; our residential trips, sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

To ensure our trips are inclusive for our SEND pupils we take the following steps:

- Discuss possible alternative arrangement with SEND pupils and their families
- Ensure higher staffing ratios to support our SEND pupils on trips and at school events, where appropriate
- Checking the accessibility and risk assessments of external visits and ensuring they are appropriate to our pupils needs



- When appropriate and with parents' consent, we will provide an outline of our pupils needs with external providers to promote inclusive practice
- Ensure appropriate preparation is conducted with our SEND children e.g. social stories, exit plans, individual risk assessments, Intimate Care Plans
- Have a flexible approach to participation. For example, allowing pupils to take part in a selection of activities, where appropriate.

5.12 Support for improving emotional and social development

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 with Social, Emotional & Mental Health needs, may be more 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 and additional classroom teaching 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 SENCO.

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

Across our Polehampton Schools, we are working towards becoming a 'Therapeutic Thinking School'. This means that staff are being supported to find therapeutically healthy solutions to managing behaviours that challenge in the classroom. Please see our behaviour policy for more information on our approach. We are working on the premise that every behaviour is a form of communication. We will not punish or bribe children in order for them to behave; we want life-long learning to take place instead of immediate systems. We have a robust system to tackle bullying and manage each individual case of bullying with a carefully reviewed, solution focused' approach in order to support the victim of bullying as well as promoting more positive, pro-social behaviours from the perpetrating child.

5.13 Working with other agencies

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 SENCO 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)
- Speech and Language Therapy (SALT)



- School Nurse
- Sensory Consortium
- ASSIST (Autism Support Service)
- Foundry College
- Learning Support Services
- Educational Psychology

All of these services are familiar to the school so the SENCo 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.

5.14 Complaints about SEND provision

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.

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

Complaints about SEND provision in our school should be made to your child's class teacher, the SENCo or Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

Parents/guardians can contact:

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

For school staff, all contact can be initially made via the school's admin office. Our admin team will direct you to the relevant staff member from there.

5.16 Contact details for raising concerns

If you have concerns regarding your child, your first point of contact to discuss these should be with your child's class teacher. They will be able to discuss these with you in detail and discuss potential 'next steps'. If the class teacher feels further support may be necessary, they will request a meeting with the school SENCo to analyse these concerns further.



5.17 The local authority local offer

Our contribution to the local offer is:

Infant School -

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

Junior School –

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

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Pierro **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying
- Behaviour
- Equality information and objectives
- Safeguarding
- Supporting pupils with medical conditions
- Marking and Feedback