

Polehampton Schools SEND Information Report

2023/2024

Inclusion Lead – Miss Yapp (Maternity Cover)

Next Review: October 2024



“Let your light shine”
Matthew 5:16

“Let your light shine”
Matthew 5:16



“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.

At Polehampton Schools, we “let our light shine” by ensuring our children with additional needs have the appropriate support to access the curriculum and be fully included within our school community. Our supportive and nurturing teams look closely at the children and their strengths, notice any barriers, and do all within their capacity to ensure everyone can let their light shine.

Our Team:

Executive Head Teacher: Mr Sherwood

Head of School: Mrs Castell & Mrs Medcalf

Inclusion Lead/SENCo: Mrs Pierro

SEND Governor: Mrs Tang

Wellbeing Governor: Mrs Lippett

Your child's class teacher is responsible for supporting your child with any additional needs they may have. They will work with the SENCo to monitor and review the support in place.

Mrs Pierro works across both schools and is able to support with transition from our Infant to Junior setting.



Special Educational Needs and Disabilities at Polehampton Schools



Special Educational Needs are identified if:

A child has a significantly greater difficulty in learning than the majority of others of the same age, or has 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" - **SEND Code of Practice (2014), xiii – xiv**

To identify areas of need at Polehampton, we assess each pupil's current learning skills or make observations on their social and emotional skills.

Class teachers make regular assessments of progress for all pupils and identify those whose progress follow the patterns below:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Widens the gap between them and their peers

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

We endorse a culture of keep up not catch up.

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

Levels of SEND support at Polehampton Schools

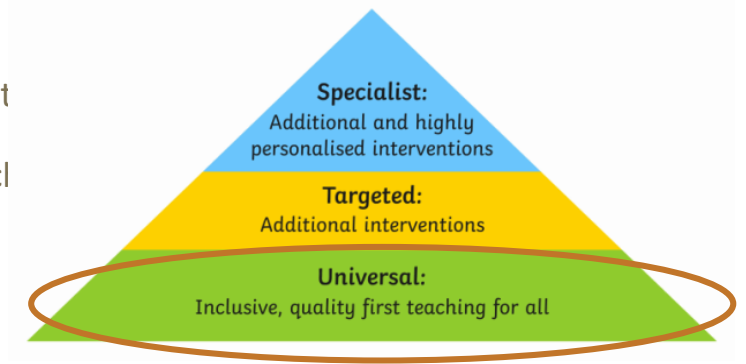
Universal Support through Quality First Teaching



Universal:

We aim to help all our pupils thrive through inclusive, quality first teaching. This means, your child's class teacher will use universal strategies to support your child as part of their general class teaching. This includes but is not limited to:

- Using dyslexic friendly fonts
- Reducing visual stress
- Ensuring opportunities for regular movement within lessons
- Chunking instructions
- Providing visual aids
- Using sensory aids
- Implementing a multi-sensory approach, where possible
- Modelling vocabulary and appropriate social skills
- Seating arrangement to cater for individual pupils needs
- General strategies for hearing and visual impairments
- Teaching around friendships, social situations and mental health through PSHE



Levels of SEND support at Polehampton Schools:

Targeted Support



Targeted:

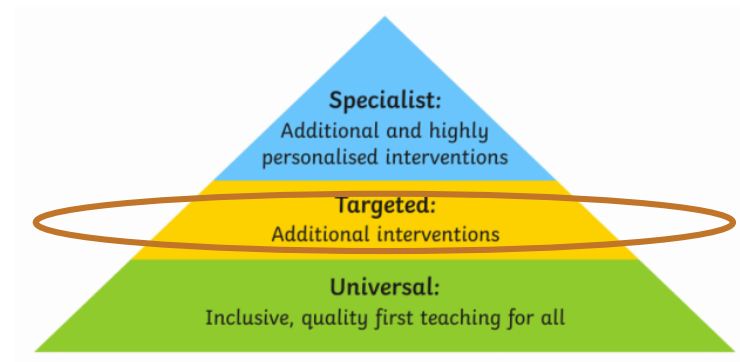
If your child requires additional support in an area of their learning, we will include them in a targeted intervention.

We may identify them for such support if we have observed that they are working below age group expectations or have made slow progress over a sustained period of time.

Within this category, we also include group activities that may meet your child's specific needs.

Our current interventions being used for targeted support are:

- Dyslexia Gold (Year 2-Year 6)
- Small group spellings and phonics (Infants & Juniors)
- Overlearning groups (Infants & Juniors)
- Fine motor skills and hand strengthening groups (Juniors)
- Sensory Circuits (Infant & Juniors)
- Nurture and Social Skills groups (Juniors)
- 'Art Club' - Nurture support (Infant & Juniors)
- ABC to Read (Infant & Juniors)



Please note: All our interventions can be impacted by staff absence

Levels of SEND support at Polehampton Schools:

Specialist Support

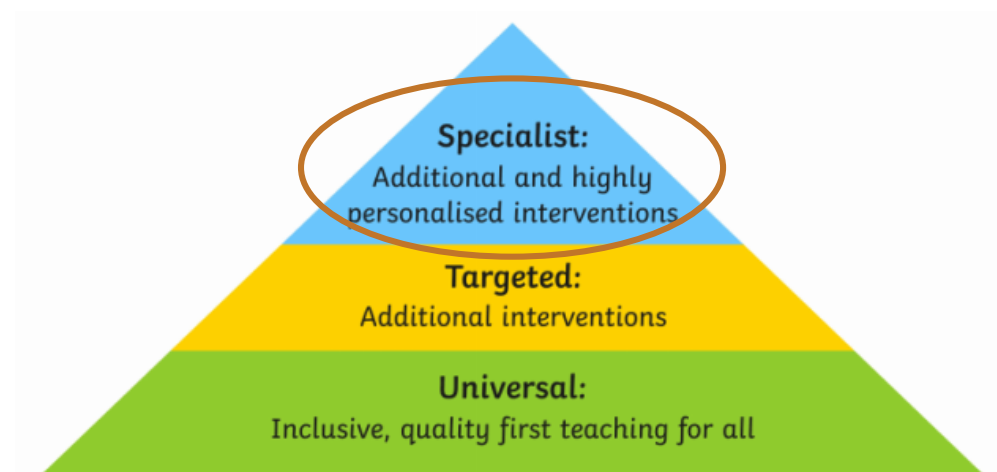


Specialist:

Some children require a greater level of support which may be personalised to their particular need or the needs of a small group of pupils. This level of support is most typically used for children with an Education, Health and Care Plan (EHCP) or those who have been identified as possibly requiring one.

Our current interventions being used for specialised support are:

- Forest Schools (Juniors)
- Speech and Language interventions (Infant & Juniors)
- 1:1 phonics interventions (Infants)
- Precision Teaching for reading, spelling and maths (Juniors)
- 1:1 support during identified lessons/tasks
- Pre-arranged support for lunch time periods
- Self-regulation interventions
- 1:1 nurture time



Assessment and Monitoring



- Teachers complete daily assessments based on their classroom observations and pupil work. More formal assessments take place once a full term. These assessments can be adapted to cater for individual needs. These are then reviewed within 'Pupil Progress Meetings' between the class teacher and a member of the Senior Leadership Team.
- In addition to this, pupils receiving specialised support, or those receiving targeted support in a number of areas, will have an 'Individual Learning Plan' (ILP). Class teachers use these plans to set specific targets. They are reviewed half-termly by the class teacher and every full term with parents. The SENCO oversees the making and updating of these plans.
- Individual Learning Plans (ILPs) follow an 'assess, plan, do, review' cycle which we invite parents to be part of.
- All children with EHCPs will be provided with an ILP which will be maintained through their time with us. However, if your child has an ILP due to some of the targeted support they are receiving, the plan may cease once their targets become in line with their peers.



Trips and Events



It is important to us that all children have the option to attend school trips and take part in exciting events at school.

We are aware this can be a daunting experience for some of our pupils or that they may need adaptations to ensure they can engage.

We support our SEND pupils with these events by providing the following, where needed:

- Social Stories
- Pre-planning access arrangements
- Giving an over-view of our pupil's needs when using external groups
- Providing the option to attend for a reduced period e.g. at residentials
- Completing Individual Pupil Risk Assessments

Conversations with parents is at the heart of this.

Our staff's expertise:

We engage our staff in regular professional development. Across both of our schools, we currently have staff who have experience and/or training in the following areas:

- Speech and Language
- Autism (some staff have training specifically on girls with ASD)
- ADHD
- Specific Learning Difficulties such dyslexia and dyscalculia
- Nurture Assistants
- Forest School Leaders
- Attachment and Trauma – We are a Therapeutic Thinking School
- We have three members of staff who are qualified SENCOs
- We have a member of staff who has a Certificate in Mental Health Leadership in Schools



Working with External Agencies



We are able to work with the following agencies, to get highly specialised advice or parental support:

Surgeries with the Educational Psychologist

Surgeries with Learning Support Services

Foundry College's Behaviour Outreach services

Addington School's Outreach Services

CAHMS (Children & Adolescents Mental Health Services)

NHS CYPIT (Children & Young People's Integrated Therapies) e.g.
Speech and Language Therapists and Occupational Therapists

We may refer a child who requires specialist support to these services, with your permission. However, please be aware, access to these services are currently limited with considerable wait times.





For a more detailed breakdown as to how we support our pupils with SEND, see our website for the following policies:

- SEND Policy
- Accessibility Policy
- Behaviour Policy
- Anti-bullying Policy