



Pebworth First and Blackminster Middle Schools
Federation



Special Educational Needs and Disabilities Policy Pebworth First School

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This policy was produced by the SENDCo in consultation with the Executive Headteacher, Head of School and the Governing Body. It is based on the Special Educational Needs Code of Practice and with close reference to the Worcestershire County Council's SEN e-Book of Information and Guidance for Schools and SENDCOs.

Definition of Special Educational Needs

Students have Special Educational Needs if they have a **learning difficulty** that calls for special educational provision to be made for them.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- or
- Have a disability that prevents or hinders them from making use of educational facilities of kind generally provided for children of the same age in schools within the area of the local authority

A person has a **disability** if he/she has a physical or mental impairment, which has a substantial and long term adverse effect on his / her ability to carry out normal day-to-day activities.

Section 1 (l) Disability Discrimination Act 1995

Students must not be regarded as having a learning difficulty solely because their language, or form of the home language, is different from the language in which they will be taught.

In the Pebworth First and Blackminster Middle Schools Federation we believe that students with Special Educational Needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and mental health difficulties, difficulties with speech and language or how they relate to and behave with other people. Many students will have Special Educational Needs of some kind at some time during their education. The Federation will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational provision means:

For the student of two years or over, educational provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools in the area.

(See Appendix 1)

ALL teachers must have regard to the Special Educational Needs Code of Practice. Some of this is a statutory responsibility.

Fundamental Principles

- Students with SEND should have their needs met. This should normally be done within the school, but might include provision elsewhere;
- The views of the student should be sought and taken into account;
- Parents have a vital role to play in supporting their child's education;
- Students with SEND should be offered full access to a broad, balanced and relevant education;
- The Federation values the contribution that every child and young person can make and welcomes the diversity of culture, region and intellectual style;
- All students with SEND are valued, respected and equal members of the Federation;
- Inclusion of all students is a matter for the whole school, and we are proud to promote the ethos that all teachers are teachers of students with Special Educational Needs; recognising that the

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governing body, Headteacher, SENDCO, Support staff and all other members of staff have a responsibility to children and young people with SEND.

Aim

To raise levels of achievement by enabling all students to:

- Access the broad and balanced curriculum, the Environment and the federation's written information
- Discover and make the most of their skills and talents
- Be included in all aspects of school life
- Have a buoyant self-esteem
- Progress well towards their agreed targets, meeting or exceeding them.

Objectives

To identify and assess SEND by:

- Establishing effective systems of early identification through internal and external assessment and liaison with feeder first schools
- Using the graduated response – a cycle of assessment, planning and reviewing actions in detail and frequently to identify the best way of securing good progress for SEND students.

To support individual students' needs by:

- Establishing effective systems of communication for SEND;
 - Providing one-to-one or small group work to meet specific needs;
 - Providing in-class support from Teaching Assistants (TAs) as appropriate;
 - Completing an Annual Review for all students with an EHC Plan;
 - Completing and reviewing an Individual Provision Map for students on the SEND Register and on the school provision map;
 - Establishing and monitoring up to date SEND records for the school;
 - Liaising with the School Leader to apply for and put in place Access Arrangements for students with SEND who are taking external examinations, i.e. SATS;
 - Providing quality first teaching with effective Wave 1 approaches (quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment);
 - Providing appropriate English and Maths support through Wave 2 and Wave 3 (See Appendix 3) intervention;
 - Working in close partnership with providers of specialist services for students with SEND;
- Informing and involving parents and students as appropriate.
- Listening to and acting on the views of children/young people.

Roles and Responsibilities

Governors

(The Link Governor for SEND is: Lorna Button)

- Ensure that the necessary provision is made for any student who has Special Educational Needs or Disability (SEND) and is of a high standard.
- Ensure that where the 'responsible person' – the Headteacher – has been informed by the LA that a student has special educational needs, or a EHCP, and that those needs are made known to all who are likely to teach them.
- Ensure that teachers in the Federation are aware of the importance of identifying and providing for those children who have SEND.
- Ensure students who have SEND make progress in line with expectations.
- Monitor the SEND register.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the school's policy for students with SEND.
- Have regard to the updated SEND Code of Practice (2014) when carrying out the governing body's duties toward all students with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the Federation's SEND policy.
- They are up-to-date and knowledgeable about the Federation's SEND provision, including how funding, equipment and personnel resources are deployed.
- The quality of SEND provision is continually monitored.
- An annual report is provided to parents.

Headteacher

Ms Linda McQuone, the Executive Headteacher, has overall responsibility for Special Needs and Disabilities and is therefore, in terms of the Code of Practice, 'The Responsible Person'.

The School Leader at Pebworth First School works closely with the SENDCO and Executive Headteacher to oversee the provision for pupils with SEND. This involves:

- Ensuring that SEND receives appropriate staffing, funding and resources within the constraints of the school budget.
- Supporting and monitoring the work of the SENDCO.
- Working with the SENDCO to identify professional development needs.
- Liaising with outside agencies as appropriate.
- Monitoring the effectiveness and impact on student progress and achievement of SEND provision.
- Monitoring issues of equal opportunities.

SENDCO

The SENDCO is responsible for co-ordinating the provision of SEND at Pebworth First School. This will involve:

- Day to day operation of the Special Educational Needs and Disabilities policy.
- Providing advice to staff and liaising with them on the completion of provision maps and ensuring SEND provision is accurately recorded and appropriate to each student.
- Co-ordinating SEND information and communication, regularly updating and publishing the SEND register.
- Assessing student's needs and ensuring children make progress in relation to their target grades.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agents as appropriate.
- Liaising with the designated Child Protection officer
- Liaising with the designated teacher with responsibility for Looked after Children and ensuring LAC students are monitored and progress, compared to target grades, tracked.
- Contributing to the professional development of staff and liaising with the School Leader and Executive Headteacher to ensure that training needs related to SEND are met.
- Monitoring, evaluating and reporting on provision, including the impact of provision on student achievement and progress, to the governing body in conjunction with the designated responsible person.
- Prepare documentation for reviews.
- Managing the work of the teaching assistants through appropriate timetabling and workloads.
- Liaising with parents of students with Special Educational Needs and Disabilities.
- Lead on interventions alongside other leaders.
- Ensure the provision map meets the needs of students with significant SEND.
- Liaise with staff.
- Aid with the administration of pastoral support plans where necessary.
- Prepare information for and arrange Annual Review of students with EHC Plans.
- Prepare a list of students needing Social, Emotional and Mental Health intervention.
- Liaising with parents of students with Social, Emotional and Mental Health difficulties.
- Lead on SEMH intervention

Teachers

- Know which students are on the register and why.
- Be involved in the implementation of the provision map.
- Produce differentiated work to meet the learning needs of SEND and non-SEND students.
- Ensure students with SEND and non-SEND progress towards meeting or exceeding target grades.
- Complete SEND monitoring sheets for reviews and PSPs.
- Raise SEND issues at staff meetings.
- Brief TAs on lessons they support.
- Include deployment of TAs in lesson plans as this will secure Good to Outstanding learning and teaching.

Teaching Assistants (TAs)

- Liaise with teachers, SENDCO and School Leaders when needed.
- Monitor students' progress in class and update SEND files.
- Disseminate information.
- Evaluate progress.
- Work with students in lessons, individually or in small groups as directed by the SENDCO and subject teachers
- Inform SENDCO of SEND issues.
- Ensure staff are aware of students needing intervention.

Parents/carers

- Attend relevant meetings and Reviews.
- Support the implementation of the provision map.
- Support and encourage their child.
- All parents of students with SEND will be treated as partners under the SEND Code of Practice and supported to play an active and valued role in their child's education.

Arrangements for co-ordinating provision for children with Special Educational Needs or Disabilities

The needs of the majority of students will be met in the classroom. Teachers are expected to make every effort to ensure that students with Special Educational Needs or Disabilities are fully involved in the life of the class by providing appropriate differentiated learning opportunities. For some students it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to their needs. This may be delivered by a teacher or TA. The SENDCO will oversee this provision to ensure it meets the objectives of this policy.

Admission Arrangements (see also Admissions Policy)

The Federation does not select students for entry. We are a Federation committed to inclusive education. No student is refused a place because of their special educational needs unless it is felt that the school cannot make appropriate provision from within its resources. A student with an EHCP who names Pebworth First School as their school of choice will automatically be offered a place at the school.

As a Federation, we have comprehensive liaison procedures and an induction programme for students starting in Year 6, Reception or joining us as a casual admission.

This includes:

We undertake regular liaison meetings and visits into feeder schools to transfer SEND information. Student records, including SEND information, are transferred during the summer term.

Accommodation

The SEND Department has a teaching room, which is equipped with a range of resources, as well as use of the library, Hall and School Lead's office for interventions and extra support.

An office is available for administration and storage of confidential SEND files.

Resources

SEND funding is delegated to mainstream schools to enable Headteachers, Governors and SENDCOs to make decisions about curriculum and support arrangements for both individuals and groups of students who experience barriers to their learning, making sure that resources are used early and proactively to address learning needs as they arise.

Allocation of resources

The Governing Body, through the SENDCO, ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives of this policy.

Additional funding and support can be made available from:

- Worcestershire Home and Hospital Education Service Outreach Team also provide TA support for the reintegration of students with medical problems returning from hospital.
- Child and Adolescent Mental Health Service (CAMHS) provide therapeutic counselling and Art Therapy sessions.
- Pupil Premium fund can be used to support students with SEND who are also in receipt of free school meals or who are looked after.
- Ethnic Minority Achievement Service provides peripatetic support for students with English as an Additional Language (EAL)
- West Mercia Police, Police Community Support Officers and staff from the Youth Offending Service, provide short-term support and mentoring for individual students, both in and out of school time.
- Worcester Domestic Violence Support and Action Project, CINCH, Parentline Plus, Childline, ASTRA Project, Rethink, Winston's Wish, SHARE, Teens in Crisis
- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- The business community
- Education Welfare Officer
- Social Services
- Friends of the School

Identification and Assessment Arrangements and Review Procedures

(The school follows the guidance contained in the updated Special Educational Needs Code of Practice [2014]. This recommends a graduated approach. (See also Appendix 3) In the Federation we have adopted a whole-school approach to SEND policy and practice. The SEND Code of Practice (2014) makes it clear that all teachers are teachers of students with SEND. Students identified

as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Curriculum and are integrated into all aspects of the school. Where possible we will try to meet every student's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the students in our school. However, where through careful identification and assessment we and / or the parents determine that a student is not making satisfactory progress then the SENDCO will be consulted. Teachers will do this via a Cause for Concern Form stating the student's name, year group and the concern, for example organisation, concentration, reading and comprehension, behaviour and attendance. Any evidence of progress tracking would also be useful. The SENDCO, in conjunction with the student and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the student through Wave 2 intervention.

Following a review of the strategies, it may be necessary to make provision (Wave 2) which is additional to, or different from, that which is already provided. It may be that the student:

1. Makes little or no progress even when teaching approaches are targeted to their particular needs.
2. Shows signs of difficulty in developing skills in literacy and numeracy.
3. Shows persistent signs of emotional or behavioural difficulties that are not addressed through our behaviour management approach.
4. Has physical or sensory problems and, despite specialist equipment, still makes little or no progress.
5. Has communication and / or interaction difficulties that lead to them making little or no progress.

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the student. When we have all the available information, we will consider with the parents and the student the next strategy for action. This will involve negotiating and discussing strategies contained on the provision map with the student, parents, teachers and SENDCO. The Provision Map will provide:

- Short-term targets.
- The teaching strategies
- What provision we will make.
- When we will review the plan
- How we will judge progress (success and/or exit criteria).
- Any outcomes after a review.

Possible intervention at this level could include:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials / special equipment.
- Group support.
- Provision of additional time in devising interventions and monitoring their effectiveness.
- Staff professional development to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

Where, despite all our best efforts, the student still continues to make little or no progress in relation to the targets set in any of the five areas, or is working at levels significantly below those of his/her peers we will move to Wave 3 intervention.

External support services may be contacted and involved in the Wave 3 intervention. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. Other strategies will be adopted to reflect these new targets after consultation with these agencies, parents, the student, SENDCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all our best endeavours, the student still makes little or no progress in the areas targeted, we will discuss with the parents and student the need for us to approach the LA to request an EHC Plan. We will provide the following information:

- Action followed with respect to Wave 2 and Wave 3 intervention.
- The student's reports and Progress Reviews.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history.
- English/ Maths attainments.
- Other relevant assessments from specialists such as Learning Support Teachers and Educational Psychologists.
- The views of parents.
- Where possible, the views of the student.
- Social services / Educational Welfare Service reports/ Any other involvement by professionals.

This may or may not result in the LA issuing an EHC Plan. Where a student has an EHC Plan we will carry out an annual review, which parents, the student, outside agencies, SENDCO and teachers, will be invited to attend.

The SEND Register

Although the SEND Code of Practice does not require schools to keep a SEND Register, Worcestershire LA expects schools to keep a record of students who have been identified as having Special Educational Needs. This record should include:

- student details
- the nature of the learning difficulties
- the level of support being provided – Wave 2 and Wave 3
- dates of annual reviews of EHC Plans and those involved

Such a record provides a useful SEND management tool for monitoring provision.

Students are named on the register, information kept on ScholarPack, if they need provision that is additional to or different from that required by the majority of children their age. Information will be provided by feeder schools, internal and external assessment and staff referrals. Students can be added to or taken off the register at any time, depending on their educational needs. Priority will be given to students exhibiting the greatest need. Students taken off the register will be kept on a list titled 'Monitoring'.

Criteria for Evaluating the Success of the Policy

The policy will be evaluated against the objectives stated earlier and measured by:

- Views of teachers, parents, students, external professionals.
- Parents being aware of individual targets set for children by discussing and receiving copies of any information for their child;
- Students being involved in discussing, constructing and reviewing their own needs and strategies.
- Student attainment or progress, as measured by objective testing and teachers' professional judgement, being raised.
- External evaluation by the 'responsible person' and the LA adviser for SEND based on the objectives of the policy.
- Any external evaluation or inspection.

Complaints Procedure

If parents / carers have a complaint concerning provision for their child they should initially attempt to resolve this with the SENDCO. If this proves unsuccessful, the matter should be referred to the School Leader and then discussed with the Executive Headteacher. Should the matter still be unresolved the normal complaints procedure of the school should be followed.

Professional Development

This will involve the SENDCO, teachers and support staff in order to help them work effectively with students having Special Educational Needs and Disabilities and will be linked where appropriate to the school's development plan.

Training in SEND will constitute a proportion of CPD time related to the fraction of students who have SEND. The effectiveness of such training will be monitored and evaluated by the SENDCO.

Links and Use of Outside Agencies

Close links are maintained with LA support services to ensure that the school makes appropriate provision for students with Special Educational Needs and Disabilities. Where it is necessary to contact outside agencies, the SENDCO will make the necessary arrangements and inform parents accordingly. These agencies have been listed earlier in the policy. Any or all of these agencies may be involved in the construction, delivery or review of targets set in order to ensure student's attainment is raised.

Partnership with Parents / Carers / Students

Parents / carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents' / carers' contribution to their child's education is valued highly by the staff of the school. Parents / carers are encouraged to involve their child in the decision making processes. The school will also update parents / carers with relevant information.

Links with Other Schools

Links are maintained, to ensure a smooth transfer on school entry through liaison and visits to local preschools, nurseries or the child's home. Children due to start Reception in the September are invited to visit us for induction visits in the term before they start school.

If necessary, the school liaises with other agencies at this stage.

Close links are maintained with Middle schools to ensure smooth transition between Years 5 and 6. Transition arrangements include a completed pro-forma and pre-visit by all children to BMS or their chosen school.

Test Special Arrangements

Students with SEND may be eligible to special arrangements during tests. The SENDCO will closely liaise with the class teacher to discuss the appropriateness of the assessment, what support is needed and how the test will be completed.

Appendix 1: Provision

- Teaching Assistants support students with SEND across the curriculum, focusing on difficulties that have been identified through screening, at reviews, meetings or discussions with SENDCO and teachers.
- Teaching Assistants are aware of all students with SEND in lessons they support and encouraged to work with students with significant SEND.
- Small groups of students with similar identified needs receive specialist intervention delivered by the TAs, as well as outside agencies. Interventions include: Dyscalculia Assessment and Intervention, 1:1 specialist Dyslexia intervention, Motor Activity Programme (for students with dyspraxia and developmental motor coordination issues), Handwriting and therapeutic activities such as cooking and craft work. Where it is considered necessary, individual students receive 1:1 intervention. This takes place in consultation with the SENDCO, parents, the student and outside agencies. However, inclusion and equality for all students with SEND is mainly the focus.
- In addition to the statutory curriculum, the school provides a range of additional activities. These include activities in sports, expressive arts and crafts, computers, homework clubs, and residential trips. All students with SEND are actively encouraged to participate, and wherever possible TAs will support them.
- SEND students may be supported before school, at break and lunch times where appropriate by the SENDCO, Teacher or a teaching assistant. This time may be to support social or emotional needs, medical procedures, personal care and hygiene or for mentoring purposes.
- Students who require Speech and Language therapy during the school day, will do so with the support of a teaching assistant, who has been given appropriate training and advice.
- Comprehensive Transition Package – First to Middle. This includes extra visits both for SEND students/parents to their new school and staff meeting students at their existing school prior to transition. Also the SENDCO liaising with school staff and arranging activities with the SEND students prior to transition.

Appendix 2: Abbreviations

- SEND-Special Educational Needs Disability
- SENDCO - Special Educational Needs Co-ordinator
- TA – Teaching Assistant
- HLTA- Higher Level Teaching Assistant
- QTA – Qualified Teaching Assistant
- EAL – English as an additional language.
- LAC- Looked-after-children
- DBS checks –Criminal Record Bureau; compulsory security checks undertaken on all adults who work in school
- SpLD -Specific learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)
- MLD-Moderate Learning Difficulties
- ADHD –Attention Deficit/Hyperactivity Disorder
- ASD – Autistic Spectrum Disorders
- BfL - Behaviour for Learning
- C&I –Communication and Interaction Difficulties
- SLCN – Speech, Language and Communication Difficulties
- SEMH – Social, Emotional and Mental Health needs
- HI – Hearing Impairment
- VI – Visual Impairment
- PD - Physical Disability
- CAMHS- Child and Adolescent Mental Health Service
- IPMs – Individual Provision Maps provide a description of needs, targets and strategies