



## SEND INFORMATION REPORT / SEND POLICY

The Executive Headteacher Mr Alex Gromski is responsible for the implementation of this policy.

Chair of Governors: Mrs Lynn Dickens.

Head of School / SENCO: Mr Josh Uren.

Date of adoption by the Governing Body: March 2021

Date of review: March 2022

*'Whatever you do, work at it with all your heart.'* Colossians 3:23

As a Church of England First School we are committed to providing an education that enables every person to flourish and live out 'life in all its fullness'. We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life. We are committed to providing this opportunity whatever the individual needs of our pupils. It is the aim of the school to comply with the Equality Act 2010 and the Children and Families Act 2014. For more information on support services for parents of pupils with SEN, please go to Worcestershire Schools' Local Offer:

<http://www.worcestershire.gov.uk/sendlocaloffer>

### DEFINITION OF SPECIAL EDUCATION NEEDS and DISABILITY

Children have special educational needs if they have a *learning difficulty or disability* 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.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

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

Children may have a *disability*, under the Equality Act 2010 if they:

- Have a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN needs.

There are four areas of need that can be identified which will require more specialist consideration:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### AIMS

We value the abilities and achievements of all our children. The teaching and learning, achievements, attitudes and well being of every child are central to our school vision and values. We follow the necessary regulations to ensure that we take the experience and needs of all our children into account when planning for learning.

We aim for all pupils to have access to a broad, balanced and inclusive curriculum and ensure the best learning conditions for each child, through differentiation, varied teaching styles, resource and adult support.

Our SEN policy enables us to:

- Identify, assess and respond at the earliest possible stage to a pupil's special need
- Involve parents at all stages and encourage their active support and partnership. We ensure they are fully informed of all SEN provision for the child that is being made
- Provide a system for monitoring a pupil's progress with his/her Individual Education Programme and to manage that programme in a normal classroom situation, so that the child is fully included with his/her peers
- Help every pupil to achieve his/her potential
- Follow the guidance in the Special Educational Needs and Disability Code of Practice: Jan 2015 0 – 25 years

### **IDENTIFICATION, ASSESSMENT AND PROVISION**

The schools recognise that there is a continuum for SEND and that where necessary specialist expertise should be brought to bear on the difficulties a child may be experiencing.

Those children whose overall attainment, or attainment in specific areas, falls significantly outside the expected range may have special educational needs.

We assess each child's current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child's pre-school years/or previous class. The child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and support the child within the class e.g. resources, adult help, ICT
- Ensure continuous observation and formative assessment provides regular feedback about the child's achievements and form the basis for planning next steps
- The Early Years Foundation Stage Profile provides summative assessment
- Involve parents in implementing a joint learning approach at home
- Make every effort to integrate pupils with SEND in normal classroom activities
- The identification and assessment of the special educational needs children, whose first language is not English, require particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have are due to limitations in their command of the language or from special educational needs

#### **Initial identification may be made through:**

- Parental concern
- Pre-school information and liaison
- Early Years profile
- Standardised testing
- Teacher's concern

#### **Assessment may be carried out through:**

- Checking out concerns with others – parents, previous school etc.
- Talking to the child – what is his/her perception of the difficulty?
- Communication between staff members, SENCo, children, parents and appropriate outside agencies

### **MONITORING CHILDREN'S PROGRESS**

Class teachers are continually observing, assessing the progress of individual children in their class on a daily basis. This provides information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that a pupil requires help over and above that which is normally available within the particular class. Termly pupil progress meetings with the Headteacher may lead to identification of special needs and intervention.

The key test for the need of action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills

In order to help children with special educational needs, we adopt a graduated response that encompasses an array of strategies.

## **MEETING NEEDS BEYOND QUALITY FIRST TEACHING IN THE CLASSROOM**

When a class teacher or the SENCo identifies a child with special educational needs or disability, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. If a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas,
- Presents persistent emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school,
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum,

Then the SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment

## **INDIVIDUAL EDUCATION PLANS**

Strategies employed to enable a child identified with a SEND need to progress will be recorded within an Individual Education Plan (IEP). The IEP includes information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)
- Parental view on targets and progression

The IEP will only record that which is in addition to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at the end of each term and parent's views on their child's progress will be discussed and possible targets for the subsequent term. The child will take part in the review process through a meeting with the Class teacher prior to the meeting with parents. The child is also involved in setting future targets, where appropriate.

## **OUTSIDE AGENCY SUPPORT**

A request for support from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a review of the child's IEP.

The triggers for *external support* will be that, despite receiving individualised support in the classroom the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum objectives significantly below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills

- Has emotional difficulties which significantly and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and required additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Children with SEND who are Looked After (LAC) have provision made which is appropriate to their needs. Involvement from Children's Services and the Integrated Service for Looked After Children (ISL) may also be appropriate

When external support services are involved they will need to see the child's records, in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **EDUCATION HEALTH CARE PLANS (EHCP)**

If a child has demonstrated significant cause for concern a request for an EHCP is made to the LA following the guidelines in the Code of Practice. The school will provide evidence through:

- IEPs for the pupils
- Records of regular reviews and their outcomes
- Pupil's health including medical history where relevant
- National Curriculum levels attainments in Literacy and Numeracy
- Educational and other assessments
- Views of the parents and the child
- Involvement of other professionals such as health, social services or education welfare service

On the basis of this accumulated information, the LA panel may or may not decide to put an EHCP in place.

### **ANNUAL REVIEW OF AN EHCP**

All EHCP plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made.

Children with an EHCP, and those with needs beyond the normal quality first teaching in the classroom are also given dedicated support from a Teaching Assistant at timetabled points in the week, or from a Teaching Assistant within the classroom, in order to work on the targets in their Individual Education Programme.

Parents who are concerned about their child's progress may discuss this with their child's teacher, SENCo, Head of School, or Executive Headteacher.

### **OUTLINE OF RESPONSIBILITIES**

**The SEND Co-ordinator's responsibilities will include:**

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs and disabilities.
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs and disabilities
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Liaising with Curriculum Governor responsible for SEND to keep Governing Body informed
- Liaising with Middle Schools as pupils approach phase transfer
- In consultation with the Executive Headteacher and Head of School, considering and supporting the continued professional development of Teaching Assistants assigned to pupils with SEND
- If a child moves to a new school, the SENCo will liaise with the new SENCo to share relevant information about support and any relevant assessments from external agencies. All relevant paperwork is sent to the new school and signed for to confirm it has been received. Extra visits to middle schools may be appropriate in addition to scheduled visit days for some pupils

## **The Class Teacher will:**

- Gather information about the child and make an initial assessment of the SEN. Information is gathered about strengths as well as weaknesses, in order to enhance confidence and self esteem. If there is more than one area of concern, the Class Teacher will choose the area he/she feels to be most important, in order to keep targets manageable and achievable
- Obtain information on vision, hearing, medical conditions, speech difficulties and attendance
- Provide help with the framework of the National Curriculum, exploring ways to which increased differentiation of class work might better meet the needs of the individual
- Write any IEPs, monitor and review them
- Meet with parents
- Liaise with SENCo.
- Pass records onto the child's next teacher
- Monitor and review the child's progress
- Provide children with access to visual clues and timetables and any other tangible aids that may be necessary

The Class Teacher is responsible for the assessment and planning of provision for pupils with SEND within the curriculum and the learning environment of the classroom. He/she should seek advice from the SENCo, consult parents and inform the Executive Headteacher. The SENCo for Hindlip and Tibberton C.E First Schools is Mr Josh Uren and the Executive Headteacher is Mr Alex Gromski. The SEND Governor for both schools is Mrs Lynn Dickens.

## **STAFF TRAINING**

Matters arising from SEND issues are raised during weekly staff meetings or daily briefings if appropriate. Teachers and TAs receive regular CDP training sessions or meetings which may be delivered by the SENCo, Executive Headteacher, or another outside agency.

## **LOCAL AND SCHOOL OFFERS**

See website for relevant documentation regarding School Offers for SEND. The Local Offer link is at the beginning of this document.

## **STAKEHOLDERS**

This document was produced in consultation with parents/carers as well as school governors for both Hindlip and Tibberton First Schools. Parents are sent the SEND Information Report annually and are invited to planned feedback meetings throughout the school year.

## **COMPLAINTS**

If any parent or carer wishes to make a complaint regarding the provision for children with SEND in school, they should raise this at the informal stage with the SENCo or Executive Headteacher. If the issue is not resolved, then the formal complaints procedure should be followed as detailed in our Complaints Procedure Policy, which is available on the school website.

## **ACCESSIBILITY PLAN**

Please find a link to our Accessibility Plan below:

<https://www.hindlipfirst.worcs.sch.uk/our-school/policies>

## **PROVISION MAP**

All children are placed on the schools' provision map. This is split into three separate 'waves' of support/provision. Please see the Provision Map under the SEND section of our website for details.

## **PARENT FEEDBACK / STAKEHOLDER CONSULTATION**

Parents from both schools were invited to give their feedback on our SEND provision as well as ask questions and have input into this policy. Parent consultation meetings took place on the w/b 22<sup>nd</sup> February 2021. Hindlip and Tibberton First School's Ofsted Parent View feedback identified that 100% of parents surveyed either 'agreed' or 'strongly agreed' that in relation to SEND, 'The school gives children the support they need to succeed'.

## **CORONAVIRUS IMPACT / EVALUATION**

At the time of writing, the national 2021 lockdown is still in place. Individual bubble closures are expected for at least another term or two into the end of 2021. Both schools have continued remote speech and language interventions, supplying students with laptops and posted resources. Teaching assistants have been able to complete more than 87.5% of our normal SALT interventions through Microsoft Teams since the shutdown. All children with SEND will be base lined using PIRA and PUMA upon their return after March 8<sup>th</sup> 2021. An SEND action plan will then be compiled using this data.

| Areas of Special Educational Need (SEN)  |  | How Provision is made at Hindlip & Tibberton C.E First Schools   |
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| <p><b>Communication and Interaction</b><br/>Children with Speech, Language and Communication Needs (SLCN) may find it difficult communicating with others. These children need help to develop their linguistic competence in order to support their thinking or processing and communication skills. They may not understand social rules or understand what is being said to them. Children with ASD may face difficulties in processing social interactions and language.</p> | <ul style="list-style-type: none"> <li>• Speech, Language and Communication Needs (SLCN)</li> <li>• Autistic Spectrum Disorder (ASD). This may also be referred to as ASC (Autism Spectrum Condition)</li> </ul>   | <ul style="list-style-type: none"> <li>• Whole school awareness and understanding of SLCN is ensured through regular staff training. This includes Continuing Professional Development (CPD) training on ASD as well as attachment difficulties for teachers and teaching assistants. CPD sessions are also provided to governors</li> <li>• Teachers and teaching assistants run daily interventions such as Pindora's Box, PenPals handwriting, Action Words, Morells Writing, Time to Talk (Gingers), Who's Ready to Learn Gross Motor-Skills?, Anger Control Games Dr. Playwell. Helping Young Children to Listen Ros Bayley, Stile Phonics intervention. Phonological Awareness Training P.A.T training. SC social interaction intervention.</li> <li>• Interventions are delivered to target the key areas in reading, writing, phonics, spelling, handwriting, social skills and speaking and listening</li> <li>• All interventions are reviewed at least termly between the class teacher, teaching assistant and SENCo</li> </ul>  |
| <p><b>Cognition and Learning</b><br/>All children learn at different rates and this is to be expected. However, support for learning difficulties may be required when a child is learning at a slower rate to their peers. This may be despite whole class differentiation and quality first teaching taking place. Children with conditions or difficulties mentioned in the next column, are likely to require support across all of the curriculum.</p>                      | <ul style="list-style-type: none"> <li>• Dyspraxia (co-ordination)</li> <li>• Dyslexia (difficulties with reading and spelling)</li> <li>• Dyscalculia (difficulties with number / maths)</li> <li>• Dysgraphia (writing)</li> <li>• Sensory Impairment (SI)</li> <li>• Specific Learning Difficulties (SpLD)</li> <li>• Physical Disability (PD)</li> <li>• Severe Learning Difficulties (SLD)</li> <li>• Moderate Learning Difficulty (MLD)</li> </ul> | <ul style="list-style-type: none"> <li>• Top Up Funding (where available) has been applied for and granted to support children facing SLCN difficulties and transitioning between settings. This has been used to support children by increasing one to one teaching assistant provision where appropriate</li> <li>• Tasks or lessons are differentiated according to the individual needs of the pupil</li> <li>• Visual timetables are used throughout all classes as standard. Pupils are given time before the day starts to process the day's events</li> <li>• Pre-teaching is used before a topic in order to give children the language, vocabulary, concepts and key ideas before a topic begins. This may include but is not limited to sending home pictures, key words, stories and other content</li> <li>• If a child continues to need support in an area, a referral to the school's Speech and Language Therapist (SPLT) can be made by the school or relevant health service</li> <li>• Quality First Teaching is evident throughout the entire school</li> <li>• Individual Education Plans are used to set, measure and assess individual targets for children with SEN. These are reviewed termly with children if appropriate, and parents</li> </ul> |
| <p><b>Social, Emotional and Mental Health</b><br/>Children may have underdeveloped social skills and find maintaining healthy social relationships difficult. Different social and emotional difficulties may manifest themselves in different ways. These could display as self-harming, eating disorders, depression, anxiety, substance misuse or physical symptoms which are medically unexplained.</p>  | <ul style="list-style-type: none"> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Attention Deficit Disorder (ADD)</li> <li>• Attachment Disorder (AD)</li> <li>• Mental Health and Well-Being</li> <li>• Autism Spectrum Disorder (ASD) / (ASC)</li> </ul>  | <ul style="list-style-type: none"> <li>• Teachers and teaching assistants have received training in 'Thrive'. This approach is evident across the schools and is a powerful way of working with children which supports optimal social and emotional development</li> <li>• Reduced or flexible timetables according to the needs of the child</li> <li>• Individual Behaviour Plans (IBP) and Pastoral Support Plans (PSP) may be introduced to support pupils. These are reviewed regularly alongside parents</li> <li>• Every classroom contains a book corner where children may go to work if they require a quiet space</li> <li>• Sensory resources such as fidget boxes and squishes are available to all classrooms if appropriate to learners' needs</li> </ul>  |

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|   |   | <ul style="list-style-type: none"> <li>• Our Christian Values which are evident throughout the school and are celebrated weekly underpin our school ethos of inclusivity</li> <li>• Our behaviour management systems promote positive reinforcement and ensure pupils are modelling positive behaviour. All classes have golden rules which are referred to throughout the school day if needed. House points, stickers and notes home all contribute to a learning environment which rewards good choices. Clear sanctions are adopted to an age and needs appropriate level</li> <li>• Pastoral support may be given to children if appropriate. This may include daily or weekly meetings with the class teacher, headteacher, SENCo or outside agency to discuss the issues the child is facing</li> <li>• Staff have CDP training on Positive Mental Health from the Positive Behaviour Team (PBT). Mental Health Awareness Week is also celebrated annually to an age appropriate level</li> <li>• New children entering established year groups are given a class buddy to support them</li> <li>• A robust and clear Anti Bullying Policy is available on our school website. All staff and children are aware that bullying is not tolerated. Anti-bullying week is celebrated annually to an age appropriate level. Posters are evident around school to support this</li> <li>• Some staff are Team Teach trained in order to support individual needs and our duty of care to staff and pupils</li> <li>• Friendship benches and quiet areas are on the playgrounds for pupils to take time out and reflect</li> <li>• We will closely liaise with external agencies including the Child and Adolescent Mental Health Service (CAMHS), Behaviour Support Team (BST), Social Services, Children’s Services, School Nurse, Early Intervention Family Support and Educational Psychologists</li> <li>• Extra pastoral support arrangements may be made for listening to the views of pupils with SEND such as daily talks with teachers or teaching assistants</li> <li>• Road Safety/pedestrian training, e-safety, cycle proficiency etc all ensure children develop a positive understanding of self-risk assessment as well as the world around them</li> <li>• Working closely alongside our federated school as well as visiting local schools to take part in Forest School initiatives and sports tournaments reinforce our school values</li> <li>• Breakfast Club offers the option to start every day with a healthy balanced breakfast, as well as take part in calming craft activities before the start of the school day. Staff may also spend time listening to children read, in addition to this, it also helps encourage punctuality and attendance.</li> </ul> |
| <p><b><u>Sensory and/or Physical Needs</u></b></p> <p>Many children who suffer from VI, HI, MSI and PD will require specialist support or equipment to access the curriculum.</p> | <ul style="list-style-type: none"> <li>• Hearing Impairment (HI)</li> <li>• Vision Impairment (VI)</li> <li>• Multi-Sensory Impairment (MSI)</li> </ul> | <p>Whole school provision as listed above may also be relevant</p> <ul style="list-style-type: none"> <li>• Please note that the physical limitations of our school building/s may restrict us in providing a range of specific intervention and support outside of the classroom</li> <li>• Accessible entrance ramps at both schools and handrails in disabled toilets.</li> </ul>  |

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| <p>Adaptations may need to be made to the curriculum in order to attempt to overcome these barriers to learning. Some children may require special educational provision.</p> | <ul style="list-style-type: none"> <li>Physical Disability (PD)</li> </ul> | <ul style="list-style-type: none"> <li>We are small schools, each with its own physical constraints. Hindlip is a small Victorian building with no room for expansion. Tibberton is a small Victorian school with each class on a different level. Both schools face challenges for wheelchair users. Please see our Accessibility Policy for how we ensure our development plan adheres to the Equality Act and Disability Discrimination Act 2010. This is available on our school website. Hard copies are also available from the school office</li> <li>Who's Ready to Learn? Gross motor skills</li> <li>Staff adhere to our 'supporting children with medication' policy</li> <li>Occupational Therapist (OT), physiotherapists, Paediatricians and other relevant health professionals are involved in reviewing need and request for specialist support is made if appropriate</li> <li>Referral to the Regency Outreach Team or Educational Psychologist for associated cognitive difficulties may be made</li> <li>Staff training from specialist outside agencies such as Epi-Pen training, ketotic hypoglycaemia training etc.</li> <li>Individual Healthcare Plans where appropriate</li> <li>Staff are briefed on children's individual physical and sensory disabilities if appropriate. As well as this, how these may affect the pupil's education or learning</li> <li>Additional staff support may be deployed to support pupils in day to day tasks, as well as increase independence</li> </ul> |
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