

Sherwood Primary School

SEND Policy



September 2023

*We are Sherwood. Each of us unique.
As one family, we all thrive and excel together.*

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SEND Policy



Sherwood Curriculum Rationale

At Sherwood, we aim to provide a creative, ambitious, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Special Educational Provision at Sherwood School

This policy is reviewed and updated annually in line with the SEND code of practice.

Introduction

Sherwood School provides a broad and balanced, ambitious curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have specific barriers to learning, which means that they have Special Educational Needs and require particular action by the school.

Teachers assess these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have Special Educational Needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified needs.

The areas of need are:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical
- medical

The aims and objectives of this policy

Our aim at Sherwood School is to enable all children to reach their potential, intellectually, physically, socially and emotionally.

We are aware that in order to achieve this, some children will require special educational provision. The school is committed to meeting the needs of these pupils to ensure that they make progress.

In order to achieve our aims and to ensure that children with SEND achieve their full potential and progress, we have set the following objectives:

1. To make reasonable adjustment in order to create an environment that meets the Special Educational Needs of each child.
2. To ensure that the Special Educational Needs of children are identified, assessed and provided for.

3. To identify the roles and responsibilities of staff and governors in providing for children's Special Educational Needs.
4. To enable all children to have full access to all elements of the school curriculum.
5. To ensure that parents are able to play their part in supporting their child's education.
6. To ensure that our children have a voice in this process.

Roles

Headteacher: Mrs J Lumb 01772 719093

SEND Coordinator: Mrs K Hobson k.hobson@sherwood.lanacs.sch.uk 01772 719093

SEND Governor: Mrs S Smith-Sergeant

Independent Inclusion Teacher: Mrs L Edwards Crook

Responsibilities

The Governing Body has responsibility to ensure that:

1. Information is published on the school website about the schools policy for SEND including an annual **SEND Information Report**
2. The school cooperates with the local authority (LA), contributes to the LA's **Local Offer**
3. The school appoints a qualified teacher as **Special Educational Needs Co-ordinator (SENCO)** and defines the role of the SENCO in relation to the leadership and management of the school.
4. The school **admits** pupils with SEND and enables them to benefit from the full range of facilities and provision.
5. Pupils with SEND are making **good progress** and are being well prepared for the transition to the next stage of learning.
6. The school involves the **parents** in SEND support.
7. The school allocates its **financial resources** for SEND in the best possible way to ensure pupils are making maximum progress.
8. Staff are provided with **professional development** which increases their understanding of, and their ability to meet special educational needs.

The Governing Body has a major role in school **self-evaluation** – with regard to SEND this should include:

1. Involvement in developing and monitoring the SEND policy.
2. An understanding of the School's SEND provision.
3. Monitoring and evaluating the quality of SEND provision.
4. Inclusion of SEND within the school development plan to ensure development of SEND provision.

The Governing Body will appoint a **SEND Governor** who is responsible for the link between the Governing Body and the school in terms of SEND. The SEND governor will meet with the school SEND team every term. The policy and annual information report will be reviewed at the Autumn meeting.

SEND updates on the quality and impact of SEND provision at the school will be regular items on the governing body agenda.

The role of the Headteacher

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

The role of the SENCO

- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Oversees the records of all children with Special Educational Needs
- Attends pupil progress meetings to discuss the progress of children on the SEND register
- May act as the link with parents, if needed
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contributes to the professional development of all staff
- Oversees the higher tariff needs audit
- Supports teaching staff to work with pupils on strategies that will help them to access the curriculum more effectively in their classroom

The role of the Independent Inclusion Teacher

- To assess and review pupils' needs.
- To provide specialist advice to class-teachers on quality first teaching and appropriate intervention strategies. To work alongside teachers, embedding good practice.
- To offer guidance and support to parents alongside the SENCO and class teacher.

Educational Inclusion at Sherwood

At Sherwood School, we strive to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all our children. We achieve this through the removal of barriers to learning and participation. It is the right of every child to feel that they are a valued part of our school community.

Through aspirational curricular provision, we respect the fact that children:

- Have different educational requirements;
- Require a variety of strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and first hand experiences.

All children (including those with SEND) will be involved in the full life of the school. This includes:

- Children will be set appropriate, adapted homework if required
- All school clubs and outdoor visits are accessible to all children
- All children have access to swimming activities (additional support may be necessary)
- Assemblies/ plays/ productions are fully inclusive
- School teams/ extra curricula sports events are inclusive
- All children are encouraged to take part in the residential venture week (usually Y5 and Y6) and additional resources are assigned where necessary

Sherwood School is built at ground level. The school has the following facilities for disabled pupils:

- Inclusion toilet.
- Entrances with ramps and corridors wide enough for wheelchair access, although help will be needed to negotiate doorways.
- Tables of appropriate height for wheelchairs.
- Hearing "loops" fitted in four classrooms and in the hall.

Admission Arrangements

Pupils with SEND will be admitted to Sherwood Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to identify children with Additional special educational needs. If the school has been made aware that a child may have a learning difficulty, the SENCO, Headteacher and teachers will endeavour to collect all relevant information, consult with a Specialist Inclusion Teacher and plan effectively to adapt learning as necessary..

Identification of Special Educational Needs

At Sherwood, we use the definition of SEND as set out in the SEND code of practice and Equality Act:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered, such as social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. This is called Quality First Teaching. Here are some examples of this:

Quality First Teaching

- Processing time for responses to questions or contributions to group discussion
- Extra time for activities (e.g. written work, practical activities)

- Using practical activities and experimental learning including work with concrete/visual materials to establish concepts and skills.
- Opportunities for learners to generalise and transfer their learning in different contexts.
- Opportunities for revision and over learning
- Access to groups where pupils are working with peers of similar levels
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and co-operative and independent application to task.
- Teaching methods include the use of visual aids, signalling and signing to support development of language in lessons
- Clear classroom routines supported by visual cues
- Multisensory teaching and learning
- Strategies to develop and extend listening and attention
- Flexibility in timetabling
- Access to simple, everyday assistive devices which aid access to curriculum (pencil grips, sloping writing surfaces, iPad)
- Targeted feedback

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

(See **Appendix** for the **School Support Progression** document, which details the graduated approach to support)

SEND Support

When the gap in attainment is not being closed, these pupils will be identified as a cause for concern. This will be referred to the SENCO and discussed with parents. Strategies will be identified to bridge the attainment gap through Quality First Teaching, intervention activities and home support. If progress is not made or the attainment gap widens, the child is placed on the school SEND register following consultation with parents. Children may also be placed on the SEND register following the identification of a specific learning difficulty.

When placed on the SEND register, a baseline assessment of the child's needs will be undertaken by the Independent Inclusion Teacher. This will highlight key areas of need that can be targeted with an effective Individual Education Plan (IEP) which outlines specific, measurable targets which are reviewed and revised on a half termly basis. Focussed intervention is delivered for children who have been moved to the SEND Register. In consultation with the Independent Inclusion Teacher and SENCO, strategies will be devised to support learning.

Those children who are performing significantly behind age related expectations or have an Education, Health and Care Plan (EHP) will receive the support of the Class Teacher and Independent Inclusion Teacher to create a more detailed Learning Plan, which details the curriculum focus for the child for each term. PIVATs are used where necessary to assess children's attainment and to create the Learning Plan, which sets specific and measurable next steps.

Here are some examples of focused intervention at Sherwood: Maths groups, English groups, Phonics Booster, Focus groups, Social skills group, Pastoral support, Circle of Friends, 1:1 Tuition, Toe by Toe, Power of 2, Speech and Language Therapist, Specialist Teacher Pastoral support, Counselling, Play Therapy, Social Stories, Therapy Dog, Red Rose Spelling programme, Emotion Coaching sessions, Red Rose patten for handwriting.

All interventions delivered to children are documented on a pupil tracking document which is reviewed by the SENCO regularly.

Teaching approaches are determined by the individual needs of the children. These, for example, may include enhanced access to visual support materials. Children with Sensory impairments are given preferential seating within the classroom and environmental conditions including lighting and background noise are managed as appropriate. Pupils whose needs arise from being on the autistic spectrum can have a workstation within a quieter area of the classroom. Individual pupils may need input to help them to manage their emotions, to minimise stress or trauma and this enables them to take part fully in learning.

Teaching assistants work alongside the Class Teacher and SENCO in supporting SEND children. They may work 1:1 or with small groups of children to deliver work planned by the teacher and will be aware of SEND children's support plan targets. On occasion they might be required to further adapt and reinforce class input in order to facilitate and support SEND children's learning.

Pupil Participation

Children are at the heart of any support plan and we actively involve all pupils in the review of any SEND provision. All pupils on the SEND Register are supported, as appropriate, to share views contributing to the reviews of their IEPs or Learning Plans. Pupils with an EHCP are supported in completing a Pupil Advice Form, which contributes to their Annual Review. Class teachers and support staff actively seek the views of the child when setting short-term targets and reviewing progress made.

School Referral for Statutory Assessment

In most cases, the procedure outlined will help a child through what may be a phase of difficulty in their school career. In a very small number of cases, however, more formal assessment of needs will be needed.

The Local Education Authority (LEA) requires written evidence or information about:

- The views of parents
- The views of the child
- Copies of support planning at intervention stages
- Evidence of rate of progress, or lack of progress, over time
- Copies of advice from health and social service, if appropriate
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise

The LEA then has to decide whether the child's needs warrant an EHCP. Only a very small number of children are likely to need an Education Health Care Plan. The Code of Practice gives guidelines for a range of special education needs and Lancashire County Council sets its own criteria against which children are considered for an EHCP.

If the LEA agrees to the provision of an EHCP, the process should take 20 weeks. If, however, the LEA refuses to agree to the school's request, parents should receive a written reply explaining the reasons for their decision. Parents also have the right of appeal to the SEND Tribunal.

The EHCP of Special Educational Needs sets out precise needs, how they are to be met and the provision of resources e.g. Special Support Assistant (SSA), specialist teacher support, speech therapy. The EHCP must be reviewed annually.

Reviews

Time is needed for Support plan reviews and IEPs to have an impact on a child's barriers to learning. IEPs are reviewed each half term, unless there is a need to review over a shorter period of time. Children with a Learning Plan will have a review and new plan written half termly. The effectiveness of IEPs and Learning Plans is measured through regular assessment checks and are evaluated every half term. Copies of the reviewed IEPs and Learning Plans are sent home alongside the each newly written IEP or Learning Plan. A meeting is held between the Class Teacher and parents each term to discuss the child's progress.

Allocation of resources

The SENCO is responsible for the management of the SEND provision within the school, including the provision for children with an EHCP. The Headteacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

Looked-after children

We work closely with organisations, professionals and carers together to deliver high quality care, and nurturing relationships for looked-after children and young people. Our aims are to help these children and young people reach their full potential and enjoy the same opportunities in life as their peers.

Parent Partnership

At Sherwood Primary School, we work closely with parents and listen to their views. Additional support and guidance can also be obtained from Parent Partnerships:

SEND Service Information and Advice: information.lineteam@lancashire.gov.uk

Transition

A member of the EYFS Team visits all pupils in their pre-school setting before starting at Sherwood. All pupils come for a visit at the end of the summer term. Where a pupil is known to have special needs before starting in Foundation, Sherwood Staff would attend their transition review at the pre-school setting and make additional visits as required.

In KS1 and KS2, all children have the opportunity to spend time in their new classroom before moving from one year group to the next. Transition for SEND pupils starts much earlier, allowing key staff to develop a clear understanding of the child's needs.

Pupils in Year 5 and 6 have the opportunity to participate in liaison activities in the three main feeder high schools. Sherwood pupils join in with all transition arrangements and an extended transition will be arranged as required for pupils with particular needs.

Consideration for the type of provision needed at secondary level will begin at the Year 5 Annual Review. Annual Reviews will be held in the autumn term for Year 6 pupils so that the necessary transitional arrangements can be made. This also gives parents time to visit high schools and to consider their options. Arrangements for a child's placement should be completed no later than the beginning of March before transfer. Secondary school staff are invited to final reviews.

Transfer to another school

When a pupil changes or transfers to another school, the SENCO will liaise with the school. High School staff are invited to final reviews. All relevant documents and files will be handed over in the strictest confidence. It is hoped that this will minimise disruption to the pupil's education and support.

Evaluation

SEND Provision is evaluated as part of our whole school monitoring and evaluation of pupil progress and equality policies. To ensure that we are making progress towards our targets and meeting the requirements of the Code of Practice, we evaluate the impact through the following:

- Movement on the SEND register
- PIVAT profiles
- IEP/Learning Plan targets achieved
- Curriculum/SATS etc
- Use of early intervention- catch up
- Effective feedback
- School annual questionnaires to establish views from all stakeholders
- Parental views (reviews)
- Pupil views (reviews)
- Adviser views – monitoring visits
- Assessment co-ordinator monitoring of progress
- Participation in enrichment
- Access to a broad and balanced curriculum
- Use of SEND Audit tool

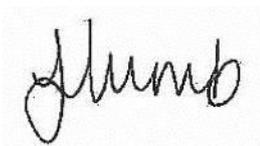
Arrangements for considering complaints about SEND provision

Whenever possible we try to work in partnership with parents for the benefit of the children. If parents have any queries about SEND provision in the school, they should contact the school and make an appointment to see the Headteacher. If a parent does not feel that their concerns have been resolved, then parents are directed to our complaints procedure.

Policy Approval and Review

Approval date: September 2023

Review date: September 2024

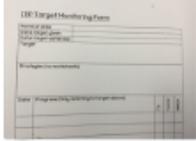
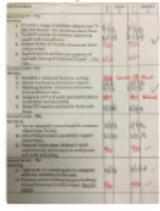


Mrs J Lumb
Headteacher



Mrs H Gooch
Chair of Governors

School Support Progression

CLASS SUPPORT/ QUALITY FIRST TEACHING	CAUSE FOR CONCERN/ MONITORED	SEN SUPPORT/ IEP 1 YEAR BEHIND AGE RELATED	PIVATS/ LEARNING PLAN 2 YEARS BEHIND AGE RELATED	EHCP
<p style="text-align: center;">Differentiation. Daily provision.</p>	 <p style="text-align: center;"> - Cause for concern completed. - Passed to SENCO. - Next steps discussed with parents. - Reviewed each term. - If still needed after 3rd review move to IEP. - New cause for concern completed at end of Autumn term. </p> <p style="text-align: center;">Differentiation. Daily provision.</p> <p style="text-align: center;">Intervention</p>	<p style="text-align: center;">Specialist Teacher (Lynne Crook) Baseline Assessment of child's needs</p> <p style="text-align: center;">IEP</p> <p style="text-align: center;">IEP to relate to specific areas of need. - 3 targets. - Date steps towards achieving targets on IEP record sheet. - Meet with parents half termly to review and set new targets.</p> 	<p style="text-align: center;">PIVATS completed by Teacher/TA</p>   <p style="text-align: center;">Learning Plan completed between Teacher and Specialist Teacher based on PIVATS. Reviewed termly. Parents informed.</p>	 <p style="text-align: center;">At least 3 areas of need to be identified to qualify</p> <p style="text-align: center;">Evidence of provision in school to be collected to demonstrate need for further support. At least 2 cycles of review needed.</p> <p style="text-align: center;">PIVATS/ Learning Plan</p>