

Pipworth Community Primary School



SEND Policy



- Article 3: Adults must do what is best for me.
- Article 6: I should be supported to live and grow.
- Article 23: If I have a disability, I have the right to special care and education.
- Article 28: I have the right to an education.
- Article 29: I have the right to an education which develops my personality, respect for others' and the environment.

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Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

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1. Pipworth Community Primary School pedagogy

1.1 Expectations

Focusing on outcomes for all (SEND Code of Practice June 2014) all children and young people are entitled to an education that enables them to make progress so that they can achieve their best. Staff aspire for all pupils to become confident individuals who live fulfilling lives so that they can make a successful transition into adulthood, whether into employment, further or higher education or training.

1.2 Philosophy

We believe that all children have equal rights to access an education and equal opportunities to achieve within it. We recognise and value the support of parents and the voice of pupil's as we work together to address SEND and remove barriers to learning. We aim to tailor the provision, procedures and principles to meet the individual needs of every learner and ensure the best outcome for all pupils.

Staff receive regular training to ensure that they have essential knowledge and understanding of the needs of pupils in their care so that they are able offer a broad, balanced curriculum, relevant and differentiated, which demonstrates progression and coherence to all pupils to maximise opportunities for teaching and learning.

Pupils with SEND require adaptations to be made in order to enable them to learn and access the curriculum. Adaptations may be in the form of individualised planning, modification of materials, the provision of specific teaching, or the allocation of additional teacher or support assistant resources. This will be a graduated response in line with the guidance provided by the Sheffield Support Grid.

The school's Inclusion Policy ensures that we welcome all pupils.

Progress of pupils with SEND is monitored to ensure that interventions and support are successfully narrowing the gap towards age related.

Pupils with SEND deserve a level of resourcing necessary to meet their needs.

Pupils with SEND will have access to forms of assessment which recognise and reward their achievement.

1.3 Principles

Teachers, support staff and SENCOs are respectful to and consider the views, wishes and feelings of the pupil and their parents.

Parents are regarded as partners and will be informed when special educational provision is being made for their child. All information will be shared with them to ensure that they can fully participate in decisions.

Pupils and parents are supported in order to facilitate the development of the child and to help them achieve the best possible outcomes.

The SEND co-ordinators will maintain a confidential register of all pupils with SEND and coordinate provision.

Pupils (from FS1 to Y6) identified to have SEND have a support plan or Learner Profile which documents specific difficulties and strategies in place to support them, this may include adaptations that are in place to remove barriers to learning and the types of support in play to ensure they can access learning across the curriculum.

Outcomes for pupils are set each school year and recorded on a pupil's SEND support plan, these are monitored termly as part of pupil progress meetings and with parents and pupils.

Pupils who need support to regulate their emotions will be supported with a Positive Handling Plan. This outlines how the pupil will be supported to engage positively in school life, strategies to help them self-regulate and consequences for unacceptable behavior; this will be shared and agreed with families. Not all pupils with a Positive Handling Plan will be registered as a SEND pupil; this will be in accordance with the new criteria.

Resources to support pupils with SEND will be regularly reviewed and developed.

Classroom learning environments have been adapted to promote inclusive practice and independence for all pupils.

School staff will best endeavour to make sure that a child with SEND get the support they need – this means doing everything they can to meet children and young people's SEND. This will be a graduated response and done in partnership with the families, school staff and the SENCO.

School staff will ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.

2. Areas of need

2.1 Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

2.2 Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2.3 Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties and may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

2.4 Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
- Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3. Provision

3.1 Key staff

SEND Governor is Mr. Matt Sieczkarek

SEND coordinator in EYFS/Year1 is Mrs. Maria Jackson Brown

SEND coordinator in Year 2/KS2 is Mrs. Nicky Bradley

Assistant SEND coordinator in EYFS/KS1 is Mr. David Whitaker

3.2 The SEND coordinators' work involves:

SENCOs have time out of class to carry out their duties

- The day-to-day operation of the SEND policy
- Liaising with staff, families and other agencies advising other teachers in the school
- Co-coordinating provision for children with SEND

- Supporting staff to deliver specialist teaching programs, including an alternative curriculum group
- Maintaining the SEND Registers and overseeing the records of all pupils with SEND
- Contributing to professional development for all staff
- The strategic development of the SEND policy/ provision as part of and in consultation with the Senior Leadership Team.

3.3 All class teachers will retain responsibility for pupils with SEND.

Professional development will be reviewed on an annual basis in relation to meeting the needs of the pupils.

The school follows the LEA Admissions Policy.

Children with SEND have their needs met through

- Assessment and guidance from specialist services such as Speech and Language Therapists and the school based Clinical Psychologist
- In the classroom through differentiated /scaffolded work
- Through working with the teacher /and or LSA for a period each day when appropriate
- English interventions
- Speech and Language interventions
- Through use of Positive Handling Plans, supported by SLT
- Through working with learning support and support workers
- Extra teacher support in some classrooms or working with withdrawal groups if more appropriate.
- Working with Learning Mentors individually, and in small groups
- Liaison and work with outside agencies, as appropriate
- Additionally Resourced Curriculum groups (ARC) –Social Communication, Lower KS2 or Upper KS2

Teachers are responsible for logging additional support and interventions as part of their tracking of a pupil's progress.

4. SEND Specialism

The school has a high proportion of children with one, or a combination of the following:

- Moderate learning difficulties
- Specific learning difficulties (e.g. Dyslexic tendencies)
- Delayed or disordered speech and language development
- Social, emotional and mental health difficulties

The school identifies children with learning difficulties through regular assessment, including diagnostic assessments when appropriate. Staff have a plan, do, review approach to monitoring pupil progress and work with SENCOs to build a holistic view of a pupil's needs.

The class teacher is responsible for planning lessons that meet the learning needs of children identified with SEND so that they are able to make progress. Staff produce additional resources and scaffolds as part of Quality First Teaching (as outlined on the Sheffield Support Grid).

4.1 Additionally Resourced Curriculum group (ARC provision)

Additionally Resourced Curriculum provision has been set up to support pupils with complex SEND. The curriculum is based on a premise of ensuring that pupils learn the basic academic skills required to cope with the literacy and numeracy demands in life, alongside accessing support in preparation for adulthood. Pupils access a teaching style that is based on reduce demand and vocabulary as pupils work alongside other pupils with similar needs / learning levels.

The school runs three specialist ARC groups:

- **Social Communication ARC** (assessments using Locke and Beech and BTK)
 - o Pupils with complex SEND, working significantly below year group expectations and/or identified to have social and communication difficulties (including those diagnosed with an Autism Spectrum Condition (ASC)), access hands on learning / continuous provision for the whole school day. These pupils are registered as a class.
- **Cognition and learning ARC** (based on Birmingham Toolkit Assessments)
 - o Pupils with difficulties in the primary area of cognition and learning working significantly below their year group (of a minimum two years) are taught the fundamental English, phonics and Math skills. Many of these pupils join their mainstream classes for the wider curriculum for the remainder of the day. Some pupils continues to access the wider curriculum through bespoke teaching in the ARC during the afternoon sessions.

Referral to one of the school ARCs is via termly pupil progress meetings, in conjunction with a discussion between the class teacher, SENCO and assessment coordinator. On some occasions pupils with low BTK levels are able to cope with the demands of the curriculum in their mainstream classroom, in these cases pupils are monitor closely but remain in class with their peers instead of accessing ARC provision. It is always the aim for pupils to return to their mainstream classroom when they are able to.

The school has a Behaviour and Support Policy, which is used by all teaching and non - teaching staff. The school promotes a positive ethos, and the use systems of rewards to praise children and to develop self - esteem.

The school works hard to combat social disadvantage by providing a broad, balanced curriculum, which promotes active learning and first - hand experiences, including day and residential visits.

When required, additional assessments are carried out and translators used to identify pupils presenting with special educational needs. Interventions and support are adapted to ensure that pupils learning needs are met in school.

5. Staff Training and Development

SEND remains a high priority on the School Improvement Plan because of the large numbers of children recognised to have SEND.

SENCOs continue to attend LA courses for coordinators and moderation meetings. Termly staff meetings are held to discuss special needs issues.

5.1 Links with other agencies

- The school has Multidisciplinary meetings annually
- At times we may refer pupils to the Primary Inclusion Service
- The school access support from Alternative Provision
- The School maintains contact with local Specialist Provision and Schools
- The school participates in Locality C projects related to SEND
- The school attends termly SEND briefings for Locality C schools
- Additional services are bought in from
 - Speech and Language Therapy
 - Clinical Psychologist (Healthy Minds / CAMHS)

- The school accesses support and training from the Sheffield Children's Hospital, Ryegate Children's Centre, school nursing and other specialist services, as required, to ensure pupils have their needs met
- The school has developed a working relationships with the local GP Surgery, including attending regular meetings to discuss pupils and families

6. Procedures

6.1 Management

The Head Teacher, deputy head teacher and SENCOs are responsible for the collation and dissemination information to all staff on a regular basis about the procedures regarding SEND / Code of Practice. This happens through staff meetings / in-service training.

6.2 Working with Parents and Carers

The school works in partnership with parents/carers who are involved in all parts of the SEND process. Supported by the SENCOs, teachers will meet parents/carers at least three times each year.

When a pupil is receiving SEND support, school will talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parents/carers, the pupil and the school.

Discussions will be led by the class teacher (and supported by the SENCO) as they have good knowledge and understanding of the pupil and are aware of their needs and attainment. The review will provide an opportunity for the family to share their concerns and, together with the teacher, agree their aspirations for the pupil.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be copied and given to the pupil's family.

6.3 Preparations for adulthood and pupil voice

Preparation for adulthood focuses on raising the aspirations and expectations from a young age of pupils with SEND. Setting outcomes that are transferable to the real world of employment, independent living, community inclusion and health has improved options and support for pupils. At Pipworth Community Primary School KS2 pupils are given an opportunity to contribute to setting their own outcomes and are included in discussions held between school and parents / carers.

In the EYFS and KS1, depending on the age and stage of development, pupils may be involved in all or part of the discussion itself, or their view maybe gathered as part of the preparation. When appropriate, pupils will work in collaboration with their class teacher to create their One Page Profile and the SENCO to set their own outcomes.

6.4 Systems

All teachers from FS1 to Y6 keep written information about children who are identified as having SEND, this is at a minimum a One Page Profile and/or a Support Plan or a Learn Profile.

EYFS children with specific needs are added to the SEND register. Children with general additional needs are monitored closely until the end of FS2 before being added to the SEND register (time is given to distinguish between moderate learning difficulties and developmental delay, this process continues into Year 1). The children are screened for hearing and sight in FS2.

The Foundation Stage/KS1 SENCO keeps records in files, which are passed on to the KS2 SENCO in School at transition to Y3.

From Foundation Stage to Y6 all children are regularly assessed using the school's systems of assessment and recording.

Children on the SEND Register are monitored and reviewed according to the Code of Practice. At the end of the year all class teachers write new 'outcomes' and give clear strategies for supporting a pupil for the next class teacher.

Registers are reviewed and monitored according to the Code of Practice.

6.5 Support Plans and Learner Profiles for pupils with SEND

All pupils with SEND have a Support Plan or SEND Learner profile which sets outcomes (targets) each academic year. The outcomes are then broken down into achievable steps and reviewed termly with parents and pupils (if appropriate). The Support Plan/ SEND Learner profile is a record of pupil's needs, support given, interventions and progress over a school year. Barriers to learning and adaptations are also noted. Staff will use a variety of resources to set outcomes, for example the Birmingham Toolkit, Locke and Beech profiles and Boxall Profiles.

Staff will use a cycle of assess, plan, do and review so that children have what they need to be a successful learner.

7. A graduated response

7.1 Sheffield Support Grid

Sheffield requires schools to assess the level of need a pupil has using the **Sheffield Special Educational Needs & Disability (SEND) Support Grid (SSG)**. This support grid uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Teaching and Learning Strategies suitable for each. It also indicates the expected support levels to be provided for each and which other services may be able to help. This grid uses the idea of Quality First Teaching outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model. As well as the support outlined in this document it is expected that the needs of a child/ young person will also be addressed through using the range of support detailed in the Sheffield Local Offer:

<http://www.sheffielddirectory.org.uk>

Categories of need	
1. Communication and Interaction	A. Speech and Language
	B. Social Communication (and including those with a diagnosis of Autism)
2. Cognition and Learning	A. Learning
	B. Specific Learning Difficulties
3. Social, Emotional and Mental Health	A. Emotional Regulation
	B. Mental Health
4. Sensory and/or Physical	A. Visual Impairment
	B. Hearing Impairment
	C. Physical
	D. Medical

Meeting pupils needs with SEND using the SSG.

Level 1 - Wave 1 (Quality First Teaching) with a specific consideration for children. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.

Level 2 - As in Level 1 with the addition of Wave 2 interventions to provide the learner with targeted support

Level 3 - As in Level 1 and 2 with the addition of Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Additional adults support the CYP individually, under the direction of the teacher. Outside agencies are involved.

Level 4 - Wave 1, 2 and 3 interventions, additional outside agencies involved and a significantly modified curriculum and adapted teaching setting.

Level 5 - Wave 1, 2 and 3 interventions, additional outside agencies involved and a highly individualised curriculum and adapted teaching setting and planned opportunities to access specific individual programmes of support.

With the support of SENCOs and in consultation with parents and pupils, teachers will use a rigorous system of **Assess, Plan, Do and Review** to meet the learning needs of individual pupils.

7.2 Extended Support Plan

If a pupil presents with a significant and / or specific needs that requires targeted support through a significantly modified curriculum then, in consultation with the families, teachers and other agencies, the SENCO will initiate an **Extended Support Plan**. An Extended Support Plan is a non-statutory document similar to an EHCP which sets out long term and short term targets. If a pupil is still not making expected progress after at least 2 cycles of assess - plan – do – review following the Extended Support Plan, then the school or parents will consider requesting an Education, Health and Care needs assessment.

7.3 Education, Health and Care Plans (EHCPs)

The purpose of an Education, Health and Care Plan (EHCPs) is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the family and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

The local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHCP.

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- The child's parent
- In addition, anyone else can bring a child or young person who has (or may have) SEND to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, those responsible for education in custody, school staff or a family friend.

Bringing a child or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

Where the local authority considers that special educational provision may need to be made in accordance with an EHC plan and is considering whether an EHC needs assessment is necessary, it **must** notify:

- The child's parent or the young person (and **must** inform them of their right to express written or oral views and submit evidence to the local authority)
- The health service (the relevant Clinical Commissioning Group or NHS England where it has responsibility for a child or young person)
- Local authority officers responsible for social care for children or young people with SEN
- Where a child attends an early years setting, the manager of that setting
- Where a child or young person is registered at a school, the head teacher (or equivalent)

8. Pastoral Care/ RSHE

Pastoral Care is integral to the work of the school, and involves all staff - teaching and non-teaching. At Pipworth Community Primary School we endeavor to ensure that themes are relevant to the lives of our children and we follow national guidance when delivering a RSHE curriculum. The Pastoral Support Team meet each half term to discuss vulnerable pupils and plan for their safeguarding and education.

8.1 Curriculum

In the EYFS Unit we use the Early Years Foundation Stage document.

All children have access to the new National Curriculum Y1 to Y6. Children's needs are met through a broad, balanced, differentiated curriculum.

8.2 Transition for pupils with SEND

Staff recognise that transition times can be significantly more stressful for pupils with SEND. The Senior Leadership Team (SLT) will work in collaboration with staff, SENCOs, the Pastoral Support Team, parents/carers and pupils, to ensure children's are prepared for transition and that their needs are met once that they have made the transition.

Additional resources and activities may be carried out to prepare pupils for transition, for example:

- Photo books of the staff and school

- Social stories that addresses their worries
- Additional visits and time in the new area / class

8.3 Supporting mental health and wellbeing

Statistics show that pupils with SEND are more vulnerable to issues related to mental health and wellbeing. At Pipworth Community Primary School we promote 'belonging' through our school pedagogy of 'Team Pipworth'. Our School Values, in conjunction with being a Rights Respecting School, enables staff to deliver a PSHE and RSHE curriculum that gives pupils a platform to express and challenge themselves as they prepare for the journey of life.

If a pupil requires additional support they can access:

- Support from the Pastoral Support team
- Time with the school based clinical psychologist
- Support from the Emotional Mental Health Practitioner

9. Funding

The School is situated in an area of social deprivation, and consequently receives Additional Educational Needs [AEN] monies through the formula. The LEA provides funding based on the Annual Audit for high incidence needs, and through statements for low incidence needs.

All SEND funding is used to provide the School support as detailed elsewhere in the policy.

Funding for pupils who are recorded on the SSG at a level 4 or 5 are allocated funding yearly via the high needs funding block. This funding is used to provide additional resources for these pupils.

Pupils with **higher needs**, that require additional specialist resources can also be referred to the Locality C SEND Funding Panel. Any money allocated from this fund would be used to meet the specific needs of the named pupil. Applications for funding are made by the SENCO to the Locality C Lead SENCOs using a proforma which asks school to identify needs and how the school is already meeting then pupil's needs. Funding may be allocated when school is unable to meet all of the pupil's needs using funds from its own budget.

10. Monitoring progress

This cross references with other assessment procedures and is evaluated for each pupil when SEND reviews take place.

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
- Demonstrates improvements in the child's behaviour.

10.1 Progress of pupils

The number of children on the Registers is reviewed termly. If children make sufficient progress after the implementation of a Support Plan, they are taken off the SEND Register, parents / carers will be informed of this as part of the termly review process.

10.2 Performance indicators

Performance indicators that will be used to evaluate the operation of this policy;

- * Numbers of children moving on / off the Register
- * Use of SEND funding
- * Use of personnel / resources
- * Whole school involvement in the SEND policy / procedures
- * Adaptations for individual pupil's
- * My Plan reviews - see relevant section of policy
- * Parental involvement
- * Successful liaison / communication between school and Governing body via the Governor responsible for SEND
- * Liaison between school and the support services
- * Short and long term planning development of SEND reflected in the SIPs
- * Inter - school liaison

10.3 Evaluating the effectiveness of provision for pupils with SEND

As a high percentage of pupils attending school are identified as having SEND, the effectiveness of provision is under constant review by the Senior Leader Team, SENCOs, class teachers, the assessment coordinator and the outside agencies supporting school. A number of factors are considered when reviewing the effectiveness of the provision:

- Progress and attainment
- Engagement
- Parent / carer feedback
- Pupil voice
- Is it meeting the needs of the learner
- Is it promoting independence and preparation for adulthood

The SENCOs are responsible for evaluating the effectiveness of provision as part of their action plan and annual report to Governors.

10.4 Working with parent / carers and pupils

Parents /carers and pupils are encouraged to communicate regularly with school staff and SENCOs to ensure needs are being met. In addition they are invited to attend termly meetings to review progress towards outcomes and the effectiveness of provision.

11. Reporting to Governors

Each term, the Head teacher will report to the Governing Body on the numbers on the SEND register. At the end of each academic year a full report will be shared with Governors, including progress data.

12. Management of complaints

If parents / carers wish to complain about the SEND provision in the school, they should first speak to the SENCO to try and resolve the problem. If this does not resolve the problem they should speak to the Head teacher or Governor for SEND.

Parents have the right to seek further help and advice from SENDIAS, the LA appropriate independent support service for pupils with SEND.

Email: ssendias@sheffield.gov.uk

Telephone: 0114 2736009