

Our policy and practice, below, informs our SEND information report on our website.

1. Aims

"Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school." EEF, 2020

Stottesdon is an inclusive school and nursery which encourages all pupils to achieve their potential through support, challenge and personalised intervention programmes (additional support planned to help a child's needs). We make every effort to ensure that children are fully integrated into the life of our school. We are passionate about identifying and understanding difficulties, so we can enable learners to overcome them and give equity of experience and opportunity.

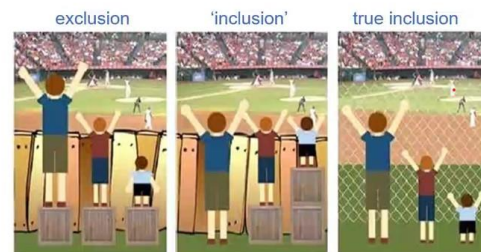
We are supported by the Local Authority to meet the needs of pupils with Special Educational Needs in a mainstream setting, wherever possible and where families want this to happen. We endeavor to meet the range of SEND needs in our teaching by following these key principles:

1. All children have common needs—for example, the need to receive effective teaching. Applying [the 'Five A Day' Principle \(EEF\)](#) is well evidenced as having a positive impact for all pupils including those with SEND.

2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.

3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

Staff should help pupils with SEND to overcome/reduce/remove any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life. More information about this can be found in our [Curriculum Intent document](#) and the [EEF summary of recommendations for SEND in mainstream schools](#).



Whole School SEND and NASEN



Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Nationally, approximately 14-15% of learners have SEND. Most of these pupils are well placed in mainstream provision with a small minority, around 1%, requiring very specialist provision provided in a special school or setting

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kate Robinson.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor, Lauren Walker (lauren.walker@stottesdon-school.co.uk), will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers (incl. subject leaders)

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Creating strong liaison with parents and carers who are seen as partners and co-producers of provision (all information shared at least termly and maintaining an 'open door policy').
- Creating curriculum progression documents (for the subjects they lead) that pupils with SEN and disabilities will be able to access and progress within.

4.5 Teaching assistants

Teaching assistant support the class teacher in:

- The progress and development of every pupil in their class
- Planning, implementing and assessing the impact of support and interventions and how they can be linked to classroom teaching
- Following this SEND policy
- Creating a strong liaison with parents and carers who are seen as partners and co-producers of provision
- Working with pupils to help them move towards increasing independence (rather than dependence) and consciously use different phases of support appropriate to the child and the scenario.

The framework is shown below. The initial expectation is that pupils work independently while the TA observes their performance. TAs should then only intervene appropriately when pupils demonstrate they are unable to proceed. The aim is to provide opportunities for pupils to experience and develop independence while giving structure and consistency to TAs' talk.

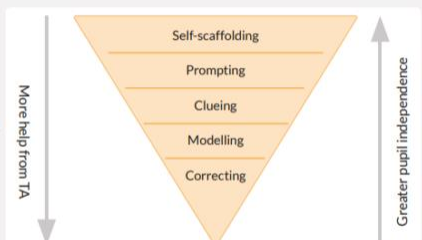
Self-scaffolding: TA observes that the pupil is working independently and does not intervene.

Prompting: TA uses wait time (10 secs) to see if the pupil can get started, asks a prompt question such as 'Can you remember what Mr T said you need to do first?', or gestures to a useful resource such as a model on an interactive white board or a word-bank on a table.

Clueing: TA uses a statement, 'The ruler will help you', or question, 'How could the ruler help you?', to give one piece of information at a time to support accessing the task. Several clues may be needed.

Modelling: TA demonstrates the next step the child needs to complete and then asks the child to take this step. 'I am using the word-bank to find a word to help me describe my character ...'

Correcting: The TA provides answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

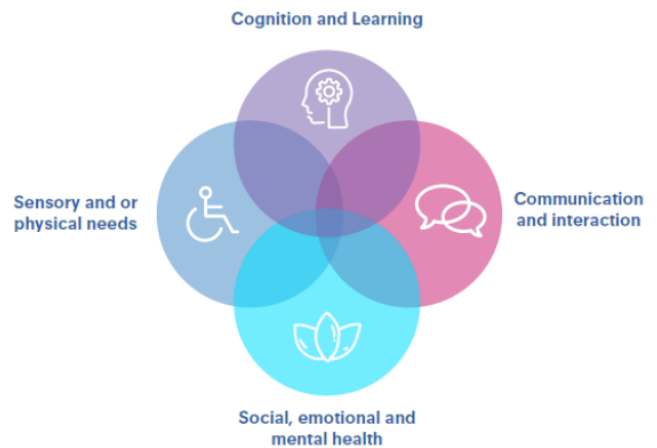


5. Our Practice

5.1 The kinds of SEND that are provided for

The SEND Code of Practice identifies 4 broad areas of need, and we support students across all four areas:

1. Cognition and Learning (e.g. Specific Learning Difficulty - dyslexia, dyscalculia, Moderate Learning Difficulties)
2. Social Emotional and Mental Health (e.g. Anxiety, depression, Attention Deficit Hyperactivity Disorder, Mental Health disorders)
3. Communication and Interaction (e.g. Autistic Spectrum Condition, Speech, language and Communication Needs)
4. Sensory and/or Physical (e.g. Visual Impairment, Hearing Impairment, Physical Disability)



We recognise that students may have multi-faceted SEND needs across the 4 broad areas.

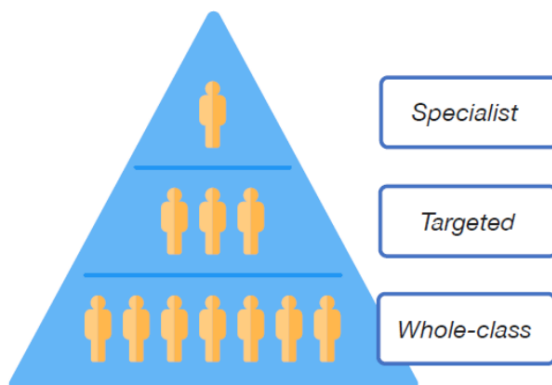
5.2 Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress (on a range of measures and using a range of strategies) for all pupils and identify where progress:

- Is significantly slower than that of their peers
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers - widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND as a whole range of reasons and contributing factors will be considered.

When deciding whether special educational provision is required, we will use a four - part cycle of Assess, Plan, Do and Review to continually plan and monitor provision for pupils. We will use this to determine the support that is needed through our tiered approach (detailed on the next page).



Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.

Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

A: Universal Provision: Whole Class Provision/High Quality Teaching (offer for all pupils).

High Quality Teaching includes strategies, resources, adaptations to teaching and the curriculum, and adaptations to the learning environment. This Universal Offer is available to all students and a student whose needs are met by this provision would not be registered as SEND.

For a child this would mean:

- That the teacher has the highest possible expectations for a child and all pupils in their class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place, so that a child is fully involved in learning in class. Adaptive teaching is used to support children in achieving the same learning objective without lowering expectations of the pupil. Adaptive teaching strategies include:
 - Breaking down content into smaller chunks or steps
 - Small step approach to learning in a logical sequence
 - Varying levels of support
 - Supporting different means of expression and action, such as utilising technology
 - Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support a child to learn.

All children in school should be getting this as a part of excellent classroom practice.

B: Targeted Provision:

This means the class teacher has identified a child as needing some extra support in school. This is often referred to as an intervention.

- He/ She will engage in 1:1 or group sessions (run in the classroom or outside of the classroom) with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher (who has had training) will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

C: SEND Support Record (coded as K on our MIS system): More intensive support is needed.

SEN Support is the first stage of additional support available for students with SEND. This support is described as 'different from or additional to' the provision made for all pupils (the High-Quality Teaching mentioned above).

The class teacher and SENCO have identified a child requires more intensive support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups/targeted provision alone. This support may be informed by Specialist Advice such as:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

Provision:

- More specialist input instead of or in addition to quality first teaching and intervention groups.
- Termly parental meeting to discuss child's progress and help plan possible ways forward. This includes taking into account parental and pupil views. However, we do not want parents to wait until one of these meetings, if they have a question or are worried about their child; we want them to contact us or drop in.
- The school will act on the advice and recommendations of specialist professionals as appropriate, which may include:
 - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support on specific targets which may include interventions and sessions with the specialist
- Development of a One Page Pupil Profile which is a simple summary of what is important to the child and who they want/need to be supported. Class teachers, parents and the child should all contribute to its creation.

D: Specialist Provision is identified (Education Health Care Plan - EHCP):

This type of support is available for children whose learning needs are complex. This is usually provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by the class teacher, SENCO, Specialist Teacher and the Local Authority EHCP Panel as needing a particularly high level provision as needs are greater than can be managed by the normal resources available to school.

Provision:

The EHCP will outline the type of provision a child should receive and how the support should be used and what strategies must be put in place. It will also have long term goals/outcomes for the child. Additional financial support for the school is provided to enable this.

5.3 Consulting and involving pupils and parents

We will formally notify parents or carers when it is decided that a pupil will receive SEND support. We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations at the outset and ongoing once on the SEND register will make sure that:

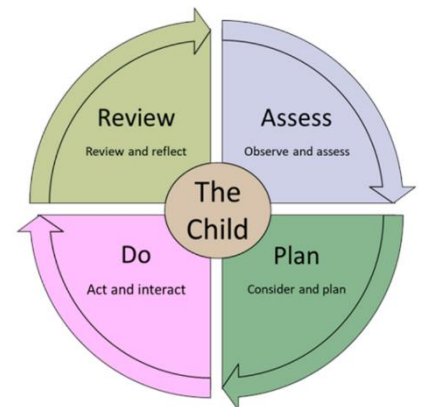
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' or carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone recognises how the pupil learns best and what motivates them
- Everyone is clear on what the next steps are
- Everyone is involved in programmes and reviews
- Everyone is aware of support outside school (e.g. [PACC - Parent and Carer Council](#), [The Local Offer](#), Support Groups, [Shropshire IASS](#))

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (when developmentally appropriate - older children are encouraged to join in with reviews)
- Assessment and advice from external support services, if relevant



The assessment will be reviewed regularly (at least termly).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and classes

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If a child is moving to our/another school at Year 6 or at other times:

- We will contact the school/nursery SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child.
- We will make sure that all records about the child are passed on as soon as possible.
- Where possible, we will invite the Secondary SENCO to attend reviews in the year before the child moves. This will give everyone an opportunity to liaise well in advance.
- If the child needs additional familiarisation visits before they move, we will support this being arranged. Where possible, the child will visit their new school on several occasions and, in some cases, staff from the new school will visit the child in this school.

- At Year 6, all children do focused learning about aspects of transition to support their understanding of the changes ahead. If a child needs additional support in this area, this can be arranged (e.g. additional visits, induction programme etc.)

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- If the child needs additional familiarisation with the new class before they move, this can be arranged.
- Please see our transition policy for further information.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. Our tiered approach/graduated support pathway then follows if required. When pupils are on the SEND Support Record, interventions (within the class, in a group or 1:1) will be recorded on our Management Information System - Arbor. Targets/next steps will aim to be SMART and driven by specialist programmes, knowledge and advice.



5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Making reasonable adaptations/adjustments to our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, overlearning opportunities etc.
- Additional interventions to support student progress such as: direct instruction, Little Wandle Reading Intervention, Success at Arithmetic Maths intervention, No Worries, Handwriting Support, Cool Kids for fine and gross motor/focus and attention, Talk boost, word aware, speech and language interventions, stoke speaks out, Little wandle spelling, Handies for fine motor, etc

How can my child be supported in their assessments?

A number of arrangements are available to students who need support in their exams. These arrangements need to be a students' normal way of working and include (among others): extra time, rest breaks, prompts, use of technology (such as a laptop), a reader and a scribe.

5.8 Expertise and training of staff

We have an experienced SENCO who supports the class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training and individual training. Current expertise includes:

- Speech, Language and Communication
- Occupational Therapy
- Attachment
- Hearing Impairment
- Visual impairment
- Dyslexia/Dyscalculia
- Social, Emotional and Mental Health needs
- Positive Handling

Our school is committed to training staff to meet needs of children as they arise.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Talking to pupils (when developmentally appropriate)
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Meeting at least termly with parents
- Inviting external consultancy and evaluation (e.g. LA reviews)

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs where we would make reasonable adjustments to ensure fair access.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Please see our Accessibility Plan for further details.

5.13 Support for improving emotional and social development

It is important to us that children with SEND are supported socially and emotionally throughout the school day. We have an inclusive school ethos that values children and celebrates all kinds of achievement. The following practices support us in achieving this:

- Behaviour and Anti Bullying Practice and Policy
- Whole staff training on Emotion Coaching
- Involvement and commitment to the PINS project (Partnership for Inclusion of Neurodiversity in Schools)
- Contact and liaison with specific outside agencies such as speech and language, school nurse, family support worker, occupational therapy, health visitors etc
- Outside professional agencies for social and emotional mental health e.g. TMBSS, Autism West Midlands, Early Help
- Sign posting to help for parents e.g. sleep workshops, family support worker, parenting help and support lines, family information service (FIS), community drop in centres
- Personal, Health, Social and Emotional Curriculum (Jigsaw)
- Assemblies and worship programme that gives opportunity to reflect on our values and how we choose to be (includes the No Outsiders Programme)
- Peer buddies
- Quiet areas

5.14 Working with other agencies

If following assessment and review, it is identified that external advice is needed to help us meet the needs of the child we may engage services as appropriate. Parents are always liaised with and permissions sought. When appropriate, parents will be invited to meet any specialist agency at the school to discuss their child's needs. Following the advice, we may purchase or borrow resources as necessary. Agencies we engage with include the following:

- Speech and Language Therapy
- Independent Specialist Teachers
- Educational Psychology Service
- Learning Support Advisory Teachers
- School Nurse
- Occupational Therapy
- Physiotherapy
- Sensory Inclusion Services
- Tuition Medical Behaviour Support Service
- BeeU
- Woodlands Outreach

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. The class teacher will then liaise with the SENCO/Headteacher as appropriate. If concerns/complaints are not resolved they will then be referred to the school's complaints policy.

5.16 Contact details of support services for parents of pupils with SEND

[Shropshire IASS](http://iass@cabshropshire.org.uk) (Shropshire Information, Advice and Support Service) provides free, confidential and impartial information, advice and support around SEND.

iass@cabshropshire.org.uk Tel 01743 280 019

5.17 Contact details in school

School office: admin@stottesdon-school.co.uk (class teacher emails are available on request)

Kate Robinson (SENCO): kate.robinson@stottesdon-school.co.uk

5.18 The local authority local offer

Our local authority's local offer is here: <https://www.shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Teaching and Learning
- Curriculum Intent