

Sandford Primary School



SEND Policy

Signed: Mrs Lorna Richardson

Date: September 2023

Review Date: September 2024

Definition of Special Educational Needs

This section sets out to define and explain Special Educational Needs (SEND) in relation to other needs that arise within the school.

In this policy, Special Educational Needs (SEND) refers to a learning difficulty or learning need that requires special educational provision.

The SEND Code of Practice:0 -25 years (2015) states that a pupil has SEND and requires special education provision when s/he has a significantly greater difficulty in learning than the majority of others of the same age and therefore requires provision which is different from that which is normally available through the school's Curriculum, so that s/he can make progress.

In this school, pupils requiring SEND provision are defined as those who are, despite all interventions, continuing to struggle to make progress and are working approximately two or more years behind pupils of the same age.

In some cases, a pupil may have a disability or medical condition which prevents or hinders them from accessing the Curriculum and/or facilities in school. This should **not** be confused with SEND unless the pupil has a learning difficulty, as defined above. The needs of pupils in this category are covered by the school's policies for 'Access and Disability' and 'Medical Needs'.

The school recognises that some pupils experience difficulty making progress in learning when they are '**vulnerable**'. The school's register for those pupils that fall into this category, together with the reasons for this decision, ensures that progress and needs for this group are reviewed regularly, so that they make progress. It is recognised that pupils with SEND are more likely to fall into this category, although the reverse is **not** necessarily the case. Staff are expected to monitor for a range of risks which include; frequent absence/changes of school, factors that place families under stress, illness, well-being difficulties, disaffection/ social isolation which may include bullying or discrimination. Children with SEND needs are recognised as additionally vulnerable and appropriate monitoring of Safeguarding around this is in place. All information is stored in line with the Wessex Learning Trust Data Protection Policy.

Please see the school's policy for Safeguarding and policies that contain information about monitoring procedures for pupil progress and well-being. The use of 'Graduated Response' interventions (discussed later in this document) are used to support pupils in this category to ensure that they are **not** misdiagnosed as having SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language does **not** mean that a pupil has SEND. The school's provision for English as an Additional Language (EAL) is contained in the school's EAL Policy.

References to other Documentation

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 years (2015) 3.65 and has been written with reference to the following guidance therein:

Equality Act 2010: advice for schools (2014)

SEND Code of Practice: 0-25 years (2015)

Schools SEND Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions (2014)

The National Curriculum in England Key Stage 1 and 2 framework document (2014)

The school's Safeguarding policy

The school's Disability and Accessibility Policy

The school's Medical Needs Policy

The school's Assessment Policy

The school's Curricula Policies

The school's SEND Information Report

The Teachers' Core Standards (2012)

This policy has been co-written by the SENDCo and SEND Governor with the support and guidance of the SLT, Head Teacher, Governing Body and parents of pupils with SEND currently attending the school.

Mission Statement

'Every teacher is a teacher of every child or young person including those with SEND.'
SEND CoP: 0-25 years (2015), Teaching Core Standards.

All staff at Sandford Primary School are committed to providing the appropriate Curriculum, learning environment and opportunities to enable pupils with SEND to thrive, make progress and be included fully in all aspects of school life. The school is determined to support pupils with SEND so that they can make meaningful steps to achieving their ambitions and begin their journey towards becoming independent and responsible citizens who are able to participate in and contribute to their community.

We recognise that pupils with SEND require individualised support to achieve this and the central role that parents and pupils have in underpinning this process. Therefore, we strive to work both inclusively and collaboratively, in partnership with parents and pupils with SEND.

Aims

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that all pupils with SEND are able to fully access the Curriculum by providing extra support or additional resources, where appropriate, and by working together to identify and remove barriers to learning.
- To work in partnership with pupils and parents as part of an inclusive process, recognising the importance and benefits of working collaboratively as laid down in the SEND CoP: 0-25 years (2015).

Objectives

- Identify accurately and support effectively the needs of pupils with SEND using 'Graduated Response' provision mapping, so that they can make progress and 'narrow the gap' in learning that exists between pupils of the same age.
- Make appropriate individualised provision using Assess-Plan-Do-Review cycles (Individual Education Plan (IEP) is the term used by The Wessex Learning Trust) to overcome barriers to learning and ensure pupils with SEND can access the Curriculum. In this way, progress is measured effectively through the use of work scrutiny, data analysis and observations and a 'next steps' approach to target setting is used.
- Work inclusively and collaboratively with parents to gain a better understanding of their child, and involve them in all stages of their child's education so that goals can

be agreed and progress measured effectively. This is achieved by listening to the wishes and aspirations of parents and pupils and identifying 'next steps' together.

- Work with the available external support agencies and professional partners to gain advice and specialist guidance for pupils with SEND so that they can make progress more rapidly.
- Create a school environment where pupils with SEND feel empowered and their voice is heard. (e.g. membership of the School Council or one of the Pupil Leadership Teams, fund raising initiatives, leadership roles within the classroom/playground, mechanisms for 'Pupil Voice' are implemented effectively.)

SEND Provision, roles and Responsibilities

The SENDCo

The SENDCo is Miss Samantha Momber.

In accordance with the SEND CoP:0-25 years (2015):

- She is a member of the school's Senior Leadership Team.
- Advises the Head Teacher on the deployment of the SEND Budget, its impact and effectiveness. This includes those pupils in receipt of Pupil Premium with SEND and high/complex needs top-up funding (pupils with EHCPs).
- Is responsible for advising the Head Teacher and other members of the SLT on the day-to-day deployment of resources and staffing for pupils with SEND. This includes monitoring the effective use of resources, timetabling and staff working with pupils with SEND, both in and out of the classroom.
- Is responsible for CPD of staff in respect of SEND, so that they are able to support pupils effectively in their classrooms and in respect of the Teachers' Core Standards.
- Advises and updates the SLT and staff on statutory and non-statutory guidance in relation to SEND, both locally and nationally.
- Prioritises, implements and assesses the effectiveness of areas chosen for development as part of the school's continuing Improvement Cycle.
- Works collaboratively and inclusively with staff, parents and pupils to monitor the progress of pupils with SEND.
- Carries out, though can direct appropriately trained members of staff, to screen pupils and implement programs of support recommended for pupils with SEND.
- Works with parents, pupils and staff to monitor the effectiveness of Assess-Plan-Do-Review Cycles to ensure that pupils make progress.

- Liaises with external agencies and other professional partners, including other schools in The Wessex learning Trust, to ensure that pupils are supported effectively. This includes preparing statutory paperwork for Early Help Assessments and Educational Health Care Plans, as well as supporting staff in writing A-P-D-R cycles and prioritising targets set by external agencies.
- Works with the SEND Governor to monitor the effectiveness of provision for SEND and ensure that it meets the statutory guidelines laid out in the SEND CoP: 0-25 years (2015).
- Maintains and monitors relevant and appropriate data/evidence to demonstrate the effectiveness of the SEND provision and to show that SEND pupils are making progress, particularly when these are not reflected by the data management systems of the school.
- Advise and report to the Governing Body on the above either through regular meetings with the SEND Governor or reporting directly to the Governing Body.

The SEND Governor

The SEND Governor is Mrs Nerys Blower. As a member of the Governing Body her role is:

- to monitor the provision of SEND in the school. She does this by meeting regularly with the SENDCo and Head Teacher to assist in auditing SEND provision, discussing and advising on the fluctuating levels of need across the school and supporting in the writing of policies for SEND.
- In addition, Nerys visits the school to carry out focused 'Learning Walks' designed to assist in gaining an understanding of the effectiveness of SEND provision, particularly in relation to prioritising need or monitoring the impact of development targets as part of the school's continuing cycle of improvement.

The Head Teacher and Governing Body

The Head Teacher is Mrs Lorna Richardson. The chairs of the Governing Body are Mr Ian Chadwick and Mrs Belinda Hancock. Together with the SEND Governor and other members of the Governing Body they have overall responsibility to ensure that:

- They use 'best endeavours' in exercising their functions to ensure that the necessary Special Education provision is made for any pupil who has SEND.
- Ensure that parents and/or the young person are notified by the school when special educational provision is being made.
- Ensure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs (and/or medical conditions).
- Ensure that the teachers in the school are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching
- Ensure that there is a suitably experienced and qualified teacher designated as Special Educational Needs Coordinator (SENDCo) for the school.

- Consult the Local Authority and Governing Bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area.
- Ensure that pupils with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other pupils, and the efficient use of resources.
- Where a Local Authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on a Statement of special educational needs or an Education and Health Care Plan, the Governing Body must admit the child to the school. N.B. Before naming a maintained school on a statement, the Local Authority must consult the governing body of the school.
- Ensure the school produces and publishes online its School SEND Information Report, links to the 'Local Offer' and the School's SEND Policy, in accordance with section 69 of the Children and Families Act 2014.
- Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act (2014)).

ELSA Support

The school has a trained ELSA support HLTA, Mrs Sara Gooding. Emotional support is provided as part of the school's 'Graduated Response' to supporting pupils with emotional and mental health difficulties and is available for pupils with SEND and for those whose well-being needs have been identified as a barrier to learning. The ELSA attends regular training throughout the year to ensure that links with the Educational Psychology Service are maintained in this area and that the school has access to the latest advice and support materials.

Teaching Staff

All teachers know that that are expected to be able to adapt the Curriculum in their classroom to meet the learning needs of pupils with SEND and support them so that they are able to make progress. This is a Core Teaching Standard. Teachers receive weekly SEND updates at staff meetings. Teachers meet together during staff meetings at least once a term to review emerging and existing pupil needs across the school. Staff meet with the SENDCo to review and contribute to the writing of the A-P-D-R Cycle Targets. Informal discussions to support staff in delivering and adapting the Curriculum take place whenever staff request help in identifying ways to support pupils, although every effort is made to address this during the A-P-D-R writing process. CPD for all staff takes place as part of the school's cycle of continuing improvement.

Non-Teaching Staff

Non-teaching staff provide essential support for pupils with SEND and those identified for 'Graduated Response' support. They are expected to be able to implement strategies and interventions to support learning for all pupils in the school, working under guidance of teaching staff and the SENDCo.

All TAs and HLTAs are invited to attend training to support their understanding of pupils with SEND. This is particularly important when they are working with support groups and individuals with SEND. It is important that they are able to implement and sustain interventions both inside and outside of the classroom so that pupils with SEND have continuity in provision. In addition, some non-teaching staff have received additional training and experience to be able to work with pupils with Specific Learning Difficulties. For example, they are able to deliver specific support for Literacy, Phonics and Maths, have trained to use Team Teach methods and can offer emotional and behavioural support.

External Agencies and Professional Partners

Through the process of assessment, the school is able to access a range of specialist support services.

These include:

Educational Psychologist

Pupil referral and outreach (bridging) services

Social Services, CAMHS, The Police

Children with disabilities team

Speech and Language Therapy Service

Sensory Support Service – Hearing Impaired

Sensory Support Service – Visually Impaired

GP, Health Visitor, Paediatric Services, School Nurse, CAMHS

Communication and Autism Team

Paediatric Community Physiotherapists

Paediatric Community Occupational Therapists

Dietician

Enhanced Provision

North Somerset Inclusion Panel

Baytree Outreach Support

Documentation and Record Keeping for pupils with SEND

The SENDCo holds details of the following records which are stored in accordance with GDPR regulations:

- details of pupils receiving SEND Support on Edukey Provision Map.
- A-P-D-R cycles (IEPs) for pupils with SEND on Edukey Provision Map.
- Local Authority Portal access for pupils with an Education, Health and Care Plan.
- Individual Education Program files and evidence of progress which detail small steps in progress that cannot be uploaded are stored in the school office.
- All correspondence, meeting notes with parents and professionals, copies of A-P-D-R recommendations from external agencies and professional partners are uploaded to Edukey Provision Map.

All staff can access these digitally and are allowed to hold one copy in their SEND Pupil Need file while that pupil remains in their class. In addition, the class teacher is responsible for maintaining the individual Provision Map for any pupil with SEND in their class. Following GDPR regulations, all records are passed on to the next educational setting when a pupil leaves the school, together with a summary report of the pupil's needs. It is usual for both the class teacher and SENDCo to meet with staff and the SENDCo of the next school if the pupil is transferring to a local school or moving on to the next school at the end of Year 6. It may also be possible to arrange extra transitional activities, if appropriate.

Admission arrangements for pupils with SEND

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

All SEND paperwork should be passed on to the SENDCo, from the previous school or setting/parents, as soon as possible. If the child is making a transition from another school, a meeting must be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil, and to discuss arrangements.

Further information regarding this is available to parents in the school's SEND Information Report.

Identifying and Supporting Pupils with SEND

The school has a pathway to diagnosing and supporting pupils with SEND that is called '**Graduated Response**'. All teaching staff have received training as part of their CPD to support pupils using this approach. It begins with:

- 1. 'Universal Support' and 'Quality First' Provision (Wessex Learning Trust Wave 1)**

There are times when some pupils experience difficulties learning something new. If this continues, the class teacher will speak to the parent informally. They will explain the difficulty and talk to the parent/carer about ways that they can work together to help the pupil make progress. The class teacher will also talk about how they are helping him/her during lessons. This is done using '**scaffolding**' which means that lessons are matched to the needs of the pupil.

At this stage, this does not mean that a pupil has SEND, but it does mean that a dialogue about a level of need has begun. Usually, at this stage it is not necessary to involve the SENDCo, although some informal discussion about ways to support the pupil may take place. During this stage, the class teacher will request to see the parent/carer again so that progress can be shared and targets agreed. The support that is given, takes place in the classroom during lesson time and/or playtimes and lunch times if necessary. This support is recorded on the pupils' '**Graduated Response**' provision map. The school has an extensive range of Provisions that can be offered at this level which are identified and recorded on Edukey Provision Map.

Sometimes, if the behaviour of a pupil changes, the teacher will also want to talk to parents/carers so that you can work together to understand why this is happening. Changes in behaviour can stop pupils from learning and can be linked to SEND.

2. 'Intervention Support' (Wessex Learning Trust Wave 2)

If the gap in learning for a pupil continues to widen, the teacher will raise this level of need with the SENDCo, meet with the parent/carer and organise for the pupil to receive 'small group' or 'individual' support. This support targets specific areas of difficulty for short periods of time, usually between 6-10 weeks. This includes working in small groups or individually on learning programs to help them catch up. The class teacher (and possibly the SENDCo) will meet with the parent/carer to talk about which program is best suited to the pupil's needs. The school has an extensive range of Provisions that can be offered at this level and are identified on Edukey provision Map. The progress and results from this 'Intervention Support' is shared with parents/carers before deciding what needs to happen next. If the program helps a pupil to catch up, they will return to 'Universal Support' and 'Quality First' provision.

Sometimes, the program or Cycle is repeated or changed if a pupil does not make enough progress. Parents are kept informed about progress and any decisions to change programs. It is important that parents/carers understand that they will be expected to attend appointments and that notes and records of these meetings are kept to provide evidence of the support that a pupil receives. These are recorded on Edu key Provision Map.

3. 'SEND Support'

There are times when 'Intervention Support' along with 'Universal/Quality First' provision is not successful in helping a pupil to catch up and the gap continues to widen. When this happens, the school consider carrying out screening for a Specific Learning Difficulty, implementing an A-P-D-R Cycle that sets specific targets and/or contacting external agencies for advice on how best to support a pupil. This takes place when a pupil's attainment is falling behind by approximately two years and is struggling to make any measurable or sustained progress in one or more areas:

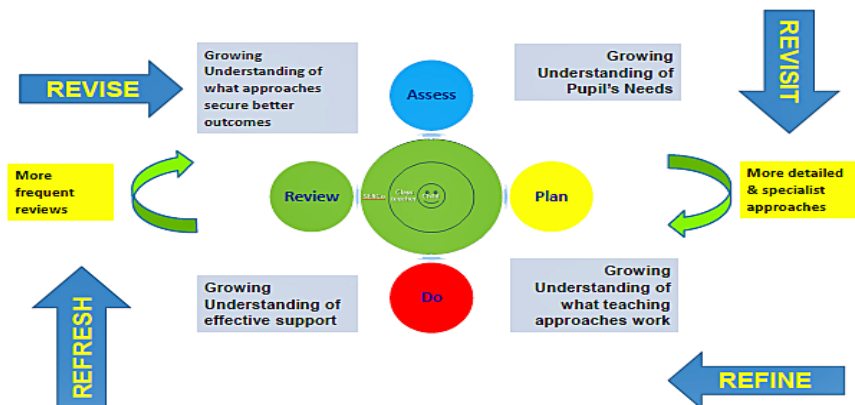
- ✓ Cognition and Learning (Curriculum).
- ✓ Social, Emotional and Mental Health.
- ✓ Physical/Sensory difficulties (Hearing, Vision, Physical disability)
- ✓ Communication and Interaction (Speech and language, autism and other disorders).

It is the responsibility of the school to inform a parent/carer that this is happening. A meeting between the class teacher and SENDCo will take place so parents/carers have the opportunity to ask questions and agree the approaches that will be used to support a pupil. At this point;

- The school will continue to share evidence of a pupil's learning with the parent/carer.
- The pupil will be included in conversations about ways to help them make progress and celebrate their strengths, explore their aspirations and set achievable targets. The school is committed to continuing this process of working collaboratively to ensure that inclusive practices are maintained throughout this time.
- The pupil's name is placed on the school's **SEND register** to show that they have met the threshold for additional and differentiated support that meets their needs.

At this point, it is usual to complete a **Single Point of Entry Referral** (if it has not already been done) so that the school can ask other professionals to help us understand what 'barriers' are preventing a pupil from making progress (a list of these is included in this policy).

While a pupil's name is on school's SEND register, they will receive support using a process called 'Assess- Plan- Do- Review'. This is also known as A-P-D-R. The Wessex Learning Trust uses the term IEP.



The aim of this process is to find ways to bring down the barriers that are preventing a pupil from making progress.

The school meets with parents/carers at least once a term to agree learning targets, set review dates and share results. This will be recorded on the pupil's Provision Map. At the same time, a Pupil Passport is agreed between Home and School and is recorded on Edu key Provision Map. Parents are given a copy of both to keep as a record of their child's provision. Each A-P-D-R cycle lasts no longer than a term. At the same time, a pupil continues to receive 'Universal Support and 'Quality First' provision. The learning targets that are agreed together are also known as **SMART** targets.



During this time, if a pupil receives help from another professional, all information is shared with the Parent. It is normal for them to be invited to attend all meetings that take place and to have copies of all paperwork.

The SENDCo, class teacher and parents review a pupil's progress at the end of each A-P-D-R cycle. They look for evidence of progress by watching a pupil work and play

(observations), looking at work that they have completed (work scrutiny) and analysing results of data from programs that they have completed. If a pupil begins to make progress, they may all agree that the A-P-D-R Cycle should be continued or amended. In some cases, a new APDR cycle is agreed. Sometimes, pupils make enough progress to return to 'Intervention Support' or 'Quality First' provision.

Occasionally, they may agree that a pupil's needs meet the threshold to apply for an **Educational Healthcare Plan (EHCP)**.

4. Educational HealthCare Plans (EHCP)

An EHCP assessment may result in a pupil receiving an EHCP. This is given to children and young people (CYP) who have complex, high needs in one or more of the four Areas of Need identified in the SEND Cop: 0-25 years (2015). A pupil in this category may receive additional, top-up funding to meet their needs while they are in school. The school can advise parents/carers if they think that a pupil would benefit from this level of provision. If agreed, parents will be supported by the school to apply for a pupil to be assessed. A child with an EHCP will receive a highly personalised level of provision that also includes SMART target setting and A-P-D-R cycles to help them in make progress and meet their level of need.

The process for a request and completion of a statutory assessment for an EHCP takes up to 20 weeks and is completed by North Somerset Education Authority. The school and the child's parent/carers will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child.

Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by staff, outside agencies, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support and/or funding.

SEND and the Areas of Need Identified in the SEND Cop: 0-25 years (2015)

The SEND Code of Practice : 0-25 years (2015) identifies 4 broad categories of need that should form the basis for support for pupils identified as needing SEND provision:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or

use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. The school is able to organise referrals to the Speech and Language Therapy Team and carry out programs of support for pupils who experience difficulty in this area. Reviews of progress are completed jointly with the Speech and Language Team and new targets are set by them for the school to implement.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. The school is able to request support from the Communication and Autism team to implement programs of support. All staff are updating training as part of their CPD this year in response to a rising level of need across the school. The school's Learning Mentor and ELSA has a particular level of expertise and experience in delivering programs that support pupils in this area and also links to needs within the SEMH area of need. These include, Managing Feelings and Behaviour and Zones of Regulation. Understanding and using interventions to support the level of Sensory need experienced by pupils on the Autistic Spectrum include those which help to re-centre and desensitise pupils. These pupils require a level of support that is tailored to their specific need and supports them throughout the school day. TA and HLTA support at play times and lunchtimes can be used to provide opportunities for pupils to socialise effectively using techniques such as Circle of Friends and practise using scripts and prompts.

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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Specific learning difficulties (SLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. The school is able to screen pupils and provide individual programs of support in these areas that include; Phonics, Maths, Literacy and Fine Motor Skills interventions. All staff have received additional CPD to support them in identifying and supporting learners with dyslexia and dyscalculia in the classroom.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

The school provides a graduated response provision map for pupils experiencing difficulty in this area. There is a trained HLTA who can implement the ELSA program. In addition, some staff have renewed training in 'Team teach' methods for de-escalating pupils. The school's Learning Mentor has a particular level of expertise and experience in delivering programs that support pupils in this area and also link to needs within the Communication and Interaction area of need. These include, Managing Feelings and Behaviour and Zones of Regulation. The school is experienced at implementing individualised positive behaviour management plans and working with external agencies to support pupils in this area of need. The school uses diagnostic toolkits to support pupils with attachment disorders and differentiate this need from those on the Autistic Spectrum.

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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. 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. The school is experienced at delivering support for pupils with physical sensory needs. The school prioritise the needs of pupils in this category when making decisions about class groupings and physical location. The aim of the school is to ensure that pupils are able to access all areas of the school, its facilities and the Curriculum including off- site visits. This requires an individualised approach that is proactive in seeking the support and guidance of parents and health care

and professionals such as the Children with Disabilities Team, OT and Physiotherapy. The school is experienced in supporting pupils with sight and hearing impairments and those with complex physical needs.

SEND Whole School Provision Map

Below, are some examples of different types of Provision for SEND using the Areas of Need identified in the SENDD CoP: 0-25 years (2015). The use of Edukey Provision Map enables staff to continually update and review provisions for pupils

Universal: Quality First Teach (Wave 1)	Intervention Support (Wave 2)	SEND Support (Wave 3)
<p>Quality first teaching is provided for all our pupils on a daily basis by all staff. Pupils are working within the normal range/expectation for that year group.</p>	<p>This provision is targeted and is additional to that which is provided for all pupils. This normally takes place in small groups in order to accelerate the progress of learners. These interventions are not primarily for pupils with SEND and are designed to close the gap in a pupil's learning so that they can return to Universal Provision. Pupils are beginning to work below the normal range for that year group.</p>	<p>This is targeted and personalised teaching for pupils with SEND who are identified as requiring additional support. Pupils are working well below the normal range for that year group. Pupils are struggling to access the Curriculum and, despite interventions, are also struggling to make any sustainable or measurable progress. Pupils require a 'next steps' targeted approach to their learning, known as SMART target setting.</p>
Communication and Interaction		
This includes speech delay and speech difficulties/Social Interaction		
<p>Scaffolded curriculum planning, delivery, success criteria and outcome. Visual timetables Talk partners Position in class Talk for writing strategies Concrete maths activities Structured routines, clear instructions that are matched to the level of need. Staff speak clearly and appropriately to pupils modelling speech that is age –appropriate. Consistent levels of support and guidance given by all staff across the school. Pupils are given thinking time to compose what they want to say and are scaffolded supportively. Modelled, effective language is reflected for the pupil to rehearse and apply.</p>	<p>Talk Boost group Small group support for pre- topic enrichment activities e.g. language games, sharing a book to find out about a topic that will be taught in class. Task bar/ Now and Next trays. Pupils are warned in advanced of changes to routines when known or expected by all staff. Busy tray/ time out/de-escalation area in the classroom/fiddle toys. Shortened/ modified tasks and targets for small groups and individuals. Social Stories are used to support learning and interaction. Circle of friends. Sensory support play box.</p>	<p>Individual Speech and Language programs implemented following recommendations made by the Speech Therapist. Use of diagnostic screening toolkits to determine programs of support and interventions. Communication and Interaction program personalised support following the recommendations of the Communication and Autism team. E.g. Black Sheep, Managing feelings and Behaviour, Zones of regulation, Lego therapy, Pragmatics in pictures, Friendship Terrace. Use of balance cushion, peanut ball, wobble seating recommended by OT/Physio. Managed transitions/modified timetable arrangements. Individual Behaviour management plans.</p>

<p>Individualised reward system. Tag pupil to follow instructions. Show and tell/speaker of the day/week. Role play/drama. Learning powers are shared and understood by pupils. Mapping of early concerns takes place using Provision Map.</p>		<p>Diagnostic toolkits are used to profile the need and identify individual targets e.g. attachment disorders, spoiling psychology, ADHD, ODD versus Autistic Spectrum Disorder. Individualised self-help/care program e.g. toileting Pupils raised at Trust LIS meetings. Educational Psychologist involvement/review/referral. Paediatric support. TAC/TAF/CAMHS.</p>
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Cognition and Learning

This includes pupils' ability to make progress in their learning.

<p>An inclusive approach is taken to scaffold Curriculum planning, delivery, success criteria and outcome by all staff across the school so that all pupils can access learning in their classroom. Writing frames. Word and phonics mats. Spelling prompts. Number lines and number prompts are used to support learning Concrete, pictorial, abstract support in Maths for all learners. Over teaching/ kinaesthetic methods used to support pupils with dyscalculia and dyslexia: brain breaks, busy tray, overlays, coloured backgrounds and paper in the classroom. Individualised spelling program Individualised tables program Mapping of early concerns takes place using Provision Map.</p>	<p>Unlocking letters and Sounds 1:1 sessions (up to 4 sessions a week for 10 weeks). Focused writing support group work with an HLTA/TA and modified task/targets (up to 4 sessions a week for 10 weeks)Numbersense Small group support (up to 4 sessions a week for 10 weeks). Handwriting catch-up group organised by the class teacher and supervised by TA/HLTA support. Daily reading support provided by the class teacher, TA or volunteer.</p>	<p>Individual Literacy Intervention (3x 30 mins each week) Individual Maths Intervention (3x 30 mins each week) Use of balance cushion, peanut ball, wobble seating recommended by OT/Physio. These programs are designed to support pupils who have been screened for Dyslexia and Dyscalculia traits using the GL Assessment Materials. Access to technology to bring down barriers for a Specific Learning Difficulty. Implement recommendations from external specialist support services including the Educational Psychologist and Integrated Therapies team including further screening and testing for a Specific Learning Difficulty.</p>
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Social, Emotional and Mental Health

This includes pupils' abilities to cope emotionally, socialise and work independently.

<p>Pupils all receive PSHE lessons. Class/pupil reward systems are firmly embedded and used consistently throughout the school by all staff. Celebration assembly Learning Power Certificates Golden Time A restorative approach is taken to support pupils.</p>	<p>Pupils identified for support are raised with the Learning Mentor, Pupil Premium Mentor and SENDCo. Modified task and reward systems are agreed. Individual Positive Behavioural support implemented by the teacher in discussion with the Learning Mentor and Head Teacher is used to support the</p>	<p>Pupils requiring external agency support are referred using the Single Point of Entry process and Safeguarding recommendations. This may include Educational Psychologist and Paediatric Services. Withdrawal/de-escalation areas are available around the school to support/protect pupils and staff. Staff trained to support using 'Team teach' are deployed.</p>
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<p>Busy tray/ de-escalation areas and activities are available in each classroom</p> <p>Class Dojo and Behaviour Book scheme is shared and understood by all pupils and is implemented consistently by all staff in the school.</p> <p>Pupils have the opportunity to take on leadership roles in the classroom.</p> <p>All pupils can become members of the school leadership teams and school council.</p> <p>Pupils are tagged so that they are clear about instructions</p> <p>Tasks and instructions are broken down to make them achievable</p> <p>Staff understand how to identify and monitor pupils whose progress may be inhibited by SEMH difficulties.</p> <p>Mapping of early concerns takes place using Provision Map.</p>	<p>pupil and contact is made with the family to raise concerns.</p> <p>Management Plan has been shared and agreed with the pupil, school and parents. It is reviewed regularly by all parties.</p>	<p>Accurate records of incidences are kept and used to identify triggers.</p> <p>TAC/TAS/CAMHS/TAF are used to support pupils experiencing SEMH difficulties.</p> <p>ELSA support is given and reviewed, followed by a touch base adult mentor support approach.</p> <p>Diagnostic toolkits are used to profile the need and identify individual targets e.g. attachment disorders, spoiling psychology, ADHD, ODD versus Autistic Spectrum Disorder.</p>
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Physical/Sensory Needs

This includes physical impairment and disability that impacts on learning.

<p>Pupils are monitored for low level impairments that may inhibit their learning e.g. short/long sight, difficulty hearing that may appear as not paying attention.</p> <p>Mapping of early concerns takes place using Provision Map.</p> <p>Parents are advised to have their child's sight/hearing checked or to make an appointment with the G.P.</p> <p>Staff check to ensure that pupils are positioned appropriately so that they can see and hear properly.</p> <p>Resources take in to account the need for pupils to be able to see and hear. Noise levels and visual distractions are taken into consideration when planning lessons.</p> <p>The classroom environment and lay out is adapted to ensure that pupils can move and work independently.</p>	<p>TAs and HLTAs are deployed to support pupils with Sensory/Physical needs for specific lessons or activities e.g. supported transitions around the school, moving of equipment, 1:1 support in P.E., using the Trim Trail.</p> <p>Pupils with Physical/Sensory needs can access lessons and group activities in small group withdrawal areas to reduce factors that prevent them from learning in a larger group or classroom setting.</p>	<p>Adaptations, appropriately trained staff and specialist equipment are available in the classroom, across the school site and for the purposes off-site visits so that a pupil's physical need does not prevent them from taking part in learning and school life.</p> <p>Modified timetabling arrangements are in place for personal care needs.</p> <p>Staff are trained to meet the needs of the pupil e.g. Manual Handling training, using specialist resources to support learning including technology and IT such as Pro-Lo-Quo-To-Go, sign language for the deaf.</p> <p>Recommendations for individualised programs from Children with Disabilities Team, OT, Physiotherapists, Nutricia feeding, Sensory team, Paediatricians are implemented and monitored for impact.</p>
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Pencil grips, writing slopes, modified recording methods are used e.g. the teacher or TA acts as a scribe, uses technology to record evidence of learning		Pupils with high needs have PEPs Staff are able to use signing and other communication methods including technology to support learning. Individualised self-help/care program e.g. toileting
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Monitoring the Effectiveness of SEND Provision

This is undertaken in the following ways:

- The school's strategy for recording a tiered response to SEND ensures that the needs, resources, support and targets are clearly identified on the pupil's individual A-P-D-R. This means that provision both in and out of the classroom and across the school day has been considered, ensuring that provision is inclusive and effective.
- Regular reviews of work evidence, observations, scrutiny of data and meetings with staff are used to ensure that targets are appropriate and pupils are receiving interventions matched to their level of need.
- The SEND Governor and SENDCo carry out learning walks to monitor provision across the school.
- The use of A-P-D-R ensures that continuous refining of targets and needs take place.
- 'Pupil and Parent Voice' is embedded within the process of 'Graduated response' and A-P-D-R, supporting pupils with SEND to ensure that the school considers their wishes, priorities and aspirations.
- The fully embedded 'Graduated Response' to SEND identification ensures that pupils are not misidentified.
- Flexible approaches to deployment of staff and resources ensure that needs are met effectively. This includes regular updating of the SEND Register using the Graduated Response Approach and the application of clearly defined thresholds and supporting evidence using individual provision mapping for pupils on Graduated Response.

Parent Voice

The importance of parental involvement is highlighted in the principles underpinning the SEND CoP: 25 Years (2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.

The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision as a continuation of the dialogue that the school and parents have. This is identified on the Individual Graduated Response Provision Maps for pupils.
- Personal and academic outcomes are agreed and worked at collaboratively to ensure a greater rate of success

Complaints procedure

The school welcomes feedback from parents. They can make an appointment to speak to any member of staff including the Head Teacher, SENDCo for any reason.

Parents of pupils with SEND also continue to receive an annual school report and attend Parents' Evenings. They can expect to be kept up to date with their child's progress throughout the year as described in the school's approach to Graduated Response. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The school's SEND Governor, Sven Bassett, may be contacted via the school office at any time in relation to SEND matters.

The school's email address is: office@sandfordprimary.org

Telephone number: 01934 852602

If a parent has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, SEND Governor, class teacher or SENDCo, who will be able to advise on formal procedures for complaint.

The Local Offer

All parents and pupils are entitled to the 'Local Offer' which outlines the services that are provided by the Local Authority in North Somerset. The school can assist parents and pupils in accessing this, or families can use the links provided below.

[North Somerset Local Offer Website](#)

This website provides information about all the services available to help families based in North Somerset.

North Somerset SENDIAS provides confidential, free services to support pupils and parents. The following link can be used to access this information

<https://www.sendandyou.org.uk/how-we-help/areas-covered/north-somerset-services/>

The North Somerset Parents Carers Working Together website offers advice and services to help with a range of needs and concerns that may arise for families within North Somerset.

<https://www.nspcwt.org/>

School Contact Details

Email address: office@sandfordprimary.org

Telephone number: 01934 852602

Website: <https://www.sandfordprimary.org/>

Declaration

This **Policy** has been produced jointly by the SENDCo, Head Teacher, parents of pupils with SEND and Governing Body, including the Governor with responsibility for SEND.

Signatures: