

SPECIAL EDUCATIONAL NEEDS POLICY

This policy is based on the Children and Families Act 2014 and the SEN code of practice plus accompanying regulations 2014.

Introduction

Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their disabilities. Not all learners with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability, but this policy covers all of these learners.

Pupils have SEN if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEN process and provision. All of the children on the SEN register are integrated fully into mainstream classes and supported as appropriate by all staff members.

Objectives

The specific objectives of Our SEN policy and information report are as follows:

- To identify learners with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To identify, assess, record and regularly review pupils' progress.
- To use the criteria identified by the Rochford report in order to record and reward pupil progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self esteem.
- To ensure that pupils with SEN and disabilities have equal opportunities to join in with all the activities of the school.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

Children with SEN will be identified as soon as is possible – we follow the approach outlined in the Code of Practice (updated April 2020).

According to their identified needs, children will be designated as needing:

- SEN support within school which, dependent on need, may be expressed in a school Individual Education Plan (IEP).
- SEN provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.

The SEN register, which contains the names of all of the children with SEN, will be updated at least once a term.

IEPs will be reviewed at least three times a year with class teachers, parents and carers, and involved agencies, if appropriate, in attendance.

Parents and carers will be kept informed at all times.

Clear and up-to-date records will be kept at every stage.

The LA has the responsibility to make EHC assessments and draw up EHC plans.

The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).

An annual review of the EHC plan is arranged for the child and targets are updated and monitored.

We will liaise with and seek advice from outside agencies and professionals to ensure pupils receive the right support to enable them, with reasonable adjustment, to be fully included in our school activities and curriculum.

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 coordinators (SENDCOs) and the SEN information report

Definitions

A pupil has SEN 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.

Roles of the governors and staff

The success of the school's SEN policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the governing board will report annually on the efficacy of the policy and the effectiveness of the provision.

The designated SEN governor is Mrs Sandhu who will keep an overview of the SEND provision being made. The governing board, in conjunction with the headteacher, has responsibility for the school's general policy and approach to provision for children with SEND, including the allocation of resources. They receive a report on the school's SEND provision at least once a term.

The headteacher is the designated responsible person in overall charge of the management of SEND provision and its funding. The headteacher works closely with the SEND co-ordinator.

The SEND co-ordinator is responsible for the day-to-day implementation of the provision and is Mrs Emily Manners.

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The SEN co-ordinator is currently time-tabled to provide extra support (both withdrawal and in class) to groups and individuals. Additionally, s/he is responsible for:

- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEN, including those with an EHC plan.
- Maintaining the SEN register.
- Overseeing the records of pupils with SEN.
- Liaising with parents and carers of children with SEN.
- Dealing with SEN/EHC administration.
- Liaising with and co-ordinating the other external agencies involved with SEN and EHC planning.
- Managing the teaching assistants and individual support assistants.
- Contributing to the in-service training of staff.

The class teacher has a responsibility towards the children with SEN in their class. The class teacher has responsibility for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating IEP and EHC plan targets.
- Evaluating progress of IEP and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEN co-ordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEN co-ordinator. The school provides, wherever possible, TAs to support children with IEP and EHC plans in the classroom.

Admissions arrangements

We are legally obliged to admit any child whose EHC plan specifically names this school.

One of the categories of the school's admissions policy also gives priority to children whose parents have not specifically named the school, but who may have particular physical, social or emotional needs, if it can be shown that the school's SEND support would have a beneficial effect on these children. The school still only has limited access for children with mobility problems, but has wheelchair access to most facilities.

Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

Education, health and care plans

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age, we may initiate an IEP, which often is sufficient extra SEND support. However, if in-school intervention programmes (SEN support) have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the LA to ask for an EHC assessment. The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Children's IEPs are reviewed termly, and EHC plans are reviewed annually by means of a consultation between class teachers, SEND co-ordinators, TAs, the LA plus any involved agencies, and parents and carers. Provision is also made for pupils to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

The school discipline policy for pupils and its consistent approach and methods of recording concerns makes it an invaluable tool in highlighting individual emotional and behavioural problems.

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment

Sensory and/or physical needs, for example, sensory impairments, processing difficulties

Identifying pupils with SEN and assessing their needs

At Pippins School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. We measure children's progress in learning against national expectations and age-related expectations.

The school currently uses an internal system of base-line screening with all new children in the reception class. This is an early years literacy and numeracy screening programme that has proved successful in improving focus on children's literacy and numeracy skills.

We aim to identify needs as early as possible. This may be through discussion with parents, teachers or members of staff. We regularly assess children and through this may notice a child is making limited or slow progress. Or we may notice a change in their behaviour or attitude.

The identification of SEN is linked to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child has already been identified as having SEND from a previous setting, information will be passed to us from their previous school or Early Years setting. This information will then be used to provide starting points for the development of an appropriate curriculum.

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

Consulting and involving pupils and parents

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through IEP/EHC plan meetings, parent surgeries, report evenings, phone calls, meetings, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SEN co-ordinator (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEPs are sent home termly and EHC plans to be shared with parents and carers at least once a year.

Each year the governing board will include the following information on their school website:

- The success of the SEN policy.
- Any significant changes to the policy.
- Any consultation with the LA and other schools and units.
- How resources have been allocated for SEND provision, including the use of the pupil premium where relevant.

At Pippins we believe that education is a partnership between home and school. We encourage parents to keep communication channels open, as we will do, especially if their child has additional needs and/or SEND. We are adaptable to using a variety of communication methods to accommodate working parents or parents who may not speak English.

All parents are encouraged to make appointments to see their child's class teacher to discuss progress and ways to support their child. Parents of and children on the SEND register will also be regularly involved in planning and reviewing provision. Parents will receive copies of reports and plans for their child which may detail what they can do to help at home.

Assessing and reviewing pupils' progress towards outcomes

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

Assess

Before identifying a child as needing SEND support the class teacher, working with the SENDCo, will identify a clear analysis of the pupil's needs.

Plan

Where it is decided to provide a pupil with SEN support, the teacher, the SENDCo and the parent will consult to discuss and decide on the appropriate support to be put into place. The child's wishes and views will also be sought.

Do

The class teacher will remain responsible for working with the child on a daily basis. Work will be differentiated in the classroom to meet the needs of the child. For some children, interventions may be put into place.

Review

The effectiveness of the support and the impact on the child's progress will be reviewed regularly, and all parties involved will work together to decide on any changes needed.

The class or subject teacher will work with the SENDCO 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
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

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.

Supporting pupils moving between phases and preparing for adulthood

Prior to their agreed start date we encourage all new children to visit the school. For children with SEND, we would encourage further visits to meet their new teacher and to assist with the acclimatisation of the new surroundings. We would also endeavour to visit them in their current school if possible and to attend any review meetings held before transfer.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits to the receiving school and encourage staff from the new school to come to Pippins to meet their new pupil and to talk to staff here about their needs. We may send a supporting member of Pippins staff to attend a school visit alongside the child if this is deemed appropriate.

If a child has an Education, Health and Care Plan then the transition review meeting will identify any additional transition work which needs to take place.

Some children may find transition potentially difficult so we create transition books using photos and social stories to discuss what the new school will be like and to address any worries or concerns that they may have.

Secondary transfer arrangements

SEN records including details of EHC plans are transferred following agreed procedures.

There are opportunities for all learners to visit their prospective secondary school.

Learners with SEN are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.

Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.

The learner's IEP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.

The SEN co-ordinator from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

Our approach to teaching pupils with SEN

The SENDCo and the child's class teacher will decide together on the action needed to help the child progress. The curriculum is differentiated so that tasks are set at the appropriate level for each child. With the support of the SENDCo, the Class Teacher will deliver quality first teaching to meet the needs of the child through effective planning. Small groups of children are given targeted English/Maths support in class, led by the class teacher or a Learning Support Assistant.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Some children may require additional support to that of quality first teaching, in such cases as the following may be provided:

- small intervention groups for extra phonics, literacy or maths support, using materials such as Fresh Start, Precision Teaching, Power of 2 or Teodorescu Handwriting Scheme.
- Computer programmes.
- Social skills groups to help children form friendships and learn the skills needed to flourish socially.

- 1:1 and small group emotional literacy interventions including ELSA, Lego Therapy and sports therapy.

We regularly work in partnership with and use the services, advice and support of outside agencies, such as the Educational Psychologist, Speech and Language therapist, Physiotherapist, Children and Adolescent Mental Health Service (CAMHS), Mental Health Support Team or Behaviour Support Services. Parents' permission will always be gained before making a referral to any of these services.

Adaptations to the curriculum and learning environment

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

- Differentiating 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.
- Adapting 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, etc.

Additional support for learning

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises with the following services:

- Educational Psychologist:
<http://servicesguide.slough.gov.uk/kb5/slough/services/service.page?id=rkR7qVXQgHg>
- Specialist teacher advisors for Dyslexia, Autism and Downs Syndrome:
<http://servicesguide.slough.gov.uk/kb5/slough/services/service.page?id=rkR7qVXQgHg>
- Speech and Language Therapists (SALT): Pippins School employs an independent speech and language therapist on an ad hoc basis, children who have EHC plans may be entitled to speech and language therapy as detailed in their plans, nursery aged children can access the SaLT drop in sessions and children may be referred to the Slough SaLT service as necessary. We also have a Teaching Assistant with ELKLAN training and who will provide intervention for suitable children.
- Sensory Consortium: as required
- Child and Adolescent Mental Health (CAMHS)
- Children, Young People and Families services
- <http://servicesguide.slough.gov.uk/kb5/slough/services/service.page?id=0rFOX0IEk60>
- Physiotherapy, Occupational Therapy and School Nursing Services: as required
- Mental Health Support Team

The cost of these services is agreed within the SEND budget for the year and reviewed annually to ensure we get the best support we can within a fixed budget.

Expertise and training of staff

We have a part time (4 days a week) SENDCo. We have a team of skilled teaching assistants who are trained to deliver SEN provision.

The SEN co-ordinator attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and school development plan.

In addition, the SEN co-ordinator holds INSET for teaching staff and their teaching assistants. Topics have included:

- Quality First Teaching
- Assessment packages
- Writing and implementing IEPs
- Assess, plan, do review cycle
- Precision Teaching
- Training on specific interventions
- Individual training sessions on children's IEPs or EHC plans.
- Basic skills.

Evaluating the effectiveness of SEN provision

The criteria for success of the SEN provision are as follows:

- SEN register to be updated at least once a term.
- IEP and EHC meetings to be held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored online or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to IEP/EHC reviews at least once a year.
- Children themselves to be involved as much as possible, but also as appropriate.
- Relevant SEN data or paperwork to be stored or filed in a secure central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by the SEN co-ordinators.
- INSET/SEN updates passed on to colleagues where appropriate.

The headteacher and governors use these success criteria to determine the success of the SEN provision.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in years 4 and 6.

All pupils are encouraged to take part in sports days, school plays and nativities, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

The law provides a separate process for the admission of children with an EHC Plan. The governing body will work in full cooperation with the appropriate agencies to ensure such applications are processed in accordance with the Code of Practice for Children with Special Educational Needs.

Pippins school has access throughout for wheelchair users and those with limited mobility and disabled access toilets.

Support for improving emotional and social development

Pippins is a 'Rights Respecting' and inclusive school; we welcome and celebrate diversity. We have a caring, understanding team working with our children and our staff believe that children having high self-esteem is crucial to the wellbeing of all children. We have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. After any behavioural incident we expect the child to reflect on their behaviour with an adult. (see Behaviour and Discipline Policy for further details).

Pupils with SEN are encouraged to be part of the school council, house and sports captains and eco warriors.

Members of staff may provide Pastoral Support by means of small group work and 1:1 support. We identify children that may need social and emotional support through a variety of ways including Pupil Progress Meetings, liaison with parents, class teachers, and sometimes with outside agencies. Some children who have difficulties that require further individualised interventions may need extra support or assessments by outside agencies such as Health, Social Services; Social, Emotional and Behavioural Difficulties Outreach Service (SEBDOS), Child and Adolescent Mental Health Service (CAMHS) and/or The Early Help Team. Referrals made to these agencies will require parental support.

Pippins School is part of the first wave of schools in Slough to be in receipt of support from the Mental Health Support team. There will be a monthly surgery held with the SENDCo with representatives from the MHST and children can be discussed and provision including referrals, once agreed by parents, can be arranged.

Pippins has a Teaching Assistant trained to be an ELSA (Emotional Literacy Support Assistant) who will carry out interventions for specific children as required.

We have a zero-tolerance approach to bullying.

Complaints about SEN provision

Any concerns regarding SEN provision should initially be discussed with the class teacher or the SEN coordinator. If a satisfactory resolution is not found, the issue should then be raised with the headteacher. If this fails to resolve the issue, the matter may be taken further with a group of three governors, including the governor who has oversight of the school's SEN provision and who will act as chair, if appropriate, will hear the complaint.

Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.

Contact details of support services for parents of pupils with SEN

We endeavour to support parents as best we can through school, though there are several specialist support services in the area and Local Authority that can offer further support including:

SENDIASS Slough – SEND Information Advice and Support Service <http://www.slough.gov.uk/schools-andlearning/slough-send-information-advice-and-support-service-sendiass.aspx>

Autism Berkshire – <http://www.autismberkshire.org.uk/>

Special Voices Slough – <http://specialvoices.co.uk/>

We may suggest other forms of support for families including making a referral to Early Help, or SEBDOS for outreach work. All referrals would be undertaken with permission from the parent/ family.

The local authority local offer

Our contribution to the local offer is:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=Kbs5Dfu5yR8>

Our local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Child Protection and Safeguarding
- EAL
- Equality information and objectives