

# Outwoods Edge SEND Policy – November 2017

## Section 1 - Aims and Objectives

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disability (SEND) Code of Practice 2014*.

Our aims are:

- To provide children with high quality first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate children with Special Educational Needs and Disability, wherever possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

### **Objectives:**

- **Identify the needs of children with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all children** in order to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored with class teachers half termly and alongside pupil progress meetings. Targets for children with SEND will reflect the outcomes of these meetings.
- **Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum.** This will be co-ordinated by the Special Educational Needs and Disability Co-ordinator (SENDCo), Deputy Head Teacher, SEND teacher and Learning Mentor and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for. CPD will be provided where necessary to enable staff to be able to enable children to overcome the barriers to learning.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for children within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the children's needs cannot be met by the school alone.
- **Create a school environment where children feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between the child, their teacher and where appropriate, the SENDCo. Careful monitoring of the progress of all children is ongoing. Child participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. 'pupil voice'.

## **Section 2 - SEND Categories and Identification Process**

### **What are special educational needs and disabilities?**

The term 'special educational needs and disabilities' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

**Outwoods Edge Primary School** aims to provide support for every child, sometimes with the help of specialists. If a child has special educational needs and/or disabilities, they may need extra help in a range of areas, for example:

- school work
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- some kind of sensory or physical needs which may affect them in school

The SEND Code Of Practice of 2014 sets out four headings;

- **Communication and Interaction**
  - May have speech sounds difficulties
  - May find it difficult to communicate with others
  - May have difficulty understanding others
  - May have an autism spectrum disorder (ASD)
- **Cognition and Learning**
  - May learn at a slower pace than others of the same age
  - May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health difficulties**
  - May show emotional difficulties such as withdrawn or challenging behaviour
  - May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs**
- May include:
  - visual impairment (VI)
  - hearing impairment (HI)
  - multi-sensory impairment (MSI)
  - physical disability (PD)

## **Who is involved in identifying special educational needs and/or disability?**

### **Parents/Carers**

Parents/carers have a vital role to play in their child's education. They know their child well and are frequently in a position to alert the class teacher to any possible concerns.

### **Class Teacher**

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEND.

Adults who support in the classroom (such as teaching assistants) pass on any observations and concerns to the class teacher.

Parents/carers and teachers may approach the SENDCo for advice and support.

### **The SENDCo (Special Educational Needs Co-ordinator)**

The SENDCo is responsible for managing and coordinating all aspects of Special Educational Needs and Disabilities in the school.

He is responsible for:

- Co-ordinating the support for children with SEND and developing the school's SEND policy to make sure that all children's needs are met.
- Updating the school's SEND record (a system for ensuring all the SEND needs of children in this the school are known and supported) and making sure that there are excellent records of children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best possible progress.
- Involving parents/carers in their child's learning
- Informing parents/carers about the support that their child is getting
- Involving parents/carers in the review process for their child

Parents and carers of pupils with SEND are welcome to make an appointment to meet with Mr Day and discuss any aspects of the child's attainments/progress and the extra support and/or interventions that are in place to help them to achieve their potential.

### **The Headteacher**

The Headteacher is responsible for;

- The day to day management of all aspects of the school, including support for children with SEND

-Overseeing the work of the SENDCo and staff in ensuring that all children's needs are met

### **The Deputy Headteacher**

The Deputy Head Teacher is responsible for;

-Helping to co-ordinate resources to support children with SEND

-Supporting the SENDCo in the management and coordination of all aspects of Special Educational Needs and Disabilities in the school.

-Working with and supporting selected SEND children and groups with emotional, social or behavioural difficulties in withdrawn group or 1 to 1 situations

-Liaising with teachers and support staff as appropriate

-Working with and supporting the parents of SEND children with emotional, social or behavioural difficulties

### **The Key Stage 1 Co-ordinator**

The Key Stage 1 Co-ordinator is responsible for;

-Liaising with the SENDCo re KS1 children on the SEN record as appropriate

-Liaising with KS1 teachers and support staff as appropriate

### **The Foundation Stage Co-ordinator**

The Foundation Stage Co-ordinator is responsible for;

-Liaising with the SENDCo re Foundation Stage children on the SEN record as appropriate

-Liaising with Foundation Stage teachers and support staff as appropriate

### **The SEND Teacher**

The SEND teacher is responsible for;

-Working with specifically allocated groups or individuals with SEND

-Training and supporting teachers and support staff who are delivering interventions to groups or individuals with SEND

-Working with and advising parents/carers re the best way to support their child

-Where appropriate, working with outside agencies to assess and support a small, selected number of SEND children

## **The Learning Mentor**

The Learning Mentor is responsible for;

- Working with and supporting SEND children with emotional, social or behavioural difficulties in-class and/or in withdrawn group or 1 to 1 situations
- Liaising with teachers and support staff as appropriate
- Working with and supporting the parents of SEND children with emotional, social or behavioural difficulties

Class teachers, the SEN teacher, teaching assistants and the SENDCo may carry out assessments to help set appropriate targets.

External agencies include

- LPAP Group's employed Educational Psychologist and Local Authority's Educational Psychology Service
- Specialist Teaching Service, including Autism Outreach Service, Learning Support Service, Hearing Impaired Service and Vision Impaired Service
- Speech and Language Therapy Services
- Health Services
- Ashmount School and Maplewell Hall's Outreach Service

## **How are special educational needs and/or disabilities identified?**

At Outwoods Edge we care about **every** child's well-being and progress. Class teachers ensure through 'Quality First Teaching' that the child is given every opportunity to progress. Where concerns arise additional information is sought by:

- Talking with parents/carers
- Referring to records from previous settings/schools
- Requesting information from appropriate external agencies
- Analysing data (tracking progress over time)
- Monitoring changes in children's behaviour and presentation

## **What is not considered as SEND according to the Code of Practice?**

- Disabilities that do not affect learning
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

## Section 3: A Graduated Approach to SEND Support

### Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of children in their class, including where they access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual children is the first step in responding to children who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Work scrutiny
- Skills audits
- Moderation
- Pupil progress meetings

### The Graduated Approach

The process for implementing SEN support is in four stages.

### Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, the SEN teacher, the SENDCO, parents/carers and any outside agencies (Health, Social and Educational).

### Pupil Plan

The pupil plan will include:

- Quality First Teaching approaches that are effective to enhance learning
- Interventions/ strategies that will be used to achieve specific targets and how they will be delivered
- Any focussed support from a teacher/teaching assistant
- Resources to support the child and to ensure access to the curriculum
- Suggestions about how the parent and or pupil can contribute to the plan

## Do

The Pupil Profile Plan is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with support staff and/or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCO for further advice.

## Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and children will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the Pupil Profile Plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs. The SENDCO may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school's responsibility.

In a very small number of cases, when a child has special educational needs that are **particularly significant**, despite quality first teaching, additional intervention and advice from specialists (and with the cost of funding going beyond the £6000 threshold that is the school responsibility), parents/carers or schools can apply for an **Education, Health and Care Plan (EHCP)** assessment. An EHCP is a document produced by the local authority. It involves consultations with parents/carers, followed by reports and/or assessments from relevant education, health and social care agencies. Following these consultations, a panel meets to decide how a child's SEN should be met and may produce the EHCP document which provides guidelines for parents/carers and all agencies who work with the child. The EHCP is the updated equivalent of the 'Statement of Special Educational Needs'. 'Statements' have been (and will continue to be) converted to EHCPs in the academic year that a child moves education stage (from Foundation Stage to Key Stage 1, Key Stage 1 to Key Stage 2, primary school to high school) or changes school placement. Children who have an EHCP or a 'Statement' will have those maintained unless they are deemed no longer necessary at the pupil's Annual Review. Following the 'Annual Review', the details on the EHCP or Statement can and frequently are changed, as the child's attainments, progress and needs change.

In Leicestershire, parents/carers and/or schools can also apply to the local authority for **Top Up Funding**. This is a similar document to the EHCP in that it is designed for the very low percentage of children who have significant SEN (with the cost of funding going beyond the £6000 threshold that is the school responsibility). It also outlines the child's needs and provisions that are required. The Top Up Plan though is designed for children who may require less longer term funding, in order that they can make sufficient progress for extra funding not to be required in the long term. Top Up funding is granted to the end of the key stage, though schools can and do reapply.

Where a child has an EHCP or Statement of Special Educational Needs, there must be an annual review involving the child parents/carers, school adults and where appropriate, outside agencies.

## **Section 4: Criteria For Exiting The SEND Record**

Depending on why the child was placed on the SEND Record initially, the following criteria are used to assess the appropriateness of on-going support:

1. Concerns identified upon transition from previous setting are no longer evident.
2. Since baseline assessments, the child has made progress and their attainment is closer to age related expectations.
3. Standardised Scores for in core academic areas, including Reading, Spelling and Maths rise above expected levels.
4. The difference of attainment in core areas, including between Reading, Spelling and Maths are less than previously.
5. A child's disability no longer hinders their progress academically, socially and/or developmentally.

However, all of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with the child, parents/carers and relevant professionals.

If a child is taken off the SEND Record, there are whole school processes which continue to monitor their attainment and progress. These are overseen by class teachers, curriculum leaders and the SENDCo.

## **Section 5 How Will the School Support a Child with SEND?**

All children will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to children with SEND is monitored through a number of processes that includes.

1. Classroom observation by the senior leadership team, the SENDCo and external verifiers.
2. Ongoing assessment of progress made by children with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to each child's need.
4. Teacher meetings with the SENDCo as required to provide advice and guidance on meeting the needs of children with SEND.
5. Child and parents'/carers' feedback on the quality and effectiveness of interventions provided.
6. Attendance and behaviour records.

All children have individual targets set in line with national outcomes to ensure that they fulfil their potential. Parents/carers are informed of these via the reporting system and also at events such as Parents' Evenings.

Children's attainments are tracked throughout the school using ongoing teacher assessments and where appropriate, standardised tests. Those not making expected levels of progress are identified very quickly. All children's progress is discussed in termly pupil progress meetings that are undertaken between the class teacher and a member of the senior leadership team and if appropriate, the child themselves.

Additional action to increase the rate of progress for children who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. Support may be provided in class, through intervention programmes or with specific resources.

Action relating to SEND support will follow an **assess, plan, do and review** model:

1. **Assess:** Data on the child held by the school will be collated by the class teacher in order to make an accurate assessment of the child's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher, SENDCo, SEND teacher and other professionals as appropriate.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents'/carers' aspirations for their child. Parents/carers and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed at least termly with the parents/carers and the child.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

1. The Educational Psychologist employed by the school.

2. Learning Support Service, including Autism Outreach Service, Hearing Impaired Service, Visually Impaired Service and 'Physical and Disability Support Service'.

3. Speech and Language Therapy Service

4. Health Services

5. Social Services

6. School Nurse

7. Specialists in other schools e.g. Ashmount School and Maplewell Hall School's 'Outreach Service'.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of children with SEND and in further supporting their families.

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority (LA) to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided or 'Top Up Funding' which provides extra support over a key stage.

A child identified with SEND may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks.

### How will parents/carers know how their child is doing?

Every child's education is a partnership between parents/carers and teachers and we encourage regular communication between home and school.

Attainments towards the identified outcomes will be shared with parents/carers each term through feedback regarding SEND support reviews, but also through the school reporting system and Parents' Evenings.

If a child has complex has an Education, Health and Care Plan (EHCP) or 'Top Up Funding'. Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with one or more school adults, including the class teacher, the SENDCO, the SEND teacher and, a member of the senior leadership team at any time, when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 216177.

### How will parents/carers be helped to support their child's learning?

The class teacher, SENDCo and/or SEND teacher and/or Learning Mentor may suggest additional ways of supporting children's learning.

Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home.

Various school, year group or class events and parent workshops are likely to be organised each year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents/carers to learn more about how to support their child's learning.

The school website can be found at [www.outwoodsedge.leics.sch.uk](http://www.outwoodsedge.leics.sch.uk) and includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home.

Parents/carers are also encouraged to meet their child's class teacher at the school's 'Open Evening' event in June.

If parents/carers have ideas on support that they would like to have access to in order to further support their child's learning, they can contact the SENDCo who will locate information and guidance for them in this area.

### The Child's Voice

Children's voices continue to be valued at Outwoods Edge and all children are consulted and invited to contribute their views, opinions, concerns and reflections. Teachers and support staff make themselves available to listen to children on a day to day basis. Many children with SEN have a 'One Page Profile'. This document is produced by the child, parents/carers and school staff. It highlights the child's strength, areas of need and the ways that they like to be supported. This document is invaluable, in that it can highlight to all staff working with a child what their needs are and how they can best be supported.

The school's Learning Mentor specialises in supporting children who may need to discuss their needs and concerns on a more detailed basis. Social Communication groups and the 'Games Club' are two more situations where staff invite children to contribute their views. At all SEND reviews pupils are asked to reflect on their perceived areas of strength and difficulty and to feedback on how they believe school can help them. The school council reflects the views of children throughout the school and influences future initiatives and support systems.

### How will the school prepare/support children when joining or transferring to a new school?

At Outwoods Edge, we liaise closely with other schools and staff when receiving and transferring children, ensuring that all relevant paperwork is passed on and needs are promptly discussed and understood. For children with more significant SEND, including those with an EHCP or 'Statement of SEN' or 'Top Up Funding', a review may be used as a transition meeting to which parents/carers and staff from both schools are invited.

### **On Transition Into the Foundation Stage**

Our nursery nurses visit all feeder playgroups and nurseries during the summer term prior to the child's arrival at Outwoods Edge. They have opportunities to meet and observe all children and discuss relevant information with nursery and playgroup staff.

Children in the feeder schools have a transition morning and afternoon in our Foundation Stage classroom during the latter part of the summer term prior to their arrival.

Children's attendance in the Year R classes is gradually increased, with the great majority of children attending full-time after several weeks.

### **When Moving Between Classes at Outwoods Edge**

All children visit their new class and meet their new class teacher at least twice during the second half of the summer term prior to their move.

A handover meeting between the current and new class teacher takes place during the second half of the summer term prior to the child's move. At this meeting, all SEND information is discussed.

Parents/carers are encouraged to meet their child's class teacher at the school's 'Open Evening' event in June.

Pupil records, including SEND information are passed on during the second half of the summer term prior to each child's move to their new class.

### **On Transition to High School**

All children will visit their new high school during the summer term. There are regular opportunities for the children to develop links with the high schools, including sporting and musical events. Enhanced transition arrangements are made for any child who may need additional support.

Staff at Outwoods Edge meet with their high school counterparts to discuss information for all children. The SENDCo may be involved in meetings with the high school's SENDCo to ensure that all information is passed on and arrangements can be made to make every child's transition as happy and successful as possible.

All records are passed on by the end of the child's final term at Outwoods Edge.

Parents/carers of children moving to the high school are welcome to arrange an appointment with our SENDCo during the summer term, either on the 'SENDCO Drop-In Day' during the Summer term, or if this is inconvenient, on another mutually agreed date and time.

Parents/carers can arrange to meet the high school's SENDCo prior to their child's transition. Our SENDCo can help to set up these meetings if required.

- The annual review in Y5 for children with an EHCP, Statement of Educational Need or 'Top Up Funding' begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- The records of children who leave the school mid-phase will be transferred within five working days of the parents/carers notifying us that their child has been enrolled at another school.

Support services for parents/carers of pupils with SEND include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/> or via Parent Partnership Service

0116 305 5614 [parent-partnership-service@leics.gov.uk](mailto:parent-partnership-service@leics.gov.uk)

- The PPS will also provide information on how to access an Independent Supporter for those parents/carers whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Information on where the Local Authority's Local Offer can be found at:

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

Information on the school SEN Local Offer can be found at:

[www.outwoodsedge.leics.sch.uk](http://www.outwoodsedge.leics.sch.uk)

## **Section 6 Supporting Children at School with Medical Conditions**

We work thoroughly with parents and carers to ensure that children with medical and physical needs are fully supported. The school's Medical Needs Co-ordinators (MENCos) oversee children's health and medical needs and liaise closely with children, parents/carers and colleagues in school (including the SENDCo, class teachers and teaching assistants).

Outwoods Edge school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We work thoroughly with parents and carers to ensure that children with medical and physical needs are fully supported. Where appropriate a **Health Care Plan** is drawn up. Prescribed medicines can be administered in school when signed parental permission has been given. There are nominated first aiders in school. Extra school adult support is allocated as required e.g. for children who require support with their diabetes. The school has specific risk assessments and emergency evacuation plans for children with high level physical and medical needs.

Staff consult with the school's school nurse as appropriate. The school nurse liaises with the school re individual children's health and medical needs and also delivers in-service training for staff as appropriate in areas such as asthma training and Epipen training. Parents and carers are encouraged to feedback any issues or changes regarding school staff as required. Outside agencies (e.g. hospitals, physiotherapists, visually impaired and hearing impaired specialists from the Learning Support Service) are consulted as required to ensure that the needs of children with medical and/or physical needs are met. The school encourage frequent liaison to ensure that these high standards are maintained.

Some children with medical and/or physical needs also have special educational needs may have an 'EHCP', 'Statement of SEN' or 'Top Up Funding' which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the policy "Supporting Students with Medical Conditions" for further information.

## **Section 7: Monitoring and Evaluation of SEND**

### **Assess**

Staff gather information about the child's well-being, motivation, attainments and previous progress from everyone involved with that child. This usually includes the children themselves, parents/carers, teachers, support staff and, where appropriate, outside agencies. Teachers use a range of ongoing observations and formal and informal assessments to help inform their decisions and next steps.

### **Plan**

As an integral part of the graduated approach, teachers set targets and additional support for each child. The progress of each child is monitored using the school's new intervention pro-forma. The **Pupil Profile Plan** will contain details of interventions and extra support. It will also contain details of resources and, where applicable, outside agency information and recommendations.

## **Do**

The class teacher remains responsible for the child's progress, but the intervention pro-forma is used by all school staff who are working with the child. The interventions and levels of support are flexible and can be adjusted and added to where necessary. The SENDCo, SEND teacher, Learning Mentor and other colleagues will also be consulted where required.

## **Review**

The effectiveness of support and interventions will be reviewed at least termly at the SEND reviews. Parents/carers will be invited to all reviews and asked for their views about what has worked well and what might happen next to support their child's learning. The progress of each child towards their target(s) determines future targets, support and, if appropriate, referrals to outside agencies.

The SENDCo oversees the interventions throughout the school and collects copies of each class's pro-forma, in order that he can feed back to the head teacher, management team and SEND governor.

## **Children with EHCPs or Statement of SEN**

Children with an EHCP or Statement of SEN will have an annual review in which the child, parents/carers, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of the named child, set new targets and amend the statement where necessary.

## **Evaluation of provision**

At the start of a school year, provision for each child will be carefully mapped to enable individual needs are met. Intervention programmes/ groups will be evaluated through termly reviews and data analysis to help ensure provision is effective and impacting positively on children's progress.

During the Summer term, a SEND staff meeting is held in which teachers make recommendations for children's support for the following academic year. These recommendations, together with data on the success of the range of support and interventions are considered by the management team, SENDCo, SEND teacher and Learning Mentor when allocating support and interventions for the following academic year.

## **Governors**

### **The SEND Governor**

The school's governing body ensure that the necessary support is made for all children who are on the school's SEND record. They monitor the school's systems and processes for working with children with SEND.

## **Section 8 - Training and Resources**

Staff training re SEND continues to be a high priority at Outwoods Edge in order to enable staff to fully utilise their expertise and experience in developing every child's full potential. Staff training on courses is determined by the SEND of the pupils and SEND priorities on the School Development Plan. This academic year staff will be receiving training in a range of areas, including autistic spectrum disorder and specific learning difficulties and dyslexia.

Outside agencies will also provide staff with advice and recommendations as appropriate. This academic year, staff have and will receive advice from agencies including the LPAP group's employed Educational Psychologist, The Learning Support Service, the Autism Outreach Service, Consultant Paediatricians, the Speech and Language Therapy Service, the Diana Children's Service, the Physiotherapy Service and the school nurse.

In addition, the school receive advice and support re SEND systems and procedures as well as individual pupils from Ashmount School's Outreach Service and Maplewell Hall. Both 'Special Schools' have assessed children, liaised with school staff and provided reports that contribute towards Education and Health Care Plan proposals in the past few academic years.

In the past few years, we have also employed a Play Therapist to work with selected children who have had emotional, behavioural and social needs and who we feel will benefit from the kind of specialist input that the play therapist can provide.

Within the school, we have built up levels of particular expertise in several areas. Therefore, much information is shared to staff within school. Different staff have different levels of expertise in different areas and therefore will be utilised in a way that helps pupils as appropriate. Our SEND teacher for example has training and expertise in the teaching of Reading and Writing (including an adaptation of the highly successful 'Reading Recovery' programme). She has also gained qualifications in the assessment of and teaching of pupils with specific learning difficulties and dyslexia. Our Learning Mentor has expertise and experience in supporting the emotional, behavioural and social needs of children and families. Her work with children and parents continues to be invaluable.

## **Section 9: Storing and Managing Information**

SEND intervention pro-formas /Individual Education Plans (IEPS)/Pupil Profiles are working documents therefore teachers need regular access to their SEND file. This is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily.

More detailed and personal documents are held by the SENDCo in a secure location.

When a child transitions to a new school, it is important that the information is passed on. The SENDCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents/carers are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

## **Section 10 - Reviewing the SEN Policy**

The SENDCo will review the SEN policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

## **Section 11: Accessibility**

The school buildings at Outwoods Edge are wheelchair accessible. Building changes to the school have been made based on children's needs. Disabled changing and toilet facilities are available in the main school building and in the Oak Foundation Stage building. The school has a space for disabled parking. Resources provision for children with physical and medical needs continue to be frequently monitored and evaluated.

## **Section 12 - Dealing with Complaints**

- Wherever possible we seek to discuss and come to agreement about children's education. The SENDCo, class teacher, Head teacher and SEND Governor can be contacted to discuss any concerns. The school's Complaints Policy is available from the school's office.
- The Parent Partnership Service is available to support parents/carers if necessary when dealing with complaints, appeals or general advice.
- <http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/>

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and ICT.

Children are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a teaching assistant, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with a child's class teacher and/or the SENDCo.

If needed, we will ask various outside agencies to help with assessing the needs of children to ensure they are able to access the school and learn to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service can be sought to enable this to happen.

## **Section 13 – Supporting Children's Social, Emotional and Mental Health Needs**

A range of school adults including the child's class teacher, the child's teaching assistant(s), the Learning Mentor, the Deputy Head Teacher are available to support children experiencing social, emotional and mental health difficulties. Support and/or interventions can take a number of forms;

- Our Learning Mentor and one of our teaching assistants have received training that enables them to deliver the 'Thinkwise' positive thinking programme

- Two of our teaching assistants have been trained on the Emotional Literacy (ELSA) programme.
- Our Learning Mentor can offer counselling and/or support for children and/or families.
- Circle time activities.
- 'Social Communication' Groups and 'Friendship' groups operate in various classes as required. Training has been accessed through the Autism Outreach Service, including the school's key worker.
- Our Play Therapist delivers 'Play Therapy' support for children and/or parents and carers as requested by school.
- The school's Learning Mentor and one of our teaching assistants have been trained in the 'Solihull Approach' by the school's educational psychologist. The 'Solihull Approach' is a scheme that involves specialist school adult support for parents/carers with challenges at home.

### **Section 13 – Anti-Bullying**

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. The SENDCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The safeguarding of all children within the school is the utmost priority of all staff.

An 'Anti-Bullying Week' that includes activities for children throughout the school.

If parents/carers have any concerns in relation to bullying a copy of the school's Anti-Bullying Policy is available from the school's office or on our website.