



Shawlands Primary School Offer for Pupils



with Special Educational Needs and/ or Disabilities (SEND)

General Context

At Shawlands Primary School, we welcome everyone into our community. Every child at Shawlands has the opportunity to follow the EYFS, KS1 and KS2 curriculum.

Shawlands Primary School is an inclusive school determined to ensure all children's needs are met irrespective of gender, race or disability (please look at our full SEN policy on our website or ask us for a copy) and believe that all children should be valued and treated with respect. The school uses its best endeavours to ensure that the provision for **all** its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of different ways. This may include out of school interventions, short-term intervention learning or other learning interventions developed on an individual needs basis. The school has an Equality Policy, an Anti-Bullying Policy and Special Educational Needs Policy that ensures there is equality of opportunity and those children with Special Educational Needs and Disabilities are not disadvantaged.

One thing that we firmly believe is that, by working in partnership with all stakeholders (parents, governors, staff, pupils and other outside agencies) children get the best possible care, support, education and opportunity to achieve their full potential and beyond.

Our fully Accredited Special Educational Needs/Disability Co-ordinator (SENDCO) is Sue Bailey. Our SEND Governors are Anita Bailey and Sharon Auty.

The School works with due regard to the SEND Code of Practice (2015) for pupils 0-25 year olds and the Equality Act (2010).

If your child has a disability and you would like to know more about what we offer at Shawlands Primary School, contact us on Tel: 01226 287177 or www.shawlandsprimaryschool.co.uk

What is a special educational need?

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the

definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014)' (**SEND Code of Practice 0 – 25, 2014, p94**)

What is a disability?

A pupil will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.” (SEND Code of Practice 0 – 25, 2015, p94) A pupil’s Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Shawlands Primary School, we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four categories of SEND:

- **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder (ASD), including Asperger’s.

- **Cognition and Learning**

Learning difficulties cover a wide range of needs, including children with moderate learning difficulties (MLD), and severe (SLD) or profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties. These may include children who show with withdrawn or challenging, disruptive or disturbing behaviours for a variety of reasons. Other children may have disorders such as attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.

- **Sensory and/or Physical Needs**

These include children with a visual impairment, hearing impairment, multi-sensory impairment, which will require specialist support and/or equipment to access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

Equality Act 2010

A disability is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition includes:

- **Sensory impairments such as those affecting sight and hearing**
- **Long term health issues such as asthma, epilepsy and cancer**

What should I do if I think my child has special needs or a disability and what is the process involved?

Following the SEND Code of Practice, the School uses a graduated approach when meeting the needs of children with SEN. Please note that parents/carers can refer a concern to staff directly using our 'Parental Concern Investigation Report' which can be found on page 19 of the full SEND policy (see online or ask our office for details). Up to 20% of children and young people have special educational needs at some stage in their lives; only around 2% have special educational needs, which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning.

- In the first instance, make an appointment to speak to your child's class teacher.
- The teacher might feel that it would be helpful to have the SENCO attend the meeting also.
- The School closely monitors all of its children with special needs and at the meeting we may feel that we do need to put in place some strategies and interventions to try and remove your child's barriers to learning.
- Some children will need something which is 'additional to and different from' that which is normally provided for all children.
- If a child requires this type of support the School will monitor them according to the SEND Code of Practice, 2015 (please see the SEND Policy for detailed information of the SEND process in school). You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs.

Most frequently asked questions (On a drop down menu)

How will we be kept informed of our child's progress?

- **Parent Meetings**
- **Specially arranged meetings with the class teacher/SENDCO.**

- School Focus Plan Meetings (Individual Education Plans)
- Annual Review (For children on EHCP's)
- TAF (Team Around the Family)/EHA (Early Help Assessments) Meetings
- The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated.
- At this point, you may be able to support your child e.g. extra reading practice, or providing opportunities to practice new skills that have been taught in class.
- The School will monitor your child at this stage for a period of time. You will be kept informed of their progress through regular meetings. At the meeting, the School will share with you how they plan to personalise learning for your child.
- Often this level of support in addition to the classroom curriculum differentiation is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided.
- Sometimes the School may decide to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; SCI Team (Social, Communication and Interaction Team); CAMHS, Inclusion Service, School Nurse, or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.
- As more people become involved in helping the School to meet your child's needs, your child's class teacher or the SENCO, or Head teacher in School may decide an Early Help Assessment (EHA) meeting is required. Once established, the TAF will help the School to organise Team Around the Child Meetings where everyone involved, (including yourself), can sit down together and discuss the best way forward to help the School help your child to make progress.
- The School may decide to draw up a School Focus Plan. This will record the additional more specialist strategies and interventions that will be required to help remove the barriers to your child's learning. These will be recorded in the School Focused Provision Map. You will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.
- Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then the School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that

have been put place and with your permission send it off to the Local Authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place, the School will continue to meet your child's needs with the support that is already in place.

- Once the Local Authority receives a request to consider whether to make an Educational Health Care Plan (EHCP) assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEND Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the SENDIASS Service.
- The Local Authority have a SEND local offer which is an online resource for parents of children or young people with a special educational need or some kind of disability. This can be found at: offerchannel=1783 and on the facebook page on: <https://www.facebook.com/barnsleysendlocaloffer>

What are the different types of support available for children with SEND?

- Wave 1 – Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. All teaching staff regularly receive up-to-date training to meet the needs of their class.
- Wave 2 – Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.
- Wave 3 – External agencies are employed as appropriate to provide additional support and guidance. This may also include bespoke learning packages and a high level of adult support.

What can I expect the school to be do in order to meet my child's special educational needs?

- 'Quality First Teaching' is an entitlement for all children and School are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom (or subject) teaching that your child receives on a daily basis from the class or subject teacher. Lessons are carefully differentiated to take account of different learning styles and abilities.
- In addition, the School staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs,

Behaviour and Autism, SEMH etc, which enhance their daily teaching practice in order to make the classroom environment and the delivery of the curriculum more accessible for children with needs. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

- Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. The class teacher, who is responsible for monitoring the child's progress and targeting the support carefully, carefully oversees the work carried out in small groups. The School currently has the following group interventions available for children, but if a child was considered to need something different then this would be accommodated.

Most Frequently Asked Questions – (Add in a drop down menu)

What types of SEN do we provide for in school?

Communication and Interaction – support includes interventions and strategies such as:

- Lego Therapy
- Music Interaction
- Speech and Language programmes including PECS for non-verbal children
- Bespoke Speech and Language support – NHS and Lingo Specialist who work with our children and staff in school
- WellComm (EYFS)
- Language Link
- Special Time
- Scaffolds
- Barrier Games
- Time to talk
- Socially speaking
- Comic strip conversations
- Social Stories
- Makaton
- Visual aids
- Checklists

Cognition and Learning – includes interventions and strategies such as:

- Precision Teaching
- IDL
- IXL
- Mathematics
- Times Tables Rock Stars
- Rollama
- Scaffolds
- Models
- Practical Equipment
- Checklists
- Same day interventions
- Pre-Teach
- Visual Aids
- Overlays/Coloured paper/appropriate screen colour for dyslexic pupils
- Dyslexia Support programmes (Beat Dyslexia)/Plus a new Screening and Development Intervention Programme
- Clicker 6
- Bespoke Curriculum for personalised learning
- Movement breaks
- Read, Write, Ink – Phonics Programmes
- Mental maths sessions

Social, Emotional and Mental Health – support includes interventions and strategies such as:

- Rainbow Groups -- Nurture/Mindfulness Programme – therapy based interventions/strategies – CBT techniques
- Anxiety Gremlin, Starving the Anger Gremlin, Helping Children Build Friendships, Helping Children Build Self-Esteem, Special Friends, 5 point scale
- ASD speech and language groups
- Intensive interaction

- Social Stories
- Life skills programmes
- Now and Then boards/Visual Timetables etc.
- Emotional Check-ins
- CBT toolkit
- Lunch time support
- 101 Social Skills
- Structured approaches to unstructured times
- Comic Strip conversations
- Reflective and therapeutic language

Sensory and/or Physical – support includes interventions and strategies such as:

- Jump Ahead – focussing on fine and gross motor skills
- Sensory circuits
- Bespoke sensory and movement breaks
- Bespoke sensory equipment and tools
- Bespoke PT and OT programmes
- Motor skills – fine and gross motor programme
- Bespoke specialist equipment for visual impairments
- Ramps, walking frames when needed, changing facilities, writing tools and support

Specialist Support

- In rare cases, an individual personalised curriculum may be required and we would always seek advice of outside agencies to support with this. Some children may require interventions of a more personalised nature for very short periods of time. Again, these are overseen by the class teacher and progress is carefully monitored. Some of these interventions are Makaton, Read, Write, Inc, Lego Therapy, Nurture Group work, Music Interaction etc.
- The Head teacher/SENCO is responsible for the allocation of personalised provision/ group interventions support timetable for the School. This information is detailed within the School's Class Provision Map along with the child's School Focussed Plan and Provision Map.

- To accommodate a child with this level of need many staff have been trained to use a variety of social, communication and behavioural techniques.
- Visual cues are clearly displayed in some classrooms and communal areas where needed in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in classrooms where needed and are used on lanyards when appropriate as well.
- The School is working towards the achievement of a dyslexia friendly environment. A wide range of dyslexia friendly strategies are evident in all classrooms ensuring a consistent approach for children with literacy difficulties of a specific nature.
- The School has made a range of reasonable adjustments to internal and external teaching and learning environments. **These are as follows:**
 - Accessible classrooms – ramped/lift access to all areas of school
 - Use of appropriate equipment when required e.g. standing frames, wheelchairs, walkers, visual aids, laptops etc.
 - Makaton signage, visual aids and timetables used in classrooms and surrounding areas where required for specific children.

How does the school environment, learning needs, assessment and progress meet my child's needs?

- Our curriculum is delivered through many different mediums linked to topics that interest our children. We use Deepening Understanding for Maths, along with other frameworks for many of our subject areas to ensure consistency throughout school. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. We accommodate for different learning styles providing a platform for personalised learning. This is achieved through lessons and activities that are driven through key skills, which are linked to each subject area.
- The school has adopted a standard approach to classroom organisation and display. This is to support children with cognitive difficulties and have key vocab, concepts, models and scaffolds readily available at all times. It also helps to ensure that children become familiar with the layout and resources of the room.
- A range of physical adaptations have been made to the building in order to ensure that

they are accessible for all children. These include, lifts, ramps and hoists. Bespoke specialist equipment has been purchased for individuals who require it for needs such as visual impairments, sensory difficulties and physical disabilities.

- We offer a variety of ways in which teaching can be delivered, from whole class, small group work, personalised provision to indoor and outdoor learning, specialist literacy groups and interventions groups. Teachers make changes to pedagogy, sequence or content, depending on the needs of the pupil (s). It is vital we address the individual needs of the child(ren) whilst ensuring they are receiving an inclusive education.
- The School has a rigorous programme for assessing children's learning through NFER/B Squared – P Levels and through formative and summative assessment. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate to meet need and aid their learning and development.
- The same systems and procedures are in place for children with special educational needs. In some instances, additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development. The School has access to the following additional assessments if they are deemed necessary to identify learning needs: B Squared – Connecting Steps Assessments linked to P Levels/WRAT Testing and Dyslexia Screening.
- The SENCO/class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However, if it is felt that something more specialised is required then the relevant service could be contacted to discuss this.
- The School sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next.
- Children with special educational needs who have School Focused Plans (SFP's) are aware of their learning targets and are engaged in the discussions relating to how much progress they feel they have made. Parents', children's, Teacher and SENCO collaboration are of paramount importance when producing a child's SFP through fully person-centred discussions.

Shawlands Primary School uses the definition of SEN and disability as set out in the SEND Code of Practice and Equality Act 2010 (See Section 1).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.
- Concerns raised directly by parents or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

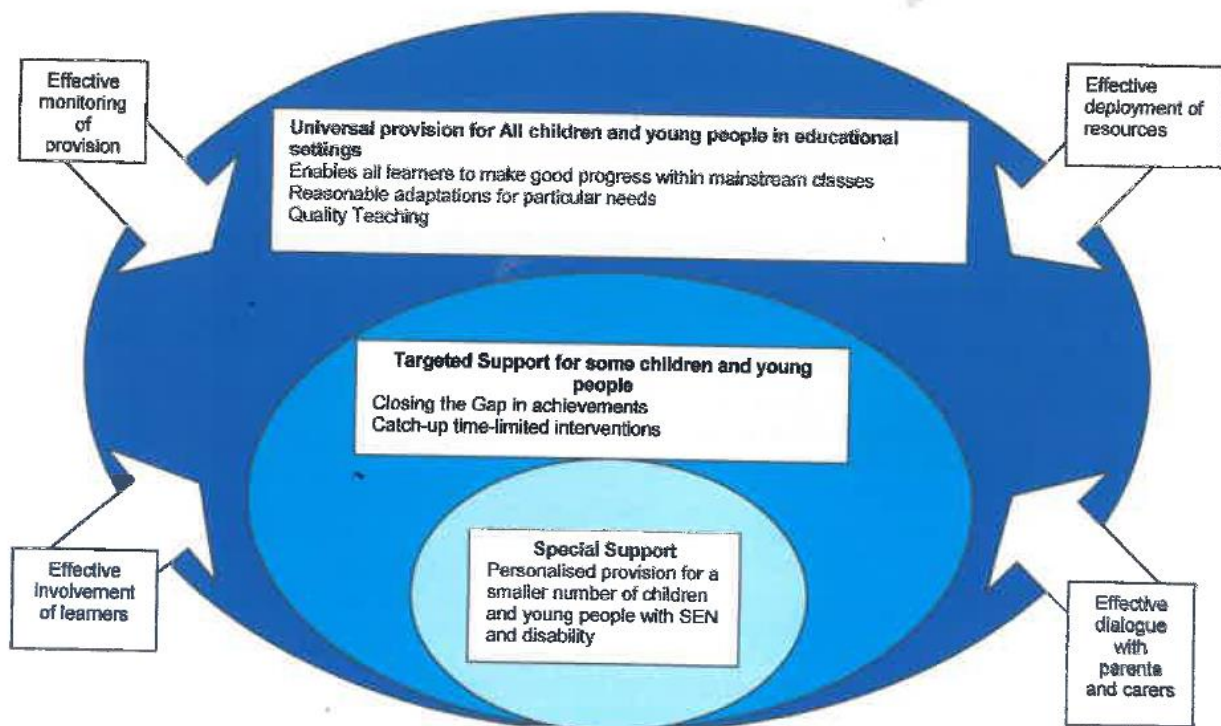
In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting pupils' progress and achievement including:

- Their attendance and punctuality
- Their health and welfare
- Having English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child (LAC)
- Being a child of a serviceman/woman
- Family circumstances
- Economic disadvantages

Shawlands School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2015) and Equality Act 2010 as follows:



Using Teacher's assessments through NFER and other appropriate assessments and discussions with parents, the SENCO and class teachers will meet termly (or half termly if deemed necessary), to discuss the provision of needs of the pupils in their class at all levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil, including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, "characterised by progress which:

- *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."*

(SEND Code of Practice 0 – 25, 2014, p95)

The SENCO and class teacher will consider **Targeted Support** regardless of whether they are deemed to have SEND. (See appendix 2 in the Disability Policy) for the types of Interventions in place).

How will my child's learning needs be identified and assessed?

- The SENCO will meet with staff and parents to discuss and review SEN concerns at a School SEN support level. Teachers will complete a 1b Analysis form giving details of all areas of concerns and a 12 month outcome. Their progress is then monitored over 2 – 3 terms after QFT/specific strategies are put in place to support the pupil to assess whether the child has made adequate progress and no longer needs to be monitored, or needs to be moved onto a full SFP.
- The SENCO will be alerted to newly arising concerns through informal meetings and pupil progress meetings held termly. The SENCO will be available to discuss and review any SEN concerns including those at School SEN support level and EHCP level. Where a parent shows a concern, the SENCO will investigate the concern and complete either a SEN Concern Form (See Appendix 4 of SEND Policy)/complete a 1b analysis form and after 2 – 3 terms may discuss this child at the Single Conversation Meeting. They will then meet with the parent/class teacher/SLT and if there is evidence of a SEND concern in school, which we need further support on, this, will be discussed further at a Single Conversation Meeting. These meetings are held biannually with the SENCO, a member from the SCI Team (Communication and Interaction) and Educational Psychologist to discuss a graduated response and planned next steps to support the child.
- The SENCO monitors planning for SEN and is able to support class teachers and teaching assistants with their planning. Targets arising from School Focus Planning meetings and reviews will be used to support planning for children at School SEN support level and above.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- At School SEN support level, the SENCO will request advice for children from the relevant specialists regarding Cognition and Learning, Communication and language, Physical and Sensory Impairment, Emotional, Social and Mental Health difficulties.
- SEN support is primarily delivered by class teachers through differentiated teaching methods and quality first teaching, (**not necessarily differentiated work**). Additional support is provided by the SENCO and by trained Teaching Assistants (TAs) throughout the school. The support timetable is reviewed as necessary, by the SENCO and the Leadership Team in line with current pupil needs, educational initiatives such as Literacy and Numeracy strategies, and the budget.
- Teaching Assistants are mostly attached to classes to aid the education of children of different abilities. They work under the direction of the class teacher. Occasionally a child with an EHCP may need access to specific adult support and this is provided for through the money available through the EHCP for this purpose.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

- The co-ordinator will be committed to improving the skills of all staff in the school. This will be achieved through delivery of INSETs, monitoring of lessons, lesson studies, updates at Staff Meetings as and when is deemed appropriate and necessary.

How effective is the School's provision for children with special educational needs?

- During the academic year (2019-2020), an independent audit was carried out and the school has made great strides to update all policies and practices. A further audit will be taking place during the 2022.23 Academic Year.
- The School has a robust policy for special educational needs. All members of staff implement the policy and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENCO regularly feeds back to Governors, enabling up to date general information on the progress of children with SEN and the provision made for them to be shared with the whole governing body. Information from parental questionnaires and children's comments are reported to the Governing Body in relation to the support provided or feedback on the effectiveness of new resources. This will also help us to ensure that we make the necessary developments to ensure we have used our best endeavours to minimise the gaps in our provision for children with SEND.
- Termly reports are written by the SENDCO about the provision and progress of all children with SEND, this forms part of the termly Head teachers Report to Governors.
- Data is monitored by the SENDCO so any trends or areas for development can be addressed.
- Progress of high-needs pupils is monitored and tracked through our NFER/SIMS system with some making excellent progress. We are able to track smaller steps of progress for those learners who have significant barriers to learning through Connecting Steps – B Squared (particularly for children on the Autism spectrum, who may also be non-verbal). Children tracked on this system will typically be performing two years below their age. Connecting steps helps plan the pupil's next steps in learning and provides bespoke, small group and whole class activities to meet those personalised objectives.
- SEND pupils generally make good progress term by term with some making excellent progress. The minority of pupils that do not make satisfactory progress are identified and further actions implemented such as: work scrutiny and triangulation of the pupil's daily diet to identify barriers, referrals to outside agencies (if not already explored) or application for statutory assessment.

What support is available for children / young people with SEND?

- Differentiated first quality teaching
- Small group work and personalised support is available

- Booster groups
- Individualised support programmes e.g. physio, speech and language
- Targeted TA support running specific programmes of need e.g. Read Write Ink, Jump Ahead, Dyslexia Programmes, Maths Programmes, Lego Therapy, Music interaction, , nurture programmes, Rainbow Groups (using cognitive behavioural skills), Sensory Circuits, Makaton/PECS, Speech and Language programmes, Language Link etc. Please see the fully list attached to the SEND Policy 2022.

Meeting the needs of pupils with SEND

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEND Support**. Teachers will discuss any concerns with the SENDCO and complete a 1b Analysis Form to monitor any extra support needs of a child for 2 -3 terms before deciding if the child may need to move to a full School Focus Plan. (Please see the SEND Policy for full details)

Parents will be formally notified that their child will receive this additional support and a meeting will take place with parents/teachers and the SENCO to discuss with parents their child's support needs, before they are placed on the **SEND register** where his/her progress and provision can be monitored more closely.

THE SEND REGISTER

The register provides an updated record of all pupils receiving additional SEN support so that:

- *Progress and achievements of pupils with SEND can be more closely monitored.*
- *There is an overview of the range and level of need across the school.*
- *School provision reflects and is responsive to current profile of need.*

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive a planned package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS:

Once a child has been identified as having SEND, requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. Support will be put in place as follows:

- The class teacher will remain **responsible and accountable** for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible

strategies and intervention programmes to support the child on a half-termly/termly basis.

- The teacher/SENCO will meet with the parents of the child, along with the child, to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on a School Focussed Plan (see Appendix 6). This will be reviewed formally on a termly basis with parents and the child, but will be reviewed weekly by Teachers/Teaching Assessments and progress and outcomes moved on more rapidly where possible.
- It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist.
- The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

The comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs. Please see the attached flowchart (Appendices 9 and 10) detailing the SEND process of assessment that Teachers/SENDCO carry out to ensure support is in place for any children that requires it in a timely manner.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified and to support the evaluation of any impact of any provision.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. The full range of additional interventions are set out on our school provision map can be read as Appendices 2 and 8 to our SEND policy.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on School Focussed Plans
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- The SENCO will deploy appropriate support through intervention programmes or individual support from trained/specialist Teaching Assistants and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCO will keep records of the progress made through interventions and will track the cost of these in School Focussed Provision Plans (See Appendix 6) EHCP Monitoring and Assessment Plans (Appendix 11).
- The class teacher will use formative assessment strategies to monitor progress made towards School Focus Plans outcomes and adapt where necessary. This will take place monthly.

Parents will receive a copy of this plan, which will clearly show the period it covers and when it will be reviewed.

DO:

Class teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly. This will ensure continuity in learning for the child. A working document containing all outcomes for each SEND children will be updated weekly/fortnightly with progress towards outcomes so that the child can be constantly monitored and accelerated progress made where possible (see Appendix 13).

The SENCO will keep records of the progress made through interventions and will track the cost of these.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need, this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Pupils' response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. Where adaptations are required, the SENCO and class teacher will discuss these and make adjustments to the provisions. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in-school assessments will be used.

If not already involved and with the agreement of parents, the SENCO will make a referral to an external specialist agency. An EHA may also be opened by the SENCO or School Welfare Officer, especially where an assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison, thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

A Full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Section 5: Managing Pupils Needs on the SEND Register including the Removal from the SEND Register

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half-termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either K- (short term Speech and Language support only not on an SFP), K+ **SEN Support (on SFP) or Education Health and Care Plan.**

A pupil categorised as receiving SEN support may only be supported by school via the School Focus Plan, or they may have involvement from an external agency.

Where a pupil has been identified as having complex SEND and requires significant additional provision,

which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

A Full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3 of the School's SEND Disability Policy October 2022

How do we secure staff expertise in supporting and working with children/ young people with SEND?

- Support from external agencies up-skilling staff.
- Bespoke training e.g. ASD support, Makaton, Speech and Language, Dyslexia, Memory Retention work, Lego Therapy Training, Rainbow Group - CBT techniques training etc. by sourcing appropriate to meet the needs of our children.
- Continuous in-house training e.g. up-skilling new and experienced staff through visits to other schools, staff meetings and designated inset days.
- Leading the SENCO Network in Barnsley - working in collaboration with other experienced SENCO's to improve practices in schools in Barnsley.
- Specialist TA's/HLTA's leading specific areas of SEND Training to up-skill other TA's
- Through Performance Management of both Teachers and Teaching Assistants we identify CPD requirements of all staff.
- Through employing specialist staff to work with our SEND children.

What arrangements do we have for supporting and improving the emotional and social development of children / young people with SEND?

- We value parent partnerships and they are at the heart of decision making in regards to SEND children.
- Links/referrals with external agencies if required.
- In-house: Class teacher/TA Support, Behaviour Support Groups, SEAL Materials along with other individualised programmes as and when required.
- Use of EHA/TAF meetings and individualised support plans.

- Running Lego Therapy, Sensory Circuits, ASD programmes and Nurture and Rainbow groups (using CBT techniques), along with Mindfulness programmes to support child with emotional, social and mental health issues.

How will we support your child when leaving this school or moving to another class or school?

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

If your child is moving to another school or moving into Year 7:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- We will make sure that all records about your child are passed on to the receiving school.
- Wherever possible we will arrange additional transition visits for children with SEND.
- Wherever possible we will arrange further parents information visits.
- Structures such as social stories/scripts/transition photos of their new environment can be made for individual children to support transition.

When moving classes in school:

- Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- Current strategies and support in place for a child will transfer to the new teacher and be replicated in their new classroom.
- Bespoke transition packages can be arranged for individuals with specific needs.
- Transition photo books of their new learning environment are made for some SEND children so that parents can keep reminding them of their teachers and learning environment over the holidays to relieve anxiety when coming back to school.

How do we consult pupils with SEN and involve them in their education?

- Termly meetings with children to update their spidergram's linked to their School Focus Plans
- Attendance at SFP termly meetings with parents, along with Annual Reviews as appropriate to contribute their views and discuss their progress and next steps. All meetings are carried out in a fully co-productive style.
- Interview/Pupil Consultations – this is usually an informal chat so children feel safe and secure to discuss whatever difficulties they are experiencing.
- Observations – For very young children, the most reliable way of gaining their voice is

through observation. This allows us to build up a picture of the child, their likes and interests, their areas of difficulty and learn how they express their needs and wants.

- Pupil surveys of likes/dislikes and any improvements they would like to be made in school
- Blob tree – This is an image that helps children discuss how they are feeling when they may not be able to express it verbally or label exactly how they are feeling.
- Ideal School – SCI resource

What training and expertise do our staff have to support pupils with SEND?

Communication and Interaction

Our staff having training for ASD delivered by our SCI team, memory/SEMH intervention training is delivered by our Educational Psychologist each year. Key staff attend training for Music Interaction, Lego Therapy, Social Interventions, PECS and Makaton yearly by our Social Interaction Team. Our staff are supported by Speech and Language therapists from the NHS along with our dedicated team from our private Speech and Language company that work ½ a day a week in school to assess and write programmes of support for many of our children along with weekly training of specialist TA for Speech and Language. Other interventions staff have expertise in delivering are: 101 social skills, Time to Talk, WellComm, Neli, Supporting Children with Self-Esteem and Friendships, Life Skills, Sensory Circuits, ASD Intensive Interaction/Speech and Language groups.

Cognition and Learning

Our staff attend regular update training hosted in-house and delivered by specialists. Training on Precision Teaching delivered by the Educational Psychologist when needed along with Read, Write Inc. Staff have regular training on specific maths programmes that we use in school – Deepening Understanding, Mathematics, Times Tables Rock Stars, IXL along with specific Literacy programmes like IDL to support our Dyslexic learners.

Social, Emotional and Mental Health

Key staff have been trained to deliver bespoke SEMH interventions such as Anger Management, Self-esteem, Anxiety programmes, Life skills etc. Our Pastoral leads have had training in mental health first aid and support families with parenting support etc. All staff have received therapeutic language training. We offer a range of other SEMH interventions including our Rainbow groups – working on various areas of anxiety, confidence, friends, social interactions, anger management, starving the Anxiety and Anger Gremlin.

Sensory and/or Physical

Our children who have physical and/or sensory needs tend to have bespoke packages tailored to their specific difficulties. We work with both NHS and a private Occupational Therapist who employ to observe and work with certain children to support environmental changes and

programmes when needed for specific children. We also work with physiotherapists and health colleagues to design packages of support for individuals when needed. Some children require alternative entrance/exit routes, some need specialist equipment and resources. We have staff that have skills in delivering interventions such as Sensory Circuits, ASD Intensive support, Jump ahead, social activity groups and Motor Skills for fine and gross motor support.

Please read our SEND Policy 2022 for full details of our SEN Provision and practice in school.

October 2022

Sue Bailey - SENDCO