



Fierté Multi Academy Trust

SEND Policy

(Incorporating Local Offer)

Adoption Date: 1st September 2016

Review Date: September 2019

Special Educational Needs and Disability (SEND) policy (incorporating the local offer) (Mainstream schools) Working Diagnosis

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from that service.

- With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, Staffordshire schools have been advised by the Local Authority that they may like to use the questions produced by the Pathfinders in order to produce their school local offer.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs. Below are Fierté Trust Board's current responses to these questions. This report is required to be issued to parents annually and also published on the school website.

This guidance therefore complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2nd draft April 2014)
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Staffordshire schools on producing their **school's local/core offer**

At Fierté Multi Academy Trust we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.’ Code of Practice 2014

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil’s previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns then please firstly discuss these with your child’s teacher. This then may result in a referral to the school SENCo whose name is;

Ankermoor Primary Academy Helen Hedderman and whose contact details are h.hedderman@ankermoor.staffs.sch.uk

Glascote Academy Mrs Shelley Field and whose contact details are s.field@glascote.org

Violet Way Academy Mrs Marie Dawson whose contact details are Marie.dawson@violetway.staffs.sch.uk

Dosthill Primary Academy Mrs Nikki Roadway whose contact details are nroadway@dosthill.org

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo and external agencies
 2. ongoing assessment of progress made by pupil in specific intervention groups
 3. work sampling on a termly basis.
 4. scrutiny of planning.
 5. teacher meetings with the SENCo
 6. pupil and parent feedback when reviewing target attainment
 7. whole school pupil progress tracking
 8. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to the LGB and Trust Board and shared with Parents in the SEN Information Report
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils’ attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are not making the expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that 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.
- 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 and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo

- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If there is little or no progress despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Educational Psychologist Service
 8. Educational Welfare Officers
 9. Physical and disability support service
 10. Social Services
 11. School Nurse
 12. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision 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 to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, do not make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings. Parents can be provided with a home-school diary that may be deemed a useful tool to use to communicate with school staff.
- We have an 'Open Door' policy but parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo. Or a member of the senior leadership team. Please contact the school office who will arrange one from you.

How will you help me to support my child's learning?

- Please look at the school website. It can be found at Fierte Multi Academy Trust website and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the fortnightly newsletter may include a section that identifies local learning opportunities such as how to join the SEND reform news for parents, Autism Outreach, local library, places to visit etc.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school and outside agencies organise a number of parent update events during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by each academy Local Governing Body.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult can be provided with alternative small group opportunities within the school.
- All academies in the Trust have gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
- The school are completing the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies. This runs alongside the Rights Respecting School Award.
- The school can offer 'Positive Play/ Nurture' for challenges regarding Social, Mental and Emotional Health needs as well as considering Communication & Interaction and Sensory needs. Peer Mediators offer a child friendly solution to minor playground disagreements.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What training do the staff supporting children and young people with SEND undertake?

Over recent years school staff have received a range of training.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils with a diagnosis of dyscalculia
- How to support pupils on the autistic spectrum

- How to support pupils with behavioural difficulties
 - How to support pupils with speech, language and communication difficulties
- Enhanced training has been provided to relevant Staff on:

- Leading a nurture Group
- Talking Partners
- Fischer Family Trust Wave 3
- Reading Recovery
- Lifting the Lid off Learning: Stretch and Challenge
- Type 1 Diabetes, Asthma, Paediatric First Aid, EpiPen Training
- Working Memory training by the Educational Psychologist
- Smarter IEP targets and SEN surgery provided by SENSS
- Attendance at the termly SENCo Update

Specialist training has been provided to the SENCo on:

- The SEN Coordination award
- The school has regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils.
- The Governor with specific responsibility for SEN will have completed the SEN Governor training

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet has been adapted to ensure accessibility for visitors with a disability
- Double doors for easier access around school
- School is on one level without any steps. Steps do have ramped provision where necessary.
- A medical room has been provided in order to enable a safe place for insulin testing/injections

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y2 and Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review across the academic years for pupils will be transferred with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. English and Maths support
- Specialist support from teachers e.g. 1:1 tuition, Positive Play
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment tools
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with a statement of educational needs/ Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN. Their name is Mrs Alison Barnes

Support services for parents of pupils with SEN include:

- **Parent Partnership**
www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx (8)

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

References

- Staffordshire schools have been advised that they may like to use the questions produced by the Pathfinders authorities in order to produce their school local offer. These can be found on pages 17-18 in the *SE7 Local Offer: Framework and Guidance*. <http://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf>
- Barnsole Primary Local Offer
www.barnsoleprimary.medway.sch.uk/OurSchool/Documents/Local%20Offer.pdf

Appendices

Clause 64

The Special Educational Needs (Information) Regulations comes into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school **SEN information report**. Mainstream schools must include information on schedule I. This must then be published on the school website.

Schedule 1 Regulation 3(a)

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.
2. The school's arrangements for assessing the progress of pupils with special educational needs
3. The name and contact details of the SEN co-ordinator.
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
6. The role played by the parents of pupils with special educational needs.
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
9. Information on where the local authority's local offer is published.

<http://preview.tinyurl.com/q69mzrq>

Revision of the SEN and Disability Code of Practice Schools

4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.

4.35 The information must also include information about **the arrangements for the admission of disabled pupils**, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

Second revision of the SEND Code of Practice April 2014

<http://preview.tinyurl.com/qfuyoao>

Schools admission codes 2012

<https://www.gov.uk/government/publications/school-admissions-code>

Staffordshire guidance <http://education.staffordshire.gov.uk/Pupil-Support/School-Admissions/Admissions.aspx>

Reviewed: Autumn 2016

Next review date; Autumn 2017

