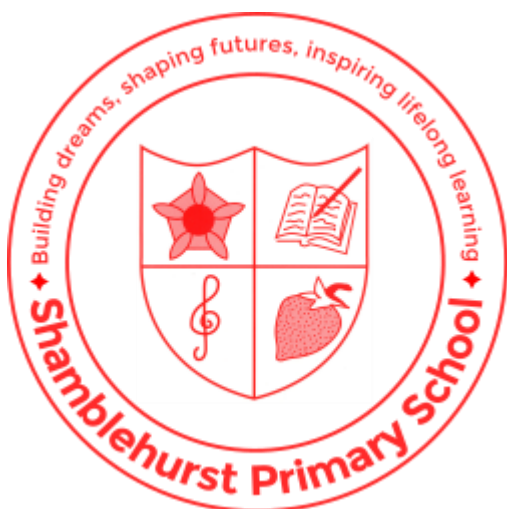


SEND policy and information report

Shamblehurst Primary School 2022-2023



Approved by: Anna Jones

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1. Values

At Shamblehurst Primary School our motto, Together We Can, is strengthened by our values of Respect, Curiosity, Courage and Pride, through which we aim to promote the spiritual, moral, social and cultural development of all our children, helping them to develop an understanding of positive relationships, have courage to stand up for what is right and embrace one another's differences. Our Values are further strengthened by our Vision, which is:

In order to discover the brilliance in everyone we are committed to achieve

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers
- A community that celebrates diversity
- A community of Global Citizens

At Shamblehurst Primary School we believe in an inclusive education, where **all** children receive the help and support they need in order to discover their brilliance! We are able to offer a range of support within the school to ensure pupils are able to make good progress. This includes academic programs as well as emotional and behaviour support. Our school building is accessible to children with a physical disability and we ensure that equipment is accessible to all children regardless of their needs. At Shamblehurst, we are always happy to meet parents to discuss individual access requirements.

2. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Shamblehurst we aim to:

- identify children with special educational needs as early as possible.
- enable children with SEND to have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- ensure effective communication within school and with outside agencies.
- ensure a positive, working partnership with parents.
- ascertain the views and wishes of the child and encourage participation in all decision-making processes.
- acknowledge that all children are individuals and as such will learn key skills and concepts at different rates. Some children may need to revisit this learning in order to successfully show understanding.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENDCo

The SENDCo is Mrs Philippa Burrell. Mrs Burrell works on Mondays, Tuesdays and Thursdays.

Mrs Burrell can be contacted via the school office on 01489 782342 or emailed at the following address:

philippa.burrell@shamblehurst.co.uk

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Use qualitative data to monitor and track progress for pupils with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Reviewing and updating SEND local offer on the school's website
- Support transitions for pupils with SEND on entry to the school, as they move through the school and when they transition to another placement.
- Work with curriculum leaders and teachers to ensure that pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- To contact parents of children with SEND, if self-isolating or working remotely, to check in and to monitor that the work set meets the pupil's needs
- To liaise with teachers if concerns have been raised with the level of work
- To offer parents support and advice on how to support their child at home
- To signpost parents to external support where necessary
- Use social distancing measures when meeting parents or outside agencies face to face
- To use Zoom or other remote platforms to meet with parents or outside agencies who are unable to come into school

5.2 The SEND Team

There are 4 members of the SEND team:

- Mrs Burrell – Special Educational Needs and Disabilities Coordinator
- Mrs Curry – Family Support Worker (FSW) and Emotional Literacy Support Assistant (ELSA)
- Mrs Kelly – SEND Learning Support Assistant and SEND coach

The SEND team will:

- To assist the SENDCo to provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- To assist the SENDCo on advising on the graduated approach to provide SEND support

- Provide coaching to colleagues as part of their Continuous Professional Development (CPD)
- To use the Shamblehurst Referral/Support Forms to identify where support is needed and to implement any actions identified
- To support the SENDCo to ensure accurate record keeping
- To provide feedback to staff, parents and pupils
- To undertake 1:1 or small group work with pupils when a need has been identified
- To observe pupils in class to monitor provision and to support colleagues in providing High Quality First Teaching.

5.4 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.5 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

5.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Use the Assess, Plan, Do, Review documents (See Appendix 1) to outline provision and to track progress and to measure impact. These must also be shared with parents at the beginning of each term, ensuring that progress on the previous APDR is discussed as well as new targets being set out.
- Meet parents of children with SEND an additional 3 times per year in addition to parents evening to discuss Assess Plan Do Review documents.
- Keep Individual Behaviour Plans (See Appendix 2) up to date where applicable.
- Keeping their class SEND files up to date
- Ensuring that learning set on SeeSaw or any other remote learning platform is matched to individual pupils' needs, ensuring that the needs of pupils with SEND are met.

All teachers must adhere to the SEND Code of Practice with Chapter 6 being a particular focus.

SEND Code of Practice (DfE, 2014)

- 6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or specialist staff.
- 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

6. SEND Support

6.1 The kinds of SEND that are provided for

Our school currently provides additional provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition (ASC), speech and language difficulties such as language delay or language disorder
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, emotionally based school avoidance (EBSA), gender dysphoria
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia, cerebral palsy

6.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress, under achievement and low attainment will not automatically mean a pupil is recorded as having SEND. These children will be tracked and monitored through the Additional Inclusion Register. They will also be monitored through regular Pupil Progress meetings to ensure they receive Quality First Teaching to make progress. We will identify how to support, motivate and challenge them.

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

The SEND register is continually updated and reviewed and issued to staff half termly. The most up to date version of the SEND register will always be available electronically to staff as it is continually reviewed.

Early Years identification and intervention is a priority.

Reception Year will use the following for identification and assessment:

- The views of the child
- Parental concern
- Teacher or LSA concern
- Foundation Stage Profiles
- Previous records from the previous setting including
 - External Agency identification
 - Teacher assessment
 - Hampshire SEND criteria
- Dyslexia Screening
- Speech and Language Link screening
- Reception Baseline Assessment

Home visits, pre-school visits and Transition Partnership Agreements (where applicable) will be used to gather information about a child through discussions with the child themselves, parents and other professionals involved.

Years 1-6 will use the following for identification and assessment:

- The views of the child
- Parental concern (through parents evening or informal discussions)
- Teacher or LSA concern
- Hampshire SEND Criteria
- Assess, Plan, Do, Review documents
- Dyslexia Screening
- Speech and Language Link assessment
- Expertise from Outside Agencies
- Teacher assessment data
- SATs or summative assessment data
- Renaissance data

Diagnostic Testing

We use appropriate tests and share and interpret the results with parents where appropriate. Parents will not be present whilst the tests are administered, as we endeavour to create a relaxed environment whilst testing is in progress.

All Year R pupils will be screened using Speech and Language Link assessment in the Autumn Term. Children identified by teachers or parents with concerns regarding possible dyslexia will undergo a dyslexia screen in the Summer Term. All new entrants and any KS2 pupils, whose progress is of concern will be tested as appropriate.

Year 6 SEND records will be transferred to the Secondary/Special School and there will be discussion between the SENDCo at Shamblehurst and the receiving SENDCo. If necessary, an TPA (Transition Partnership Agreement) will be conducted.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Teachers will meet with parents of children with SEND at the beginning of each term, in addition to the normal parents evening. At this meeting teachers will update parents on their child's progress and what they are currently working on.

We hold a half termly coffee morning for parents and carers to come into school on an informal basis to meet key members of staff, visitors and other parents. Some of these mornings will be SEND specific where we will invite outside agencies or visitors such as the School Nurse or organisations such as Marvels and Meltdowns, SENDIASS etc.

The SENDCo will be available at the designated Parents' Evenings where parents are able to book an appointment. This is in addition to being able to make an appointment via the school office as set out in section 5.1

6.4 Assessing and reviewing pupils' progress towards outcomes

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

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through termly SEND meetings with SENDCo and class teacher as well as regular Pupil Progress Meetings. It may be necessary to change an intervention after reviewing the impact of the current intervention to ensure the pupil is having targeted support that positively impacts their progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Internal Transition:

- Children requiring extra transition will be identified by the SENDCo and/or class teachers. This may be due to having SEND or additional needs such as emotional or social concerns.
- Internal transition meetings (for those transitioning up to the next year group) will take place for identified children in the Summer Term, usually in June or July.
- The current class teacher will arrange a meeting with parents, the receiving class teacher and the SENDCo where appropriate.
- At the meeting the current class teacher will discuss current provision and strategies that are working successfully and this will be documented on a Record of Transition Meeting

document. The completed document will be shared with all attendees and other relevant staff or individuals.

- Individual reward charts, visual timetables, now and next cards, task schedules or anything else individual to that pupil will be handed up to the next teacher ready to start the new academic year.
- A photo transition booklet and social story will be made for each identified child showing their new classroom and key members of staff.
- If children with SEND move to another school, the SENDCo will liaise with the receiving school's SENDCo to handover key information.

Year 6 Transition

- All children are able to attend an induction day and settling in sessions at their receiving school.
- Those children who work with an additional Learning Support Assistant will be supported by this adult on their school visit where appropriate to aid their transition.
- For children identified with additional emotional needs or children who require further support with their move to Year 6, they will be put forward for a series of sessions with our school ELSA.
- These ELSA sessions will involve extra visits to the receiving school and work on sense of self, resolving worries, coping strategies and organisation.
- The SENDCo from the main receiving school will visit Shamblehurst and meet with our SENDCo alongside Year 6 teachers to discuss each child on SEND register and Additional Inclusion Register. This is to discuss provision and strategies and to share key documents.
- All Year 6 SEND files will be sent to the receiving school before the school summer holidays.

6.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The first level of support is from the class teacher, who will ensure all children, including those with SEND are well supported through Quality First Teaching. This ensures teaching is building on what the child already knows, carefully checking their progress and planning extra support where needed, all within the classroom. Different methods of teaching are in place so that children with SEND, are fully involved in learning within the class and are able to make sustained progress.

In addition to Quality First Teaching, the class teacher may organise extra group support. These are often called 'intervention' or 'booster' groups. This type of support is available for children who have specific gaps in their understanding. These groups are run by teachers or learning support assistants (LSAs) outside of 'normal' lesson times.

For some children, more personalised support is required on a 1:1 or small group intervention basis. The school has a range of 1:1 and group support programmes available, including for those with speech and language needs, learning needs or emotional and/or behavioural needs. All LSAs implementing these programmes are trained on the specific techniques and there is always a pre and post assessment to monitor the impact of the programme for your child.

Below are some of the programmes of intervention we provide:

- Little Wandle phonics programme
- Precision Teaching
- Paired Reading
- SOS Spelling

- Cued Spelling
- Narrative Therapy
- Language Link intervention
- Core Concepts
- ABC Programme
- Clever Bodies
- Success at Arithmetic
- Power of 2 maths
- SIDNEY (Phonological Awareness Programme)
- Lego Therapy
- Sensory Club
- 5 minute box
- 1:1 Speech and Language programmes
- National Outdoor Learning Award

6.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example by:
 - Grouping
 - 1:1 work
 - teaching style
 - content of the lesson, etc.
 - revisiting concepts
 - overlearning key concepts
 - consolidating
 - scaffolding
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, writing slopes, wobble cushions, timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Shamblehurst complies with all relevant accessibility requirements, please see the school **accessibility plan** for more details.

6.8 Expertise and training of staff

Our SENDCo has 8 years of experience in this role and has worked in mainstream education for 11 years. Previous to this, she worked as an Assistant Psychologist at a Special School for children and young people with Autistic Spectrum Condition.

She has completed her National Award for SEN Coordination through the University of Winchester.

The SENDCo is allocated 3 days a week to manage SEND provision.

We have a team of 31 learning support assistants (LSAs). Most of our LSAs are trained to deliver specific SEND provision.

LSAs receive training every 3 weeks linked to whole school Continuous Professional Development (CPD).

Currently we have 1 LSA who specialises in Emotional Literacy Support and 1 LSA who specializes in supporting pupils with challenging behavior and complex SEND needs.

6.9 Evaluating the effectiveness of SEND provision

The delivery of the curriculum to children with SEND will be monitored under the school's Monitoring Policy.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through regular SEND meetings and Pupil Progress Meetings.
- Monitoring by the SENDCo
- Holding annual reviews for pupils with Education, Health and Care plans
- Learning walks by the SENDCo and other members of the Senior Leadership Team
- Half-termly tracking of progress by class teachers and the Senior Leadership Team.
- Book Looks are undertaken by the SENDCo and Senior Leadership Team
- Using pupil questionnaires
- Each term, the SENDCo will provide information to the Governing Body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that Governors are kept up to date with any legislative or local policy changes.
- The SENDCo will meet with the SEND Governor on a termly basis to discuss current SEND practice and concerns. The SEND Governor will lead Governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

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

All of our extra-curricular activities and school visits are available to all our pupils. We work closely with Hedgehogs, our before and after school club provision to support pupils with additional needs to attend and to ensure their needs are met.

All pupils are encouraged to go on our school day trips and residential trip(s). We work with families to ensure trips are as accessible as possible and encourage all children to participate.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

6.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Shamblehurst Primary School have been following the guidance from the Wellbeing Award for Schools to create a mental health and wellbeing action plan to support pupils, parents and staff to maintain good mental health and wellbeing.

- The SENDCo undertook and completed training to become the school's Senior Mental Health Lead.
- In school we have a Wellbeing Team who meet fortnightly, which is overseen by an experienced teacher.
- Shamblehurst are undertaking the National Outdoor Learning Award led by our Forest School leader and supported by the SEND team.
- Our Emotional Literacy Support Assistant (ELSA) completes programs with children, developing their emotional and social skills as part of weekly sessions or on a 'light touch' basis.
- Games Club takes place during play times and lunch times to support children with developing social skills to enable them to transfer these skills onto the playground when playing independently.
- In line with our behavior policy the SENDCo and SEND specialist LSA run a Reflection Room at lunch time which supports restorative practice.
- We work closely with any agencies that can offer further support with regard to children's emotional and social needs, such as the Primary Behaviour Support team and Educational Psychologist, and can access a counsellor for KS2 children with more complex issues.
- Pupils with SEND are encouraged to take part in our Pupil Voice and our Buddy programme, where pupils support other pupils on the playground at playtimes and lunch times.

We have a zero tolerance approach to bullying which includes all types of bullying including gender related bullying.

6.12 Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Shamblehurst Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils identified as having SEND. Parents are consulted before an outside agency is contacted. The SENDCo is the designated person responsible for liaising with external support services.

The external support services accessed by the school include:

- Children's Therapy Team including Speech and Language Therapist, Occupational Therapist, Physiotherapist
- Primary Behaviour Service
- Shepherd's Down Outreach
- Wolverdene Outreach
- Specialist Advisory Teachers for example, Hearing Impairment Advisory Service, Visual Impairment Advisory Service, Communication and Language Team, Physical Disability Advisory Service
- Childhood and Adolescence Mental Health Service (CAMHS)
- Educational Psychology
- Health professionals for example the School Nursing Team, Community Nursing Team
- KS2 Counsellor

The help available to the school from these services is as follows:-

- Offer advice to teachers with regard to teaching techniques and strategies, classroom management and curriculum materials, support for curriculum development, direct teaching or practical support
- To undertake child observations within the classroom context.
- To undertake assessment of children for a specific purpose.
- To provide in-service training.
- To support and offer advice to the family.
- Attendance at coffee mornings to offer advice and support for parents

7. Complaints

7.1 Complaints about SEND provision

If a parent/carers wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation. If the issue cannot be resolved, the parent/carers can submit a formal complaint to the Headteacher in writing or any other accessible format. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the School Office.

7.2 Contact details of support services for parents of pupils with SEND

'Hampshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers. We do this by providing timely confidential, impartial information, advice and support through our online resources, at events and workshops, via our helpline service and through individual casework.

Hampshire SENDIASS is provided by Core Assets Children's Services, part of a leading Children's Services Group with over 24 years of experience in supporting children, young people and their families to build brighter futures.'

Phone 08081645504

Email: info@sendiasshampshire.co.uk

Website: <https://www.hampshiresendiass.co.uk/>

7.3 The local authority local offer

Our local authority's local offer is published here

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

8. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Single Equalities Policy
- Supporting pupils with medical conditions