



Blue Hills Federation



SEND POLICY

Autumn 2024

The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary’s Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term ‘Blue Hills Federation’ within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

Our Vision

Proverbs 22:6 - Good News Bible

‘Teach children how they should live, and they will remember it all their lives.’

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness;
Friendship and Family; Perseverance and Resilience

Review Date: Autumn 2027

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1. Our Aims

Blue Hills Federation is made up of Clunbury C of E Primary School, St Mary's C of E Primary School (Bucknell) and Newcastle C of E Primary School.

We are inclusive schools which encourage all pupils to achieve their potential through support, challenge and personalised intervention programmes where required (additional support planned to help a child's needs). We make every effort to ensure that all children are fully integrated into the life of our school. Within our schools, we aim to recognise strengths as well as areas where support is required and insist that all children are involved and included in all aspects of our broad and active curriculum. We promote a caring, child centred culture of co-operation between parents, schools, external agencies to support any child with SEND to achieve their full potential. We respect and support the differing needs of families such as linguistic, communication or disability barriers. We are supported by the Local Authority to meet the needs of pupils with special educational needs and disabilities in our mainstream settings, wherever possible and where families want this to happen.

Our SEND policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs and/or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report This policy also complies with our funding agreement.

3. 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.

4. Roles and responsibilities

4.1 The SENDCO (Special Educational Needs and Disability Coordinator) is Sally-Anne Jones.

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 SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the schools' delegated budgets and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, 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.

4.2 The SEND governor is Anne Gledhill

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability 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.

4.3 The headteacher is Anna Cook

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 SEN and/or a disability.

4.4 Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants 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.

5. Our Practice

5.1 The kinds of SEND that are provided for

Our schools provide additional and/or different provision for a range of needs across the four broad areas of needs although we recognise 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 overtime.

1. Communication and Interaction, for example: speech and language difficulties, autistic spectrum disorder.
2. Cognition and Learning, for example, dyslexia, dyspraxia, processing difficulties.
3. Social, Emotional and Mental Health Difficulties, for example, attachment.
4. Sensory and/or Physical Needs, for example, visual impairments, hearing impairments.
5. Disabilities of any kind.

5.2 Identifying pupils with SEND and assessing their needs

Early identification assessment and intervention are recognised as the key to meeting the needs of individual children.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer through the following graduated support pathway:

Wave 1 Provision - Class teacher provision also known as high quality teaching (offer for all pupils). For a child this would mean:

- That the teacher has the highest possible expectations for a child and all pupils in their class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place so that a child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside professionals) are in place to support a child to learn.

All children in our schools should be getting this as a part of excellent classroom practice.

Wave 2 Provision - This means the class teacher has identified a child as needing some extra support in school. This is often referred to as an intervention.

- He/she will engage in 1:1 or group sessions (run in the classroom or outside of the classroom) with specific targets to help him/her to make more progress.
- A teaching assistant/teacher (who has had training) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Wave 3 Provision - It is at this point that a child will be put on the school's SEND Support Register (SSR). This means the class teacher and SENCo have identified a child who requires more intensive support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone. This support may be informed by Specialist Advice such as:

- The Woodlands School Outreach Specialist Teachers Service.
- Local Authority central services.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

Provision:

- More specialist input instead of, or in addition to quality first teaching and intervention groups.
- Termly parental meeting to discuss the child's progress and help plan possible ways forward. This includes taking into account parental and pupil views.
- The school will act on the advice and recommendations of specialist professionals as appropriate, which may include:
 - Making changes to the way a child is supported in class for example, some individual support or changing some aspects of teaching to support them better.
 - Support on specific targets which may include interventions and sessions with the specialist.

Wave 4 Provision - This type of support is available for children whose learning needs are complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by the class teacher, SENDCo, specialist

teacher and the Local Authority EHCP Panel as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Provision:

- The EHCP will outline the type of provision a child should receive and how the support should be used and what strategies must be put in place. It will also have long term goals/outcomes for the child. Additional financial support for the school is provided to enable this.

5.3 Consulting and involving pupils and parents/carers

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'/ carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

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

5.4 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 (when developmentally appropriate).
- Assessment and advice from external support services, if relevant.

The assessment will be reviewed regularly (at least termly).

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.

5.5 Transitions: Supporting Pupils Moving Between Phases, Classes and New Settings

We recognise that transitions can be difficult for a child with SEND and so we take steps to ensure that any transition is as smooth as possible. If a child is moving to our/another school at Year 6 or at other times:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is needed to be made for the child.
- We will make sure that all records about the child are passed on as soon as possible.

- Where possible, we will invite the secondary SENDCo to attend reviews in the year before the child moves. This will give everyone an opportunity to liaise well in advance. If the child needs additional familiarisation visits before they move, we will support this being arranged. Where possible the child will visit their new school on several occasions and, in some cases, staff from the new school will visit the child in this school.
- At Year 6 all children carry out focused learning about aspects of transition to support their understanding the changes ahead. If a child needs additional support in this area, this can be arranged.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- If the child needs additional familiarisation with the new class before they move this can be arranged.

5.6 Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step (Wave 1) in responding to pupils who have SEND. This will be differentiated for individual pupils. Our graduated support pathway then follows if required. When pupils are on step 2 (Wave 2) or on the SEND Support Register, a 'Child Centred Plan' (CCP) will detail the targets, support and interventions. This may be within the class; in a group or on a 1:1 basis.

5.7 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.
- Making reasonable adaptations/adjustments to our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key concepts or vocabulary, reading instructions aloud, overlearning opportunities etc.

5.8 Expertise and training of staff

- The SENDCo supports the class teacher in planning for children with SEND.
- The school operates ongoing training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training and individual training. Our school is committed to training staff to meet needs of children as they arise.

5.9 Evaluating the Effectiveness of SEND Provision

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

- Teachers reviewing the impact of interventions continually and making adaptations as required to support children to progress.
- Talking to pupils (when developmentally appropriate).

- Monitoring by the SENDCo.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Communicating at least once termly with parents.
- Formally reviewing pupils' individual progress towards their goals each term in conjunction with the child, the teacher/s, the SENDCo, and the parents

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

- All our extra-curricular activities and school visits are available to all our pupils, including breakfast and after-school clubs where we would make reasonable adjustments to ensure fair access.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

5.11 Support for improving emotional and social development

It is important to us that children with SEND are supported socially and emotionally throughout the school day. We have an inclusive school ethos that values children and celebrates all kinds of achievement. The following practices support us in achieving this:

- Behaviour and Anti Bullying Practice and Policy.
- Contact with specific outside agencies such as NSPCC.
- Liaison with the School Nurse.
- Outside professional agencies for social and emotional mental health.
- Personal, Health, Social and Emotional Curriculum.
- Quiet areas

5.12 Working with External Agencies

If, following assessment and review, it is identified that external advice is needed to help us meet the needs of the child, we may engage services as appropriate. Parents are always liaised with and permissions sought. When appropriate, parents will be invited to meet any specialist agency at the school to discuss their child's needs. Following the advice, we may purchase or borrow resources as necessary. Agencies we engage with include the following:

- Speech and Language Therapy
- Independent Specialist Teachers (Woodlands Outreach)
- Educational Psychology Service
- School Nurse
- Occupational Therapy
- Physiotherapy
- Sensory Inclusion Services

5.13 Procedures for SEND Provision Concerns:

We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher in the first instance then liaise with the SENDCo, the head teacher or SEND governor and a response will be made as soon as possible. Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish which is available for Shropshire and Powys residents.

6. Monitoring Arrangements

The Senior Leadership Team and Governing Body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year. The SENDCo, senior leadership team and class teachers monitor classroom practice and analyse tracking data and test results to identify value added data for pupils with SEND.

SEND continues to be a fundamental part of our schools' self-evaluation and a priority in the School Development Plan.

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