



SEND POLICY AND INFORMATION REPORT 2022-23

Potter Street Academy
Part of the Passmores Co-operative Learning Community

SEND Policy and Information Report

2022-2023

Potter Street Academy



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1. 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

Introduction: Our SEND Statement

Our mission is to inspire children to set and achieve their own high aspirations.

We are an inclusive school serving families from the local community, and is part of the Passmores Co-operative Learning Community (PCLC) Academy Trust with Purford Green Primary School, The Downs Primary School and Passmores Academy. We believe that every child is entitled to a high quality education delivered at a level appropriate to their needs regardless of sex, disability, race, gender or social and cultural background. Every teacher at Potter Street is a teacher of pupils with SEND (Special Educational Needs) and therefore teaching such children is a whole school responsibility. Where a child has a recognized special need we will make all reasonable adjustments to accommodate their needs in school. Teachers are responsible and accountable for the progress and development of all pupils in their class including pupil's with SEND. Teachers will have high expectations of pupils with SEND and we strive to support all children to enable them to achieve their full potential in all areas of the curriculum. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and/or carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. The first step provision for pupils who may have SEND is through high quality class teaching, adapted appropriately for individual pupils. We also work with a range of other professionals to make sure that all children receive the support they need to achieve their full potential.

Admission to the school for pupils with Education Health and Care plans is through the West Essex Statutory Assessment Service. A consultation process takes place and, if the school is deemed able to provide appropriate provision, is 'named' on the statutory paperwork. All pupils identified as needing Additional Intervention Support come through the general admission process in line with our Admissions Policy.

Compliance

Potter Street Academy makes provision for our students with SEND in accordance with the

- *SEND Code of Practice [2014];*
- *SEN and Disability Act [amended 2001],*
- *Children and Families Act (2014)*
- *Index for Inclusion [updated 2001]*
- *Equality Act (2010)*
- *Schools SEND and Information report regulations*
- *Essex Local Offer*
- *Statutory Guidance on Supporting pupils at school with medical conditions*
- *Safeguarding policy*
- *Accessibility Plan*
- *Teacher's Standards*

Aims and Objectives of this Policy

The aims of Potter Street SEND Policy are:

- To ensure that the special educational needs of children are identified, assessed and provided for
- To provide curriculum access for all pupils with SEND
- To make reasonable adjustments that are feasible so that disabled pupils are not put at a substantial disadvantage.
- To provide pupils with the skills to reach their full potential
- To meet individual needs through reasonable adjustments and a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all pupils with SEND and ensure that staffing deployment, resource allocation and choice of intervention is leading to good progress and learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- 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.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- To ensure that parents are informed of their child’s special educational needs and provision, and that there is effective communication between parents and school

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- Teachers respond to children’s needs by:
 - Providing support for children who need help with communication, language and literacy;
 - Planning to develop children’s understanding through the use of all available senses and experiences;
 - Planning for children’s full participation in learning, and in physical and practical activities;
 - Helping children to manage their behaviour and to take part in learning effectively and safely;
 - Helping individuals to manage their emotions (through individual discussion or class circle time), particularly trauma or stress, and to take part in learning;
 - Promoting positive mental health and wellbeing with a Growth Mindset

2. Legislation and guidance

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014)
- It complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents and 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, SEN coordinators (SENCOs) and the SEN information report
- Ofsted Section 5 Inspection Framework September 2019
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Keeping Children Safe in Education 2016

3. Definitions

The term 'special educational needs' has a legal definition. Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Some children have physical disabilities which impact on their education. These children may need extra or different provision from that given to other children of the same age.

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities (SEND).

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 that 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**' (*Equality Act 2010*)

Children with SEND may need extra help because of a range of needs, such as thinking of understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech, language and communication or how they relate to, and behave with, other people. 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 Inclusion Leader/SENCO

The Inclusion Leader/SENCO is Ms. Kim Littlechild; a member of the Senior Leadership team with the NASENCo Award and extensive experience of Special Educational Needs. In line with the recommendations in the SEND Code of Practice 2014, the Inclusion Leader/SENCO will oversee the day- to-day operation of this policy in the following ways:

- Work with the head teacher and SEND governor to determine the strategic development of the SEN 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; implementing a programme of Annual review.
- Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support

- Provide professional guidance to colleagues and work with staff, support staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support, training and high quality teaching
- Advise on the graduated approach to providing SEND support
- 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 head teacher 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, detailed analysis and monitoring of all pupils with SEND up to date
- Regularly evaluate the impact and effectiveness of all additional interventions for pupils with special educational needs
- Liaise and consult sensitively with parents and families of pupils on the SEND register as required, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attend area SENCO network meetings and training as appropriate.

4.2 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 and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO 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 and/or a disability
- Analyse the whole-school intervention tracking system
- Carry out pupil progress meetings with individual teachers
- Hold regular meetings with the SENCO
- Carry out discussions and consultations with pupils and parents as appropriate

4.4 Class teachers

Each class teacher is responsible for:

- High Quality Teaching to enable the progress and development of every pupil in their class

- Effectively deploying and 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 Inclusion Leader/SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs. The Code of Practice (2015) refers to four broad areas of need:

- **Communication and Interaction:**

These children have a difficulty in communicating with others. For example, those diagnosed with autistic spectrum disorder and speech and language difficulties.

- **Cognition and Learning:**

These children with learning difficulties will learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs from moderate learning (MLD) to children with Profound and Multiple Learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health**

These children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, or eating disorders. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

- **Sensory and/or Physical Needs,**

These children may require special educational provision because they have a disability that needs specialist support and/or equipment. For example, those with visual impairments (VI), hearing impairments (HI), and multi-sensory impairment (MSI).

5.2 Identifying pupils with SEND and assessing their needs

We recognize there is a 'continuum of special educational needs' within the above areas. As a result we are committed to early identification of SEND and adopt a graduated response to meeting SEND needs in line with the Code of Practice 2015. 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

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 SEND.

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.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment and background. We pay close attention to the provision for, and the achievement of, different groups who are not necessarily children with SEND but with a variety of possible needs:

- Attendance and punctuality;
- Health and welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium;
- Being a looked after child;
- Being a child of a Serviceman/woman;
- Young carers;
- Any learners at risk of disaffection or exclusion.

A Graduated Approach

STAGE 1: Well-differentiated Quality First Teaching, including, where appropriate, the use of small group interventions.

All learners will have access to High Quality teaching/Quality First Teaching.

- All learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.
- All learners with SEND have their interventions tracked and monitored. This enables the school to:

Plan strategically to meet pupils' identified needs and track their provision; Audit how well provision matches need; Highlight repetitive or ineffective use of resources; Cost provision effectively; demonstrate accountability for financial efficiency; Demonstrate to all staff how support is deployed

- Inform parents, LA, external agencies and Ofsted about resource deployment

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "Wellcomm" assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, planning, action and review.)
- following up parental concerns,
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer,
- information from previous schools,
- information from other services,
- Tracking and monitoring interventions to clearly identify pupils receiving additional SEND support from the school's devolved budget or in receipt of High Needs funding. Intervention monitoring is updated half termly.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Using the Essex Provision Guidance Toolkit and the more recent Essex Ordinarily Available guidance to assess individual additional needs and to support quality first teaching.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Use of whole school provision map (see Appendix 1)
- Use of Essex Provision Guidance
- Evidence based approaches to addressing needs (this may include targeted group work, 1:1 support or time limited interventions)
- Learning partners
- Pupil progress meetings
- One plan review meetings

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Discussions with teaching staff
- Classroom observation by the Inclusion Leader/SENCO, senior leaders and subject leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny on a termly basis.
- Scrutiny of planning.
- Pupil progress meetings.
- Informal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring progress and targets, of One Plans, evaluating the impact of provision on pupils' progress.
- Attendance records and liaison with Educational Welfare Service.
- Termly Inclusion Leader/SENCO report to parents and governors.

Stage 2 Additional SEND Support:

Our approach to ensuring children's SEND Needs are met is as follows:

- Children are placed on our SEND register so their provision and support can be effectively tracked and monitored.
- Pupils will be offered additional SEND support, via reasonable adjustments, when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- All children in receipt of additional SEND Support will have a One Page profile and/or a short term plan known as a 'One Plan'.
- Our One Plans will only record information which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
- Our individual One Plan meetings are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended. We use a graduated response following an 'assess, plan, do, review' cycle.

- Implementation of advice, reviews and visits from Outside Specialist SEND Services if involved (e.g. Education Psychologist. Speech and Language, Inclusion development Partner etc.)
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support but their progress will continue to be monitored to ensure their needs are met appropriately.

Stage 3 High Needs/Education Health Care Plan:

- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Essex Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a short-term action plan, known as a One Plan, is required.
- We ensure we meet the statutory requirement for delivering provision for children with Education, Health and Care Plans.

5.3 Consulting and involving pupils and parents

At Potter Street, we believe that parents/carers are an integral part of meeting the needs of the children and as a result we are committed to working in partnership with all parents/career. 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' and child's 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 notify parents when it is decided that a pupil will receive SEND support.

At Potter Street we ensure children's involvement at every stage of their learning. The pupil voice is vital to the improvement and well-being of our learners and we aim to be good listeners. We have different ways of gathering and assessing what or pupils say or feel about being in our learning community.

- We consult with our pupils through the Education Health and Care Plans (EHCP) Annual reviews and One Plan review meetings
- The School SEND Governor consults with SEND pupils through pupil perception interviews and other Governors consult with pupils, including SEND pupils, on a range of other relevant matters
- The Student Council enables student concerns or views to be shared with Senior Leadership
- Individuals are able to talk or disclose to any staff concerns or worries they have and these will be followed up through the schools established procedures.
- Regular survey of learner's views and attitudes are conducted and collated by the Senior Leadership team for action

- Each learner provides feedback through their response to marking.
- All pupils have opportunities to learn how to articulate their wants and needs through PSHE sessions and support from a Learning Mentor.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the Inclusion Leader/SENCO 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
- Additional assessments that analyse any specific needs
- Advice from external support services, if relevant

A 'One Page Profile' or a 'One Plan' will be created to decide upon the targets needed in order for the child to make progress in their particular area/s of need. The plan will be reviewed regularly; at least three times per year.

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding; An Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

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.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it may be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that their needs may be more suitably met within a Specialist Placement. A careful assessment of the needs of each pupil would take place in constructive conversation with parents and other agencies.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

We have plans in place to support the transition of all pupils including SEND pupils between phases.

Transition to EYFS from Pre-school: We have an induction programme for all new intake pupils, including visits, a phased start and home visits. During this time pupils with special needs are identified in partnership with feeder preschools and parents and additional arrangements are made to suit their needs.

Transition through the school: During the last two weeks of the summer term 'Change over' takes place in the new class with the new teacher. Teachers also provide information, assessment data and books for receiving teachers including children receiving intervention work and outcomes of these programmes.

Transition to Passmores Academy: Since we are a member of the Passmores Cooperative Learning Community most of our year 6 transfer to this school. Our year 6 team work together with the Passmores transition team, meeting and passing on information and records during Year 6. A programme of events and lessons are designed to make a smooth transition into our partner secondary school. Additional visits are arranged as needed for those who would benefit e.g. during lunch-times. Those pupils with an EHC Plan will have a Transition Review Meeting to discuss transition provision. The child, parents, Class Teacher, SENCo and members of the Passmores school SEND team will be present at this.

Transition to other Placements (Secondary and Specialist): The relevant Year Group Team and Inclusion Team work closely with the transition teams of the receiving school. Additional visits are arranged where appropriate, an information handover takes place and individual adjustments and resources are agreed with all stakeholders to ensure a successful transition. Those pupils with an EHC Plan will have a Transition Review Meeting to discuss transition provision. The child, parents, Class Teacher, SENCo and members of the receiving school SEND team will be present at this.

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 in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions according to the needs of the child such as:

- Precision monitoring; EPS maths; WELLCOMM; targeted phonics; mentoring and specific speech and language programmes.

5.7 Adaptations to the curriculum and learning environment

In order to continue raising standards the school believes in early intervention work. Through the identification of individual and group needs, adjustments are made to the school development and improvement plan and funding for resources to meet these needs is identified and made available. 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.
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specialist resources such as reading intervention programmes for reluctant readers at different ages are available. We also have a range of equipment such as easy grip rulers, tri-faceted pencils, dyslexia friendly coloured overlays, sit and move cushions and writing slopes.
- Our school is also fully accessible for children with physical needs as we are equipped with: two disabled toilets, access to the school via ramps, a lift for access to both halls and to the reception area. (See separate Accessibility Plan)

5.8 Additional support for learning

We have a number of Learning Support Assistants who are trained to deliver a range of interventions as detailed above.

Learning Support Assistants can support pupils on a 1:1 and/or small group basis according to need and outcomes set out in individual One Plans or EHCP's

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist (EP)
- Essex Inclusion Partner
- Physiotherapy,
- Occupational therapy,
- Speech therapy,
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Specialist teacher colleagues

These are all funded by Essex County Council through the delegated budget or EHC plan. These agencies support us to ensure the school staff have the necessary skills and programmes to positively affect student progress and development. They also ensure that equipment and the learning environment is adapted and appropriate to support the learner's access to the curriculum.

5.9 Expertise and training of staff

Our Inclusion Leader/SENCO, Kim Littlechild, is a senior member of staff and has extensive experience with SEND. She has the NASENCo Award and over 20 years' experience of working with children aged 0-18 with SEND. In addition to working in schools, she has worked in an Advisory capacity for children with a range of SEND; co-produced the DFE Early Years SENCo Award; Devised and delivered a range of training programmes on SEND for Teachers and Support Staff in schools: contributed to Eastern Region SEND partnerships and managed a team of Local Authority Specialist SEND Teachers.

Teaching staff and all support staff (Learning Support Assistants and Inclusion Team) are constantly updating their skills through a programme of continuing professional development (CPD) linked with our school's development plan. This indicates school priorities and individual training plans and throughout the year staff undergo training both in school, on training days and after school sessions, as well as at a variety of training venues where external providers add to the range of expertise that staff can access.

All support staff adhere to a set of Standards which promotes best practice and is used as a framework for annual appraisal. Annual performance for all staff is used to identify training needs. As well as supporting in the classroom, some support staff have additional training in literacy development, intervention phonics and reading programmes for reluctant readers and maths booster sessions.

All school staff have annual training in safeguarding and new teaching staff complete a comprehensive induction programme.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff receive up to date SEND training each academic year. Such training may focus on Speech and Language, Reading, Writing, SEMH or physical needs and reasonable adjustments.

5.10 Evaluating the effectiveness of SEND provision

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

- Learning Walks and Book Scrutiny
- Observations and audits

- Reviewing pupils' individual progress towards their steps to outcomes each term
- Reviewing the impact of interventions after 6-12 weeks (according to the intervention)
- Using pupil and staff questionnaires
- Monitoring by the Inclusion Leader/SENCO and SLT
- Using provision maps, outcomes of One Plans, intervention monitoring systems and assessment systems such as B-Squared and the 7 Aspects of Engagement (national launch date Sept 2020)
- Holding annual reviews for pupils with Education, Health and Care plans

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

A thorough risk assessment and access plan is conducted where needed.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

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.

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

5.12 Support for improving emotional and social development

At Potter Street we have learning mentors and counsellors who work closely with identified pupils to improve their social and emotional needs.

In addition to PSHE lessons, we provide specific support for pupils to improve their emotional and social development in the following ways:

- Partnership working with parents/carers and outside agencies as appropriate
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to learn and use the school values to promote teamwork/building friendships/resilience and cooperation.
- Support from the school Learning mentor who provides a nurturing environment to enable children to discuss and explore their feelings or worries.
- Access to daily lunchtime Wellbeing Hub/Nurture Lunch/Counselling drop in according to need
- Pupil health and Wellbeing Champions
- Invitation to Nurture Breakfast according to identified need
- We have a zero tolerance approach to bullying and racism.

5.13 Working with other agencies

We, the school and governors, value every child and family which make up our school community. We promote a partnership model working together with outside agencies and the family to support a child's needs. Through early interventions we aim to ensure that all of our children, regardless of need or ability, feel successful and valued.

We believe in informed choice, and we want information to be available to allow young people and their families to know what their choices are and to respect them when they are made.

A SEN governor is identified each year to work with the school, to feedback to the governing body and ensure that this is so.

5.14 Complaints about SEN provision

It is natural that parents may, from time to time, be concerned about some aspect of their child's education or welfare at school. We welcome enquires from parents and are confident that, in the vast majority of cases, we can reassure you by explaining our policies and practices, and how they affect your child.

Wherever possible, we prefer to resolve any concerns informally so if you have any concerns at all about your child's education or welfare at school, please speak to your child's class teacher in the first instance through a letter, phone-call or in person. We aim to resolve any issues swiftly, coming to a mutual understanding and agreement.

If you are still concerned contact the Inclusion Leader (Ms. Kim Littlechild) via the school office to arrange a meeting or by phoning 01279 866504 to agree a way forward.

If you are still not satisfied, the school office can arrange an appointment to discuss your concerns with the Head-Teacher. We will then explain what action we can take to help to resolve the problem.

From time to time, situations can arise where parents feel that they must state their concern more formally. If this is the case you will need to refer to the Complaints Policy. This policy can be found on our website: <http://www.potterstreetacademy.com/>

Should none of these stages resolve your complaint then you can contact the Local Authority who retains responsibility for your child's education and the educational part of an EHC Plan. They can be contacted through Essex SEND Information, Advice and Support Service by e-mail: send.iass@essex.gov.uk or by phone: 03330138913

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 The local authority local offer

Our local authority's local offer is published here: Please consult Essex County Council where information about the Local Offer can be found: <http://www.essexlocaloffer.org.uk>

6. Monitoring arrangements

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

The Local Governing Body are consulted on the Policy and it is ratified by the Trust Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Pupil Wellbeing Policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Intimate care Policy

- Safeguarding

| POTTER STREET WHOLE SCHOOL PROVISION MAP - INCLUSION | | | | |
|--|---|---|---|--|
| WAVES | Cognition and Learning | Communication and Interaction | Social, Emotional and Mental health | Physical and Sensory |
| Quality First Teaching (Wave 1) Effective inclusion of all pupils in high-quality everyday personalised teaching. Approaches like these are the best way to reduce the number of children who need extra help with their learning or behaviour | A use of multi-sensory teaching to support visual, auditory and kinaesthetic learners • Personalised planning of lessons taking different learning styles and needs into consideration • Personalised seating plans • Adapting lessons to ensure each child is clear on the learning objective and how to be successful • Targeted and effective questioning • Guided group teaching with teachers and LSAs • Precise formative and summative assessment • Efficient performance management of support staff • Consistent spelling and reading screening to assess and monitor progress • Visual aids to support learning • Working walls to scaffold day by day learning | | | |
| Additional Support (Wave 2) Specific, additional and often time-limited interventions provided for some children to enable them to work at or above age-related expectations. Often targeted at a group of children with similar needs. | <ul style="list-style-type: none"> • Precision Teaching – Number bonds/Multiplication facts/High Frequency Words/CEW • EPS Maths • Phonological Awareness | <ul style="list-style-type: none"> • Wellcomm • Social skills support/groups (Talkabout/Time to Talk/Socially Speaking) • Speech and Language Group – Language for Thinking/Language Framework • Social Stories/Comic Strip conversations • Talk Boost (due academic year 22-23) | <ul style="list-style-type: none"> • Emotional management/Self-regulation skills support – Learning Mentor • Nurture/Wellbeing support • Self Esteem/Confidence support/groups • Social skills support/groups • Wellbeing ‘check ins’ • Movement breaks | <ul style="list-style-type: none"> • Additional Handwriting support (Teach Handwriting) • Fine motor skills program – group • Gross Motor skills program – group • Sensory adaptations (e.g. ear defenders, fidget cushions, weighted blankets) • Individual Workstation |
| High Needs (Wave 3) targeted provision for a minority of children where it is necessary to provide highly tailored intervention | <ul style="list-style-type: none"> • Additional Phonics • Toe by Toe spelling intervention • EAL support – bespoke (group/individual) • Individualised timetable requiring adult support • Daily reading • SNIP Spelling intervention | <ul style="list-style-type: none"> • Individual Speech and Language (SALT advice) • Attention Autism • Individual visual timetable • TEEACH activities • Individual Communication system (PECS/Objects of reference etc.) • Intensive Interaction Approach | <ul style="list-style-type: none"> • Positive behaviour contract/report • School Counselling service • EHWMS • Risk Management Plan – individualised strategies of support • External agency involvement (EP/GROW provision etc.) • Liaison with Trailblaser-MIND | <ul style="list-style-type: none"> • Auditory Aids • Fine motor skills – bespoke, individual program from OT/Physio • Gross motor skills – bespoke, individual program from OT/Physio • Individual adaptation of learning resources due to sensory impairment (increase font size, braille etc.) • Adult support for physical/sensory/ self-care needs • Adaptive technology (radio microphones etc.) • Specialist Mobility Equipment |

