



Shireland Hall Primary Academy

SEND
Policy/Information
Report 2020-20

Reviewed Summer 2 2019-20



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General Statement/Universal Offer

Continue to provide a relevant, engaging and inclusive curriculum which inspires **World Class Children Leading Learning Together.**

All members of The Elliot Foundation Academies Trust (TEFAT) are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our pupils. We aim to celebrate their successes and to foster their development as independent learners, confident individuals and responsible citizens, in partnership with families and the wider community.



Celebrating Success...

- Ofsted Inspection May 2016:

“Pupils who have special educational needs or disability receive expert attention and support. ... Parents spoken to praised the quality of this support and gave some telling examples of how the school had helped their children to overcome difficulties. Pupils, too, can explain how the school staff have taken the time and effort to find out what they need to help them learn, and have then provided it. The school’s work to support pupils who have special educational needs or disability is highly effective.”

Principles and Procedures



SEND Policy Aims

- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources
- To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- To ensure that all pupils are enabled to enjoy their time in the Academy
- To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources
- To enable full participation alongside other pupils
- To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the academy environment and are enabled to integrate as fully as possible with the academy population having equal opportunities.

Principles and Procedures



SEND Policy Aims (Continued)

- To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014
- To ensure all working practice is kept in line with current local and national policies relating to SEND
- To work in partnership with parents, pupils, educational professionals and external agencies to enable the best possible outcomes for our children
- To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children.

Principles and Procedures



Definition of SEND

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.” **Code of Practice, 2014**

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Clause 20 Children and Families Bill.



What Parents can expect...

Schools have funding from the Department for Education to help them to meet the needs of children with special educational needs and/or disability.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we plan their next steps.
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Implement a range of programmes/interventions to support their individual needs
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from external agencies to help your child make progress.
- Tell you how to get in touch with Sandwell SENDIASS who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think your child needs more support than what school can provide within their delegated SEND budget. This may mean considering the process for an Education and Health Care Plan.
- Offer a parent forum



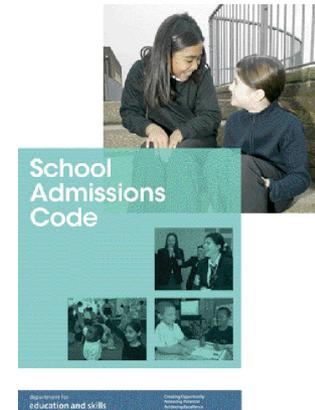
Pupil Voice

Pupil views are very important to us. They are given regular opportunities to:

- **Self assess**
- **Take part in Child Conferences**
- **Attend review meetings (where appropriate)**
- **Suggest possible targets and next steps**
- **Suggest how school can better provide for their needs**
- **Be part of the Junior Leadership Team**

Admissions

Shireland Hall Primary Academy complete their own admissions and comply with the School Admissions Code (2014).





Policies in Support of SEND

We have additional one-page policies in effect in regards to SEND.

- Accessibility Plan (available on our school website: Parents>> SEND>> Federation Accessibility Plan)
- Personal Safety Procedures
- Moving & Handling Procedures
- EYFS SEND Concerns Procedures
- 5 Minute Box Policy

If you require a copy of these policies, please ask a member of staff.

The SEND Leader



The SEND Leader at Shireland Hall Primary Academy is **Whitney Plant**, who has completed 'The National Award for Special Educational Needs and Disabilities Coordination'.

whitney.plant@gbshp.org



The Role of the SEND Leader

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Executive Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date



Role of the Governing Body

Governance Pilot School

Shireland Hall is part of The Elliot Foundation governance pilot for the 2019/20 and 20/21 academic years. This means that the school is being governed centrally by the Operations Group of the Trust (<https://elliotfoundation.co.uk/about-us/who-we-are>) The Local Governing Body is being supported to reconstitute as a Community Council with representation from pupils, parents, staff and wider community. The Community Council will provide local knowledge, understanding and expertise around ethos, vision and curriculum on behalf of the community that the school serves. Please find a link here which shows the flow of accountability, representation and feedback. If you have any questions please contact Jem Shuttleworth, Director of Governance and Policy (jem.shuttleworth@elliotfoundation.co.uk)



Role of the Executive Principal/ Principal

The Executive Principal is responsible for pupils with SEND, keeping the LGB fully informed and working closely with the SEND Leader and SLT to co-ordinate provision.

Identification, Assessment and Review of SEND



- The academy will assess pupils as appropriate to determine their needs and the support required in line with current guidelines.
- The academy will support pupils and their needs when they join the academy with existing special educational needs.
- The academy will work with parents and outside agencies to support pupils with SEND.
- The SEND referral process can be initially triggered by Teacher, TA or parental concern directly to the SENCo by letter, email or written communication.
- Parents and other professionals (external agencies) may also raise concerns via the SENCo, which may also lead to identification of pupils with SEND. The SEND list will be updated to reflect these changes.
- Records of all SEND pupils will be formally recorded on an SEND database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at the academy mid-year, and regularly updated as new information or data becomes available. It will be stored on the staff area of the academy network.
- The SENCo, and if possible / appropriate, the relevant Key Stage leader, will oversee transition involving any pupil with pre-defined SEND. The SENCo will liaise with the parents and external agencies. TAs will play an active role in the transition of new pupils.
- The Academy will regularly report to parents about the progress of their child, including three Parents' Days and one written annual report.

SEND Guidance Criteria



Federation SEND Guidance



The following chart shows attainment guidance thresholds for SEN identification (Standards) at George Betts and Shireland Hall Primary Academies:*

	End of Y1 Working at or below:	End of Y2 Working at or below:	End of Y3 Working at or below:	End of Y4 Working at or below:	End of Y5 Working at or below:	End of Y6 Working towards or below:
SEN Support <i>2/3 yrs or more below age related expectations</i>	By the end of Key Stage 1, pupil is working at or towards: <ul style="list-style-type: none"> • Reading - Pre- Key Stage Standard 4 or Early Reading 3 (<i>Sandwell Learning Ladders</i>) • Writing - Pre- Key Stage Standard 4 or Early Writing 3 (<i>Sandwell Learning Ladders</i>) 		Sandwell Skills Ladders	Y1 curriculum	Y2 curriculum	Y3 curriculum
Consideration for EHCP Assessment	End of KS1		End of KS2			
	Pupil is working at: <ul style="list-style-type: none"> • Reading - Pre-key Stage Standard 3 or Early Reading 2 (<i>Sandwell Learning Ladders</i>) (0.3) • Maths - Early Maths 1 (<i>Sandwell Learning Ladders</i>) or below (-1.6) • Writing - Early Writing 3 (<i>Sandwell Learning Ladders</i>) (0.6) 		Pupil is working at Pre-Key Stage Standard 5 or towards KS1 expected standards in Reading, Writing and Maths.			

(Guidance taken from the Sandwell's SEND Handbook Sept 2019)

If children are achieving below age-related expectations but above the guidance criteria stated above, these children are classified as '**underachieving**' and their needs must be met through quality Wave 1 teaching, appropriate differentiation, additional adult support from Class Teacher/TA and possible withdrawal intervention (Wave 2). These children will be fully discussed during half termly pupil progress meetings.

Provision



We will:

- provide high quality teaching that is differentiated and personalised to meet the individual needs of our children.
- use our best endeavours to ensure that the best provision is made for those who need it.
- ensure our special educational provision is underpinned by high quality teaching.
- know precisely where children and young people with SEN are in their learning and development.
- ensure decisions are informed by the insights of parents and pupils.
- have high ambitions and set stretching targets.
- track progress towards goals
- keep under review the additional or different provision that is made (observations, learning walks, data analysis, book monitoring etc).
- promote positive outcomes in the wider areas of personal and social development.
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- review the provision and support of all pupils with outside agencies
- ensure our staff receive relevant training/guidance/support to meet the needs of all pupils with SEND
- **Provide suitable work for children to work at home if school/ the pupil's bubble needs to close due to Covid 19**

Provision Overview



	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Wave 1	All children receive quality Wave 1 teaching			
Wave 2	<ul style="list-style-type: none"> • Mentoring sessions (small group) • Wellcomm (EYFS) • Phonics Catch-Up • In class group support (accessibility strategy) • Lego Therapy • Writing Intervention (SHP) • Reading Intervention (SHP) • Maths Intervention (SHP) • Cracking Comprehension • SALLEY 	<ul style="list-style-type: none"> • PSHE 3D • Circle time • Mentoring sessions (small group) • Junior Leaders • Lego therapy • Lunch clubs • Breakfast club • SPARKY • Fitness club • Teamworx • Alternative Pathways • Mindfulness club 	<ul style="list-style-type: none"> • Wellcomm (small group) • Phonics Catch-Up • Lego Therapy • Talk about children • Wellcomm 	<ul style="list-style-type: none"> • Dough Disco • Squiggle while you wiggle
Wave 3	<ul style="list-style-type: none"> • Mentoring sessions (1:1) • 1:1 in-class support • Individual Target Plans (as outlined in EHCP) • SpLD programme (1:1) – 'Toe By Toe' • 5 Minute Box • SALT • Tailored interventions as directed by Inclusion Support • Precision teaching • Direct Instruction • Reading Buddies 	<ul style="list-style-type: none"> • Mentor sessions (1:1) • Family support • 1:1 in class support • 1:1 behaviour programme/plan (IBP) • Boxall Profile • Behaviour Tracker • Behaviour Recovery Model • Drawing and talking • Sand tray therapy • Building Blox • MSA • Interventions as directed by Inclusion support • Communication Book • Play therapy 	<ul style="list-style-type: none"> • Five Minute Box • SALT • Makaton • Now/Next routines • PECS • COOST • Social stories • Enhanced speech and language service • Interventions as directed by Inclusion support 	<ul style="list-style-type: none"> • Physiotherapy programme • Occupational Health Programme • Use of specific resources/equipment • Toileting support • Hearing Impaired support • Visual Impaired support • Interventions as directed by Inclusion support

SEND information and Advice Support Service (SEND IASS)



TEFAT believes that close working partnerships with parent/carers of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the [2014 Code of Practice](#), the Academy aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of individual Target Plans.

We are developing a SEND parent partnership in school and encourage parents to contact the free and impartial SEND support service for parents of children with SEND.

SEND IASS

Greets Green CC,
Wattle Road,
West Bromwich,
B70 9EZ

Sandwell Telephone - 0121 500 4010

Email: SENDIASSEnquires@actionforchildren.org.uk



Statutory Assessment

If all the additional support and strategies employed by the academy result in a continued lack of progress, or there is significant cause for concern, a request for statutory assessment will be made by the academy to the LA (only with parental permission).

Annual review of an Education and Health Care Plan

Formal Annual Reviews for pupils with an Education and Health Care Plan are held at least within a twelve month period of any previous Review.



INSET/CPD

It is the responsibility of the SENCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENCo will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

The SENCo attends regular LA Cluster Meetings, The Elliot Foundation SENCo Cluster Meetings, SEND Update sessions and the annual **Primary SENCo Conference** in order to keep fully informed about change in legislations, LA procedures and availability of resources, giving regular feedback to SLT.



Target Plans Reviews

All **Target Plans** are reviewed termly. Parents, children and teachers will be invited to these reviews which will be held in school with the SENCo. Achievements and next steps will be discussed, and new SMART targets set with an emphasis on achieving the targets at home as well as at school.



Complaints

In the event of any complaint being made, the SENCo should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Principal for further investigation and reported to the SEND Governor
- Formal complaints should be made in writing to the Local governing body of the Academy



Transition Arrangements

Transition from the Academy to another Primary setting

- SEND Leader holds a consultation/transition meeting, where information about the child is exchanged
- Involvement of Inclusion Support during the meeting (where necessary)
- In class observation/meeting with the child
- Keep Sandwell LA informed as to any movement of children with SEND into or out of the school.

For transition to the Academy, the reverse of the above is applicable where possible.

Transition from the Academy to Secondary Settings

- Refer to Sandwell Transition Pathways Document
- Liaise with secondary school SEND Leaders and Mentors through meetings to discuss provision required
- Transference of all SEND records promptly
- Follow carefully designed transition programme (with input from Inclusion Support team) for specific pupils
- Organise regular visits for the child to the new setting to ensure a smooth transition (if needed).

Transition to new classes

Every child will be aware of their new class teacher 2-4 weeks before the end of the Summer term. Class teachers then plan time to meet small groups of their new class to allow relationship building time. Class teachers also observe their new class to get to know the pupils in a familiar setting. Some children will require more planning time to ensure transition is smooth. The SEND Leader also holds 'Information Sharing Session' with new CTs before the new academic year.

Transport to and from the Academy

For children with physical needs, children are physically handed over to staff by parents, and back to parents at the end of the day. Children transported by Taxi are handed over to LSPs waiting in the Office area of the school, and handed back to the taxi driver and chaperone for transport home. Approved Moving and Handling techniques should always be used.



External Agencies

We have access to...

- **Sandwell Inclusion Support** (for learning, social, emotional and mental health difficulties, hearing and visual impairments, training and advice)
- **Physiotherapy and Occupational Therapy services**
- **Speech and Language Therapy (SALT) service** (including the enhanced SLT service)
- **School Nurse**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **Head2Head Counselling Service**
- **The Orchards Outreach Programme**
- **Family Support Services**
- **Social Services**
- **Looked After Children (LAC) Service**
- **Sandwell Transport Services**

The SENCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Shireland Hall Academy to review children with SEND in order to ensure the correct and appropriate provision is in place. CRB checks are sought by the school before external agencies have access to any children.



Sandwell Local Offer

Sandwell Local Authority has produced a Local Offer to show parents, with children who have SEND, what is available within Sandwell. There is a direct link on our website for you to access this information.

<http://www.sandwell.gov.uk/send>