

Church of England Primary Academy Trust

Special Educational Needs and Disability Policy

Approved by: Full Governing Body

Date: Autumn Term 2014

Signed: Maria Potter

Reviewed: Autumn 2018

Next Review: Autumn 2019

This policy should be read in conjunction with the following policies: Inclusion, Medical Needs, Child Protection and safeguarding, Looked-after Children, Equality policy, Teaching and Learning policy, Admissions, Assessment, Behaviour and Anti-Bullying policies.

SECTION 1. Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the SENCO in liaison with the SEN governors, SLT , staff, parents and pupils with SEND.

The school SENCO (Special Educational Needs Coordinator) is: Mrs S Smith National Association of Special Needs Coordinators qualification held. (Ref: Clause 64, C & F Bill, 2014).

Information about our SEN provision can be found in our SEN information report which is published on our website and updated annually or when changes occur. (Ref: Code of Practice 2014, 6.79)

This policy was written by the school SENCO in summer 2014 in light of changes to the Code of Practice 2014. In the spirit of these reforms it was put out to full consultation with parents, staff and governors in Sept 2014 and was finalised in Oct 2014. Review has taken place annually since then.

SECTION 2. PRINCIPLES AND AIMS

- At Westwoodside every teacher is a teacher of special educational needs.
- The purpose of our SEND policy and provision is to raise the aspirations of and expectations for all pupils with SEND focusing on outcomes for children not just the type of support or provision made.

SECTION 3. OBJECTIVES OF THIS POLICY

1. To identify and provide for pupils who have special educational needs and additional needs enabling them to reach their full potential.
2. To work within the guidance provided in the SEND Code of Practice, 2014

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3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils
5. To support effective partnership working with parents and carers.
6. To encourage and support children to participate in decision making processes and ensure their views are sought and taken into account.
7. To ensure early identification, assessment and provision for children with SEND

SECTION 5: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

*“A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For children aged two or more special educational provision is education or training provision **that is additional to or different from** that made generally for other children of the same age by mainstream schools, maintained nursery schools or relevant early years providers.”*

Paraphrased from p.4 SEND Code of Practice 2014.

At Westwoodside, in line with National Guidance (Code of Practice 2014), we identify 4 broad areas of SEN.

1. **Communication and interaction:** this may include speech, language and communication needs (SLCN). Children may have difficulty saying what they want to say or in understanding what is being said to them. They may also experience difficulty with the social rules of communication. Children with Asperger’s Syndrome and Autism are likely to have difficulties with social interaction and may have difficulty with language, communication and imagination which impacts on how they relate to others.
2. **Cognition and Learning:** this includes moderate learning difficulties (MLD) Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD) Some children may have specific learning difficulties (SpLD) affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia, dyspraxia
3. **Social and emotional and mental health difficulties:** This may include children who are withdrawn or isolated or those who display challenging or disruptive behaviours. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harming, substance use/ misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder or attachment disorders.
4. **Sensory and or physical needs:** Some children may have a disability which prevents or hinders them from using educational provision that is generally provided. These may include vision impairment, hearing impairment or a multi-sensory impairment. They may require access to specialist support or equipment to access learning. Some children require ongoing additional support to meet their needs.

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We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Some children may have needs that cut across more than one area of SEND.

There may also be other factors that impact on progress and achievement but which are not Special Educational Need. These may include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behavioural needs are not an acceptable way of describing SEN. Any concerns relating to child or young person’s behaviour are described as an underlying response to a need which is clearly identified and which may or may not relate to one of the 4 areas of SEN listed above. (*Code of Practice 2014 6.21 p. 85*)

SECTION 6: A GRADUATED APPROACH TO MANAGEMENT OF SEND

- i) Teachers are responsible and accountable for the progress and development of pupils in their class including where pupils have support from teaching assistants.
- ii) High quality teaching differentiated for individual pupils is the first step in responding to children who have or may have SEN. Additional intervention and support does not compensate for high quality teaching. Teachers are supported through CPD to develop and improve their understanding of strategies to identify and support vulnerable children and to enhance their knowledge of frequently encountered SEN. Children should only be identified as having SEN when they have had quality first teaching and the following process has been completed. Monitoring of teaching takes place regularly via the Senior Leadership team and we are increasingly moving towards a school system in which peer to peer coaching takes place to improve practice across the school. The school SENCO offers advice and support to teachers to tailor practice and outside agencies share information and provide training as required.
- iii) Where a parent, pupil or teacher has concerns about a child’s progress the class teacher should be engaged with parents and the child at the earliest opportunity to discuss the child’s strengths and difficulties. Parental concerns and those of the teacher should be noted and explored. Sometimes identification of need may arise from assessment data as discussed in termly pupil progress meetings
- iv) Assessment information will be taken from class teachers tracking against end of year expectation in Year 1-6 and the Early Years Outcomes for Foundation Stage children.

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- v) An initial meeting to discuss concerns should be held with the teacher, child and parent and outcomes for learning should be agreed and may lead to further observations and assessments being made along with notes of any adjustments or provision that the teacher or parents are making. A note of these early discussions will be added to the child's file and a copy given to the parents and school SENCO (Appendix 2 Prompt sheet to support initial discussions) Parents should also be told about the local authority's information, advice and support service.
<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&lockLA=True>
- vi) If it is felt that other circumstances may be impacting on a child's development or behaviour then an Early Help Assessment may be considered and adopted.
- vii) Once desired outcomes have been agreed, consideration is given to whether additional support is needed. The class teacher should make adjustments and gather further observations and evidence of progress and attainment. The class teacher should consult with subject leaders to ensure that provision and teaching are of the highest quality. The wishes of the child and parent should also be collected. This will help determine whether supported is needed and whether it is something that is 'different or additional to' what is already part of the school's core offer. The SENCO can also be approached for support.
- viii) Consideration of whether SEN provision is required takes place following initial monitoring. A review should be held within a maximum of 6 weeks to ascertain whether adjustments to quality first teaching have allowed the child to make progress. If progress is less than expected then the Class teacher should approach the school SENCO.
- ix) The SENCO will observe the child in class and carry out analysis of progress and attainment data in core subjects. The SENCO will also elicit the child's views. Parents will be invited to a meeting where support to date will be discussed. Clear outcomes will be agreed by the child, parent and teacher to ensure that barriers to learning are removed. An SEN record will be started for the child.
- x) SEN support will be accessed and provision that **is different or additional to** that which is usually provided will be put in place. (Ref Section : provision in school) A letter informing parents that their child is receiving SEN support will be written; an Individual Education Plan (IEP) will be formulated and implemented following the **Assess, Plan, Do, Review** cycle. The child's name will also be added to the school information management system as receiving Special Educational Needs support.
- xi) **Assess:** Assessments must be reviewed regularly to ensure that barriers to learning are quickly identified and removed. Assessment also provides a reliable method of developing a more accurate picture of a child's needs
- xii) **Plan:** SEN support: Pupil, parent, teacher and SENCO should all be involved in clarifying the desired outcomes of support, any specific teaching strategies or approaches needed. Plans should seek parental support and contributions at home. These are recorded on the class provision map and IEP's where needed.

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- xiii) **Do:** the class teacher is responsible for working with the child on a daily basis. They retain responsibility for the child even when they are working with another adult in a small group or 1-1 situation. Teachers must work closely with specialist staff and teaching assistants and involve them in planning and assessing the support and intervention and how these link to classroom teaching. The SENCO will support class teachers to further assess and identify a child's strengths and areas for development and support problem solving to implement support.
- xiv) **Review:** Support and intervention and impact on pupil progress must be reviewed in line with the agreed date. Information fed back from intervention support, and the child and parent should inform an analysis of the child's needs. Support should be reviewed in light of progress and development and consultation about any changes to support should be made. If a child has an Education Health Care Plan the local authority must review the plan every 12 months. The school will, when requested by the Local Authority, convene an annual review meeting for this purpose.
- xv) The class teacher is responsible for ensuring that the IEP is delivered and that annotations showing progress towards targets are kept. A target book may also be used to record work that the child has done towards their targets and provides essential information for the review process. Should the parents or school decide to request an assessment for an Education Health Care Plan (EHCP) the evidence from previous intervention and support will be crucial. Target books should be made available to parents.
- xvi) Where a child receives SEN support their IEP will be reviewed regularly at parent – teacher consultations. **Meetings with parents must take place at least 3 times a year** (ideally termly). (Ref Code of Practice 2014 6.65) Extra time **must** be planned for these meetings and where there are concerns about progress the school SENCO should also be invited to attend.
- xvii) Review meetings. Review meetings should be aligned with the usual cycle of parent-teacher consultations however they will be longer than most parent-teacher meetings. They should also allow for the views of the child to be included in these discussions. A record of the outcomes, action and support agreed must be kept and shared with appropriate school staff. In our school this record will be the IEP.
- xviii) For higher levels of need further assessment may be accessed from external agencies. Following observations and discussions between parents, teacher, child and SENCO a decision about whether external support is required will be made. Permission will be sought to refer children to these external agencies. The specialist, parents, child, class teacher and SENCO should agree the outcomes to be achieved and what strategies, equipment and interventions are required. A date must be set for review. Evidence of the impact of all adjustments and intervention will be kept and desired outcomes monitored.
- xix) **EDUCATION HEALTH CARE PLANS** When, despite the school having taken relevant and purposeful action, a child has not made expected progress then the school or parents should consider requesting an Education Health Care needs assessment. Evidence of support and action taken as part of SEN support will be required from the school.
- xx) **EXIT FROM THE SEN REGISTER** Children who are making appropriate progress and working at similar attainment levels to their peers will be considered for an exit from the SEN register if

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they have maintained this performance for six months. Support will be gradually withdrawn and their progress monitored carefully by the class teacher. They can return to SEN support if required.

See Appendix B for a flow chart showing how pupils needs follow the Assess, Plan, Do and Review cycle and how the graduated approach is accessed in our school.

SECTION 7: MANAGING PUPILS NEEDS ON THE SEN REGISTER

- i) Children are assessed half termly and pupil progress meetings take place for all children each term. Assessments provide valuable information about a child's progress but these should be combined with information from class teachers about a child's effort and attitude to learning. Following data collection, pupil progress and attainment is evaluated. Pupils may be highlighted for specific discussion at pupil progress meetings. A review of SEN provision may also be required at this stage. If discussions highlight the need for a child to be placed on the SEN register the class teacher will take responsibility for initiating discussions with parents and the child.
- ii) Children on the SEN register have their progress monitored in several ways. Firstly, provision mapping allows us to monitor the impact of various interventions in school e.g. children receiving precision support or children using certain programmes. Secondly, an Individual Education Plan identifies key targets for children, strategies to reduce barriers to learning and a record of conversations with parents. They also enable us to track progress overtime. A child who received SEN support will also have a review meeting 3 times a year. These will usually be aligned with parent – teacher consultation meetings.
- iii) Provision mapping and IEP's are reviewed at least termly (for younger children or where the pace of learning is not fully known, this may be more frequently) IEP's will be reviewed in line with parent- teacher consultation meetings. Additional time should be planned to allow this to happen.
- iv) Provision made for children should be selected to meet the outcomes identified for the child. Strategies and interventions should be based on reliable evidence of effectiveness and delivered by staff with sufficient skills and knowledge.
- v) It is important that IEPs are kept up to date and relevant. Teachers should take responsibility for monitoring children's progress towards their targets. Once a target has been achieved the next step should be agreed and an amendment put in place to enable learning to continue at good pace. There is no need to wait until the next review period. IEP's must be shared with parents/ carers when they are updated and a copy given to the SENCO for the central record and provision mapping amended.
- vi) IEP targets should be specific, measureable, achievable, realistic and time limited. Interventions that do not have an impact in 4-6 weeks need review. There should be clearly identified success criteria e.g. recall 10/10 words from list 1 and spell them correctly in independent written work on 3/3 occasions.
- vii) IEP's should be kept accessible but securely so all staff who support a child can access them. They should always be available to the child, teacher, SENCO, support staff and the parents. All staff who work with the child should ensure notes of progress against targets are kept.

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SECTION 8: IN SCHOOL PROVISION TO SUPPORT SEND CHILDREN

- All teachers are experienced in teaching primary children and access professional development on a regular basis
- The SENCO holds the National Qualification for SEN coordination (NASENCO)
- We have a Foundation Stage Leader, Early Years practitioner and Early Years manager who oversee the progress and development of children in the nursery. They are supported by a Teaching Assistant (TA) who has experience of working with foundation stage children. Our Nursery Manager has significant experience of supporting children and families where there are emotional and social needs.
- We employ a further six Teaching assistants who work with individuals, groups and classes to support general classroom work, interventions and delivery of programmes. Teaching assistants have various levels of specialist skill e.g. some have attended specific training to support children with speech and language needs, others have experience of supporting children with behavioural or emotional needs. Some have trained to deliver specific programmes of support.
- Resources and equipment to support children with SEN are stored centrally in the SEN cupboard in the staffroom. Resources are purchased on a priority needs basis as identified by the SENCO when considering the provision required for our current cohorts. Class teachers also request materials and resources to meet children's needs in class.
- The school site is accessible to wheelchair users. Changes to the interior have been made to improve circulation space. Flexible spaces allow further changes to be made should they be required. (Ref Access plan)
- A 'flexi space' and the Vermuyden Room are used to deliver 1-1 programmes or small group interventions with specialist staff. From December 2018 we will also have a sensory hub available to be used for individuals and small groups.

TYPES OF PROVISION: Provision is provided on a 'graduated basis'. Children's needs are assessed, actions planned, delivered then reviewed to ensure they have the desired impact. The table below describes some of the provision that may be used to meet children's needs.

Quality First Teaching	SEND support	Education Health Care Plan (EHCP)
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and individual) Alphabet arcs, phonic cards/displays Letters and sounds support Cursive handwriting Illustrated dictionaries Use of writing frames	Quality First Teaching Named part of whole class provision mapping Individual Education plan Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Time out/Anger Management support cards/ timers Group intervention for	Quality First Teaching, Assistance and support in line with individual EHC plans (statements)

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<p>Alternative recording methods – digi-mikes, sound buttons, Clicker General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Look say cover write check Numicon and practical maths equipment Where appropriate simple and clearly laid out worksheets. Structured school and class routines Clear unambiguous instructions Visual prompts and use of symbols for understanding Individual work station Speech and Language toolkit resources ASET assessment and actions Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self esteem Wellbeing assessments Time out facilities Modified/adapted resources Desk slopes /seat wedges/ Magnifiers Pencil grips/ adaptive scissors Overlays / Use of coloured paper</p>	<p>behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. (TELL) 1:1 Maths intervention inc. Dyscalculia materials, precision teaching, Numicon, Base 10. Multi-Sensory spelling programmes PIVATS to support small step progression Word Shark, Number Shark, Accele-Read - Accele Write Word Wasp, Toe by Toe Precision teaching Memory games Stile apparatus Maths strategies books Comic Strip cartoons Social Stories Nesy fingers BBC 'dance mat' touch typing Vocabulary maps/links Communication and support from external agencies. Speech and Language programmes Support in line with individualised advice from an external agency including Health Plans. Thrive assessment and programme.</p>	
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ACCESSING SPECIALIST SUPPORT

If

a child's needs are not being adequately met with SEN support from the school's resources then other agencies will be approached to offer additional support and guidance. This may involve other professionals working with the child. These may be from Education Support Services or Health Services.

We currently buy into the following support which is provided locally:

- Educational Welfare Service
- Education Psychology
- Behaviour support service

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We also access support from the following agencies:

- Speech and Language, Occupational therapy and Physiotherapy services
- ASET (Autism Spectrum Education Team)
- Education Preparation Unit
- School Nursing service
- CAMHS (Child and Adolescent Mental Health Service)
- Vision and Hearing support service
- CAMNET (Complex and Medical needs team)

If we feel unable to meet a child's needs with additional support from the above agencies we would seek advice from local and national sources to find the right. Additional information about local services can be found on the North Lincolnshire website which describes the local offer.

<http://www.northlincslocaloffer.com/s4s/WhereLive/Council?pageId=827&lockLA=True>

In order to engage other services a referral form needs to be completed. These vary depending on the agency involved. Parents and child are involved in discussions when a referral is required and their support sought. Parents/carers are invited to meet with professionals from other agencies when they work with their child.

REQUESTING AN EDUCATION HEALTH CARE PLAN ASSESSMENT

For some children it may be necessary to complete a referral to the local authority to access funding and support from the Local Authority High Needs block. A referral form and evidence of support and impact to date is completed. Parents and child are involved fully in the process of gathering information and making the application. The School SENCO will take the lead with this referral.

SECTION 9: ROLE OF THE SENCO

The SENCO is responsible for the day to day implementation of the school's Special Needs policy which includes:

- Responsibility for children with SEN throughout the school including Early Years
- Liaising and advising with colleagues
- Coordinating the reviewing of termly progress of pupils who are receiving SEN support
- Coordinating and maintaining SEN records
- Liaison with colleagues, parents, external agencies and governors
- Arranging annual reviews for Statements and Education Health Care plans as well as transition to Education Health Care Plans from Sept 2014 in line with the Local Authority transition plan.
- Developing the special needs resources and reviewing the effectiveness of provision
- Keeping up-to-date with developments in SEN locally and nationally including statutory requirements.

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- Contributing to the in-service training of staff
- Developing SEN in line with the School development plan and contributing to the school SEF
- Reviewing and updating the SEN Policy
- Maintaining statutory information on the school website.

SECTION 10: FURTHER SUPPORT FOR CHILDREN AND FAMILIES

- Parents and pupils are supported to access North Lincolnshire's local offer of support and advice for parents and children with SEND. (Regulation 53, Part 4)
<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&lockLA=True>
- We provide an annual **SEN Information Report** on our website
<http://www.westwoodsideschool.org.uk/keyinfo.asp> (Ref:Reg 51, Part 3, section 69(3)(a) of the Children and Families Act)
- Other sources of support can often be accessed via the Children's centre at Epworth (01427 873787). The school SENCO may also be able to sign post to other support services. Many national charities and support groups also offer support for families and children. Appendix C includes further links.
- Information about the schools admission arrangements for children with SEN can be found on the academy's website
http://www.westwoodsideschool.org.uk/keyinfo_detail.asp?Section=3&Ref=197
- The SENCO makes arrangements for any additional access arrangements that are required for children for their national tests.
- Parents may also find it useful to contact Parent Partnership who offer unbiased advice and support to parents of children who are concerned about SEN.

North Lincolnshire Parent Partnership Service
Room FO4
Hewson House
PO Box 35
Station Road
Brigg
North Lincolnshire
DN20 8XJ
Tel: 01724 277 665
Mobile: 07717 587 621
help@northlincsparentpartnership.org.uk
parent.partnership@northlincs.gov.uk

SECTION 11: TRANSITION ARRANGEMENTS FOR CHILDREN WITH SEND:

We aim to ensure that all children with SEND who children join our school, move classes or move on to the next stage of education can do so in a supportive manner that ensures continuity in the way that their needs are met.

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As soon as we are aware that a child with special needs wishes to join our school we will work closely with parents/carers to put in place the best possible transition arrangements for that child. This may include: additional home visits, extra transition visits to school, visits to preschool settings for staff to work alongside key workers, meetings with outside agencies already supporting the child and a series of meetings with parents and professionals to plan and evaluate transition support.

Within school all children are supported to prepare for the next step in their learning journey. We have a whole school focus on 'Changes' in the summer term. Transition from one class to another is supported with a 'moving up' visit to the next class and teacher. Additional visits may be planned for children who require more preparation. Past and present teachers always meet together to share information about learning needs. Sometimes the 'new teacher' may spend additional time with a particular child or observe them in their current class.

For children moving onto the next stage of education we work in close collaboration with local secondary schools. Initially we will communicate with the new school's SENCO and arrange a joint meeting for parents. This takes place well before transition begins. A transition plan is developed. In the past these have included the following: extra visits for a child to their new school and supporting activities; sharing information about the child; planning a time for staff from the new school to observe the child in their class and time to speak to their current class teacher. Where necessary a statement or Education Health Care Plan review takes place at least 2 terms before the child moves to secondary school. This meeting always includes transition arrangements.

SECTION 12: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education. This include school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information about our support for children with medical needs please refer to our policy 'Supporting children with medical conditions' June 2014.

http://www.westwoodsideschool.org.uk/keyinfo_detail.asp?Section=3&Ref=197

SECTION 13: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils especially those with SEND.

- The SENCO regularly visits classrooms to observe support in action for children with SEN.
- Regular review of IEPs and Provision mapping takes place and frequent communication with the teaching assistant informs future developments.
- Provision mapping allows the impact of initiative to be fully analysed for effect and compared with progress made by pupils
- The number of pupils who move on and off the SEN register provides information about the impact of interventions.

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- The school governors meet termly with the SENCO to receive information about children's progress and the impact of initiatives.
- Discussions with pupils, parents and staff provide information to inform future planning.
- The annual school questionnaire also provides information to reflect on practice.
- Independent reports e.g. Local authority or Ofsted provide additional analysis of provision.
- The reports by the Governor with responsibility for SEN to the Full Governing Body addresses, amongst other issues, the effectiveness of provision and any amendments made or proposed over the year to this policy.

SECTION 14: TRAINING AND RESOURCES

- Notional SEN funding is received into the whole school budget.
- Additional top up funding is received from the Local Authority for a small number of children with higher needs. This amount is based on a child's needs exceeding a nationally prescribed threshold.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SEN policy is reviewed annually with all staff
- The school's SENCO regularly attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.
- In house training is delivered by staff in school e.g. SENCO
- Information about new strategies or support e.g. precision teaching is shared at staff meetings.

SECTION 15: ROLES AND RESPONSIBILITIES

- SEN Governor - Mrs M. Potter and Mrs S. Curtis
- Designated Teacher with specific Safeguarding responsibility - Miss J. Richardson
- Deputy designated teacher Mr McKay
- Pupil Premium – Mrs M. Wilson
- Looked After Children – Miss J. Richardson
- Managing the needs of pupils with medical conditions – Miss J. Richardson
- SENCO – Mrs S Smith

SECTION 16: STORING AND MANAGING INFORMATION

Information is stored electronically on password protected machines. Class teachers, and the SENCO keep working files containing letters, IEPs and assessments – these are stored securely. Documentation

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regarding SEN is passed to the next school when a child transfers to ensure that appropriate provision can be continued.

Confidentiality policy

A copy of this policy can be found on the school website.

SECTION 17: REVIEWING THE POLICY

The SEND policy is reviewed annually or in light of changes to national or local legislation.

SECTION 18: ACCESSIBILITY

Statutory Responsibilities: The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans which should be reviewed annually and updated every 4 years.

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TARGET	STRATEGIES	OUTCOME	TIME FRAME	MONITORING STRATEGY
All staff to differentiate aspects of the curriculum to take into account a range of disabilities	CPD which raises awareness Support from Subject Leaders Scrutiny of planning	All staff fully able to meet the requirements of disabled children's needs with regards to accessing curriculum	Sept 2015	Lesson observation demonstrating differentiation as required.
Improve environments for children with hearing and visual impairment	Remove communications cabinet from old ICT suite Install carpet/ rug in Year 4 classroom to absorb sound from hard flooring. Highlight all changes of level with yellow paint/ tape	Reduction of background noise level in both classrooms Classrooms are more accessible for children/ parents/ carers with visual impairment	Sept 2014	Are alterations in place?
Dyslexia Friendly Classrooms	Alphabet Arc on display. Cursive font in all classes. Word mats, spell checkers , useful vocab accessible. Keyboard skills promoted (Nessy fingers/ Dance mat Typing). Working walls support recall of key information. Use of highlighters for reading comprehension. Maths equipment accessible. Multi sensory learning promoted for spelling. Support strategies such as mind mapping, vocabulary lists, Dictaphones, sound buttons, coloured	Dyslexic children and those that have difficulty with reading and writing are able to maintain and close the gap in attainment and progress rates are similar to those for SEN children nationally and for ALL children at our school and for ALL children nationally	Sept 2014-2015	Environment walks Lesson observations/ drop ins. Monitoring of planning

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	paper or overlays, are used regularly			
Clutter free classrooms for access and for children with ASD	Reduce amount on display (confine to walls) Keep all areas of school and classroom well organised.	Children with ASD and ADHD are less distracted and make better progress. Clutter free areas allows easy access for children with movement difficulties or who need a wheelchair	Sept 2014 – Dec 2014 ongoing after that.	Environment walks Observations and lesson drop ins.
Availability of written materials in alternate formats	SENCO/HT to liaise with sensory impaired agencies and become more aware of services available for converting written information into alternative formats and other resources available to aid learning.	School to provide written information in all formats <u>when required.</u>		Materials available when required?
To provide specific ICT resources which would support those pupil with additional needs	ICT Subject Leader and SENCO to research resources available as required.	School to provide resources <u>when required</u>	As required	Resources purchased and in use – Ipads have apps added.
To provide resources to help individuals with writing/coordination difficulties to access curriculum	Slopes, pencil grips available in school. OT requests met for children as required	Slopes to be purchased x 3 Pencil grips in stock	Dec 2014	Observations of resources in use. Children's and parents comments about use of these. Impact on children. OT comments
To develop staff skills and specialisms to support children with a range of commonly occurring SEND	Access support for Epi Pen training to meet needs of children with severe allergies In house training for cursive writing. In house training for multi-sensory spelling Access support for Speech and Language toolkit to update staff skills. Access support for Autism Spectrum disorders (use IDT resources) Access support for Dyslexia (use IDT resources)	Training accessed and staff confident in supporting Staff knowledge and skills enhanced by training	July 2015	Observations of training taking place Comments from staff about usefulness of training

PHYSICAL ENVIRONMENT: Our environment is accessible to children with gross motor difficulties and those who use wheelchairs. Adaptations to classrooms are able to be made as flexible wall structures are in place. All doors have level access or have a slope. In future further handrails may be required. There is

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one disabled toilet on the school site and a disabled parking space. In Dec 2018 we will add a sensory hub which will provide a space for children with sensory needs or in need of a quiet calming place.

PARTICIPATION IN SCHOOL ACTIVITIES: We encourage all children to participate in the whole curriculum, curriculum visits, before and after school clubs, leisure and social activities. We discuss with parents any needs prior to special events taking place and take into account their views and the views of the child. We endeavour to ensure that all children can participate as fully as possible.

SECTION 19: DEALING WITH COMPLAINTS

The school complaint policy can be found on our website. Initially parents/ carers should approach the Head teacher to express any concerns or complaints. If you do not receive an adequate response then the Chair of Governors (Mrs Maria Potter) may be contacted. Further details are described in the complaints policy and procedure available from the school website.

SECTION 20: BULLYING

The school's Behaviour and Anti-Bullying policy can be found on the school website.

Research tells us that children with SEN are more likely to be bullied than other children and we are aware that children who have 'mild' or 'hidden disabilities' can be at greater risk. We know that children with social and communication difficulties can also be at a greater disadvantage especially as they become older. The staff aim to promote the best possible relationship amongst our children to ensure that our most vulnerable learners are able to take a full and active part in our school community.

What do we do to mitigate the risk of bullying of vulnerable learners at Westwoodside?

- Our school is founded on Christian Values of: Respect, Love, Friendship, Compassion, Perseverance and Honesty - these form the backbone of all our work and underpin all our relationships
- We celebrate the uniqueness of every child and explain that we are all learners learning at different rates. We use Collective worship, Circle time and PSHCE to explore some of the issues and ways in which we are different and the same as one another
- Books and stories promoting individuals from a wide range of backgrounds are used across the school and in a range of curriculum areas.
- We promote and develop friendships from an early age supporting children to understand the needs of their friends and to accept all in their class and school community.
- We promote communication and social skills for all children but especially those who may become marginalised or isolated e.g. teaching assistants involve groups of children in the playground and develop strong friendships amongst them based on common interests e.g. football. Support is provided for pupils who need social rules explaining.
- Our older children are trained as buddies and play leaders which supports developing friendships and play.



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- We particularly support social skills through our strengths programme and ongoing foci in school. Sign language is useful in allowing all children to access our strengths programme.
- We ensure that all children have a named adult that they can approach. Older children have worry books and a worry box is available in school also.
- We listen carefully to children and parents when they raise concerns
- We work with peer groups to develop their understanding of a child's medical or special educational needs at an age appropriate level. We may call on specialist support to do this.
- We teach, explicitly where needed, social communication skills for the playground, group and class work. We work with parents to develop these skills too. We may use Thrive approaches to support.
- We involve outside agencies to support vulnerable pupils e.g. School Nurse, Educational Psychologist or CAMHS.

Further information about SEND and bullying can be found at:

http://www.anti-bullyingalliance.org.uk/media/2263/SEND_bullying_Literature_Review.pdf

The school's Behaviour and Anti Bullying policies contain more guidance

http://www.westwoodsideschool.org.uk/keyinfo_detail.asp?Section=3&Ref=197

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SECTION 21: APPENDICES

APPENDIX 1 SEND information report

Westwoodside Church of England Academy

Information for parents/ carers about the Special Educational Needs provision

Revised November 2019

1. How does the school know if children need extra help and what should I do if I think my child may have special needs?

At Westwoodside we work hard to liaise with parents at all stages of a child's education. Initially we offer all parents/ carers a home visit when your child starts nursery. This is a time when you can express any concerns that you may have. It is useful to share information from your child's 'Health Visitor's record' at this time e.g. information about the two year old check. This may highlight concerns that you have before your child starts school.

Once a child has joined our school we monitor their progress half termly. In Foundation Stage (Nursery and Reception) we use Tapestry and the ages and stages of the Early Years framework to do this. Our staff team keep detailed records which are shared regularly with parents via Tapestry. If there is a concern about your child's progress, in any area of development, this will be shared with you at the earliest opportunity.

As children move through the school teachers keep a record of children's achievement in different areas of the curriculum. Information is gathered from the child's day to day work and their participation in lessons e.g. answering questions to show understanding. Assessments are made half termly and are informed by informal testing e.g. spellings, reading and maths tests. In Year 1 children complete the National Phonic screening. At Year 2 and Y6 we use national tests. We monitor progress against the expected outcomes for each year group in reading, writing and maths. We also monitor progress in other curriculum areas. If we are concerned that your child is making less than expected progress we will raise this with you at the earliest opportunity. Parent teacher consultations are held every term and provide an opportunity to raise any concerns that either party may have.

If concerns are raised about progress or attainment then further observations will be made and the schools Special Education Needs Coordinator may be asked to offer additional support. Throughout this time you will be involved along with your child. For some children adjustments are made and they are able to progress with their learning. An 'Individual Education Plan' (IEP) may be written to set out learning targets and clarify the support that is required. For some children it may be necessary to seek specialist support e.g. from the Educational Psychologist or Speech and Language Therapist. For some children more detailed assessment may be required from external agencies.

Parents/ Carers should contact the class teacher at the earliest opportunity if they have any concerns about their child's progress or attainment in any area of development e.g. physical, social, emotional or academic. Remember that many children need a little extra support from time to time. Sometimes this support will be for a short period and for others may last longer. Whenever support for Special Needs is initiated the child's name is added to the school's Special Needs register which means that the SENCO can

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monitor the support and progress they are making. Parents are always informed and involved if this happens.

2. How will school staff support my child?

In our school all teachers and teaching assistants work with children who have Special Educational Needs and Disabilities. All staff support the delivery of Quality first teaching.

For some children additional support is required. This varies according to the child's needs. Some children may complete programmes of work on a 1-1 basis or in small groups with a teaching assistant. Some children may be supported with daily practice of specific skills e.g. reciting the alphabet or recalling number bonds.

The school SENCO has a specific qualification to enable her to offer support for all children with additional needs and to coordinate this provision across the school. The SENCO also liaises with other agencies to seek additional support. In our school the SENCO is Mrs Sally Smith.

3. What kind of special needs does the school currently support?

Currently staff are experienced in supporting children with specific learning difficulties and moderate learning difficulties. We support children with dyslexia, dyscalculia and those on the Asperger's/Autism spectrum. Staff have experience of supporting children with emotional and social needs and those pertaining to speech, language and communication needs. We also support children with a range of medical needs. Staff are skilled at assessing children's needs and providing additional support in line with our graduated approach.

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

In all classes differentiation is the process by which teachers plan learning to match children's needs. By doing this we ensure that gaps in learning do not emerge and if they do we can address them quickly. Teachers differentiate learning in a number of ways.

Sometimes the level of work to be completed is varied e.g. different children may tackle differing levels of maths problems. Work may also be presented in a different way e.g. a practical task can enable some children to demonstrate their understanding more fully than if they write answers.

Resources are also varied to support learning e.g. a child with dyslexia may use an 'alphabet arc' to support recognition of letters as they write. Children who struggle with attention may be supported with verbal prompts or a timer to keep them on task. Children with physical difficulties may have specialist equipment to help them to access their learning e.g. posture-rite slopes, specialist scissors or a computer to aid recording.

Teaching assistants may be used to carry out focused work with individuals or groups of children to support or stretch their learning. Teaching assistants have a range of skills which allow them to deliver intervention programmes e.g. phonics, handwriting, occupational therapy. We aim to ensure that all children with Special Education Needs and Disabilities have the opportunity to develop independent learning skills so they do not 'over rely' on an adult.

Some children will have specialist programmes of work included in their daily timetable e.g. for speech and language or occupational therapy.

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5. How will I know how my child is doing and how will you help me to support my child's learning?

Reporting arrangements for all children include a termly 'parent – teacher' consultation and an annual report. For children with Special Educational Needs and Disabilities (SEND) additional time is given at parent-teacher consultations. This allows for the child's general progress to be discussed as well as progress towards their specific targets as outlined in their IEP.

In Foundation Stage parents can look at their online Tapestry pages which are updated regularly – often weekly. This helps to see new achievements and areas to develop. Staff are available if a longer conversation is needed. It also allows for regular conversations with staff in these formative years when pupils needs change quickly.

Whenever IEPs are reviewed these are shared with parents/carers and the child. A copy is sent home for parents to keep. IEP's also include suggestions about activities that will enable parents to support their child.

From September 2014 progress and attainment for all children is monitored against end of year expectation. For SEN children progress is also measured against their personal targets. For some children we use a small step curriculum.

We hold information sessions for parents to support specific areas of learning such as reading and phonics. Parents are invited to appointments with specialists e.g. Speech and Language therapists, Educational Psychologists etc. We signpost to other organisations for specialist support e.g. Kaleidoscope for children with Autism Spectrum Disorders. We constantly review our provision and if we identify a need for specific training we will aim to organise this.

Class teachers are always available at the start and end of the school day to share information about learning and progress and to listen to any concerns or information that parents need to share. The school SENCO can also be contacted via the school office.

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

We pride ourselves on the close community we have at Westwoodside and aim to develop every child as a unique and special person.

There are many strategies in place which support children's wellbeing and impact positively on children who have special educational needs or disabilities. We have strong links across our school between the older and younger pupils. Older children act as buddies – supporting younger children to deal with minor issues at break and lunch time. Our sport's ambassadors organise games and activities for groups of children. We use SEAL (social, emotional aspects of learning) to address issues such as self-esteem and anti-bullying.

Our strong pastoral support system supports many of our children. This may include 'meet and greet' sessions with a teaching assistant or work to develop an understanding of the emotions of others through social stories. We have a positive behaviour code which encourages children to take responsibility for their own actions. We also operate a system of 'strengths' which supports children to develop self-esteem and

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good relationships with others. Our strengths are discussed and shared across the school and are supported by sign language actions.

An increasing number of school staff have had specialist training in the areas of behaviour and emotional need. Skilled staff in this area support children to learn to manage their emotions and behaviour and reduce the need for exclusion. In 2017, we became a Thrive school. This has skilled up staff to use specific approaches to support emotional and social resilience. Some approaches are adapted on a 1:1 basis.

We aim to meet the needs of all our children. If a child has medical needs then discussion should take place with the class teacher and school SENCO. At times additional support may be sought from the School Nursing service or CAMNET (Complex and Medical Needs Education Team). Specialist training for staff may be required e.g. Epi-pen training for school staff. Further information about supporting children with medical conditions can be found in our 'Medical Needs Policy', available on the website.

All children are able to share their views about issues in school. We have a school council which represents their views. Children with IEP's are involved in reviewing their targets and setting new ones. We talk to them about their strengths and weaknesses and what they want to achieve. Children with a Statement or Education Health Care Plan are fully involved in the review and target setting process so that their views are known and understood. Children who have difficulty communicating will have their views represented although they may choose to record these with a trusted staff member prior to their meeting.

We make sure that children with SEND can access before and after school clubs and other special events that take place in school. Children also take a full and active part in outdoor learning and school visits.

Whenever teachers arrange trips for their class consideration is given to the needs of the group and, if required, a discussion with parents of children with SEN takes place to inform decisions taken and to take account of any adjustments or provision needed. If required, consultation with specialist agencies take place to ensure we have accessed the best advice possible.

7. What specialist services and expertise are available or accessed by the school?

- Teaching assistants have various levels of specialist skill e.g. some have attended specific training to support children with speech and language needs, others have experience of supporting children with behavioural or emotional needs. Some have trained to deliver specific programmes of support e.g. TELL (Teaching Early Language and Literacy) We are a THRIVE school with one member of staff trained in the intervention.
- We purchase additional support from: The Educational Welfare Service, Educational Psychology and Behaviour Support Service.
- We also have access to Speech and Language, Occupational and Physiotherapy services, ASET (Autism Spectrum Education Team), The Education Preparation Unit, School Nursing service and CAMHS (Child and Adolescent Mental Health Service).
- We have links with services to support children with hearing and visual needs and for children with complex medical needs.
- We actively seek additional support from other agencies/ organisations if this is felt relevant to a particular child.

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8. What training have staff supporting children with SEN had or going to have?

In recent years the staff team have had training for speech and language development, and support to meet the needs of dyslexic pupils, supporting children with autism spectrum disorders, supporting children with Down syndrome; attachment theory, Ehlers Danlos and supporting children with physical needs. In-house training has included: the development of inclusive classrooms and practice; planning and personalising IEPs; using precision teaching techniques; supporting maths through practical apparatus (Numicon and Base 10 equipment) Staff have also accessed training about the use of social stories and activities which meet social, emotional and behavioural needs. A large number of staff have also attended team teach training. The school SENCO attends local authority meetings to receive updated information about the local offer and changes in SEN locally and nationally.

Training planned for the future includes: Refresher training for Epi-Pen administration; Thrive approach, SEN and Inclusion.

9. How will the school prepare and support my child to join the school or to transfer to a new school?

As soon as we are aware that a child with special needs wishes to join our school we will work closely with parents/carers to put in place the best possible transition arrangements for that child. This may include: additional home visits, extra transition visits to school, visits to preschool settings for staff to work alongside key workers, meetings with outside agencies already supporting the child and a series of meetings with parents and professionals to plan and evaluate transition support.

Within school all children are supported to prepare for the next step in their learning journey. We have a whole school focus on 'Changes' in the summer term. Transition from one class to another is supported with a 'moving up' visit to the next class and teacher. Additional visits may be planned for children who require more preparation. Past and present teachers always meet together to share information about learning needs. Sometimes the 'new teacher' may spend additional time with a particular child or observe them in their current class.

For children moving onto the next stage of education we work in close collaboration with local secondary schools. Initially we will communicate with the new school's SENCO and arrange a joint meeting for parents. This takes place well before transition begins. A transition plan is developed. In the past these have included the following: extra visits for a child to their new school and supporting activities; sharing information about the child; planning a time for staff from the new school to observe the child in their class and time to speak to their current class teacher. Where necessary a statement or Education Health Care Plan review takes place at least 2 terms before the child moves to secondary school. This meeting always includes transition arrangements.

10. How accessible is the school environment?

The school is accessible with a wheelchair there is one disabled parking space close to the main entrance. All doorways have a level entrance or slope. There are no steps on the site and there is one disabled toilet. The playground is fully accessible also. We have an accessible kitchen area fitted at child height to support food technology in the curriculum. Since January 2014 there have been improvements to the visual environment to streamline the storage of resources resulting in fewer visual distractions. More space for circulation has been created near the Y2/3 classrooms during summer 2014 and relocation of a communication cabinet has improved the auditory environment in one room. In 2018 a new Sensory Hub will be opened allowing for small group activities, calming spaces and sensory activities.

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Parents and carers who do not speak English as their first language should contact the school to arrange to have letters/ information translated. We are also able to contact the local Bilingual Support Service for additional support.

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

Resources for SEN are allocated on a priority basis following teacher assessment of children's needs. The SENCO has overview of the needs of all SEND children and allocates programmes of work and support accordingly. We map our provision for children with SEND and regularly analyse whether interventions and support are being effective. Resources are prioritised based on the needs of the children in the school e.g. in 2014 we upgraded our SEN assessment materials and purchased resources to support in identifying and teaching children with mathematical difficulties. We have also invested in materials to support children with emotional and social needs.

12. How is the decision made about what type and how much support my child will receive?

We base all decisions about support on an ASSESS, PLAN, DO, REVIEW cycle. When a child is identified as having an additional need we put in place a plan to meet this need. This plan contains clear outcomes. Actions are then carried out and reviewed after 6 weeks to see if they are being effective. At different times it may be necessary to increase or decrease the level of support required. A child's IEP forms an integral part of this process. If targets and provision are effective in moving a child's learning forward then this will continue, if they fail to address the desired outcomes then additional support will be sought. Initially support will be accessed from within school. If it is felt necessary to access further guidance and advice then support from external agencies will be sought.

Examples of the graduated approach at Westwoodside (types of support)

Quality First Teaching	SEND support	Education Health Care Plan (EHCP)
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and individual) Alphabet arcs, phonic cards/displays Letters and sounds support Cursive handwriting Illustrated dictionaries Use of writing frames Alternative recording methods – digi mikes, sound buttons, Clicker General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy.	Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Time out/Anger Management support cards/ timers Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. (TELL) 1:1 Maths intervention inc. Dyscalculia materials, precision teaching, Numicon, Base 10.	Quality First Teaching, Assistance and support in line with individual EHC plans (statements)

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<p>Spelling banks for new subject specific words. Look say cover write check Numicon and practical maths equipment Where appropriate simple and clearly laid out worksheets. Structured school and class routines Clear unambiguous instructions Visual prompts and use of symbols for understanding Individual work station Speech and Language toolkit resources Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self esteem and strengths programme Wellbeing assessments Time out facilities Modified/adapted resources Desk slopes /seat wedges/ Magnifiers Pencil grips/ adaptive scissors Overlays / Use of coloured paper</p>	<p>Multi Sensory spelling programmes PIVATS to support small step progression Word Shark, Number Shark, Accele-Read - Accele Write Word Wasp, Toe by Toe Precision teaching Memory games Stile apparatus Maths strategies books Comic Strip cartoons Social Stories Nesy fingers BBC 'dance mat' touch typing Vocabulary maps/links Communication and support from external agencies. ASET assessment and actions Speech and Language programmes Support in line with individualised advice from an external agency including Health Plans. Thrive assessments and programme.</p>	
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13. Who can I contact for further information?

The school's Special Education Needs coordinator is Mrs S. Smith. She can be contacted via the school office 01427 752355.

If your child is already at school you should contact your child's class teacher in the first instance. You may also want to speak to the school's SENCO (Special Educational Needs Coordinator) or Head Teacher.

If you have concerns that are not met then please talk with the SENCO or Head Teacher.

If you have a child with SEN and are considering whether your child should join our school then please call 01427 752355 to arrange a visit and an appointment with the SENCO/ Head teacher. At this time you can ask questions relevant to your child's specific needs.



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Information about the North Lincolnshire's **Local Area offer** can be accessed at:

<http://www.northlincs.gov.uk/schools-libraries-learning/sen/transition-pathways/the-local-offer/> (From Sept 1st 2014)

Current details about SEN can be found at: <http://www.northlincs.gov.uk/schools-libraries-learning/sen/> (up to 1st Sept 2014)

14. Who can I speak to if I have a complaint about the SEN provision in the school or require unbiased advice and support?

The school complaint policy can be found on our website. Initially you should approach the Head teacher to express any concerns or complaints. If you do not receive an adequate response then the Chair of Governors (Mrs Maria Potter) may be contacted. Further details are described in the complaints policy and procedure.

You may find it useful to contact Parent Partnership who offer unbiased advice and support to parents of children who are concerned about SEN.

North Lincolnshire Parent Partnership Service
Room FO4
Hewson House
PO Box 35
Station Road
Brigg
North Lincolnshire
DN20 8XJ
Tel: 01724 277 665
Mobile: 07717 587 621

help@northlincsparentpartnership.org.uk

parent.partnership@northlincs.gov.uk

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APPENDIX 2. Our Thrive Approach

Our Vision is to:

Develop children emotionally so they can recognise and distinguish their emotions and learn ways of responding to their feelings appropriately.

We aim to:

- Provide alternative support for children who are experiencing emotional, social or behavioural difficulties
- Provide a safe and calm environment for children to develop their skills.
- Enable children to take pride in their achievements and enhance self-esteem.
- Help children to manage their feelings and develop skills to enjoy and participate in school life.
- Use positive approaches to manage all behaviours.

Thrive trained members of staff:

Mrs Sally Smith – SENCo

Mrs Karen Furnish – THRIVE Practitioner

Organisation of Thrive in school:

From Spring 2018, all children will be screened using the Thrive Online Assessment tool on Thrive online to identify areas of strength, areas for development and children who may require additional support.

Thrive whole class targets as identified on the screener to be incorporated into PSHE lessons. All class teachers are responsible for meeting the SEMH needs of the children in their class.

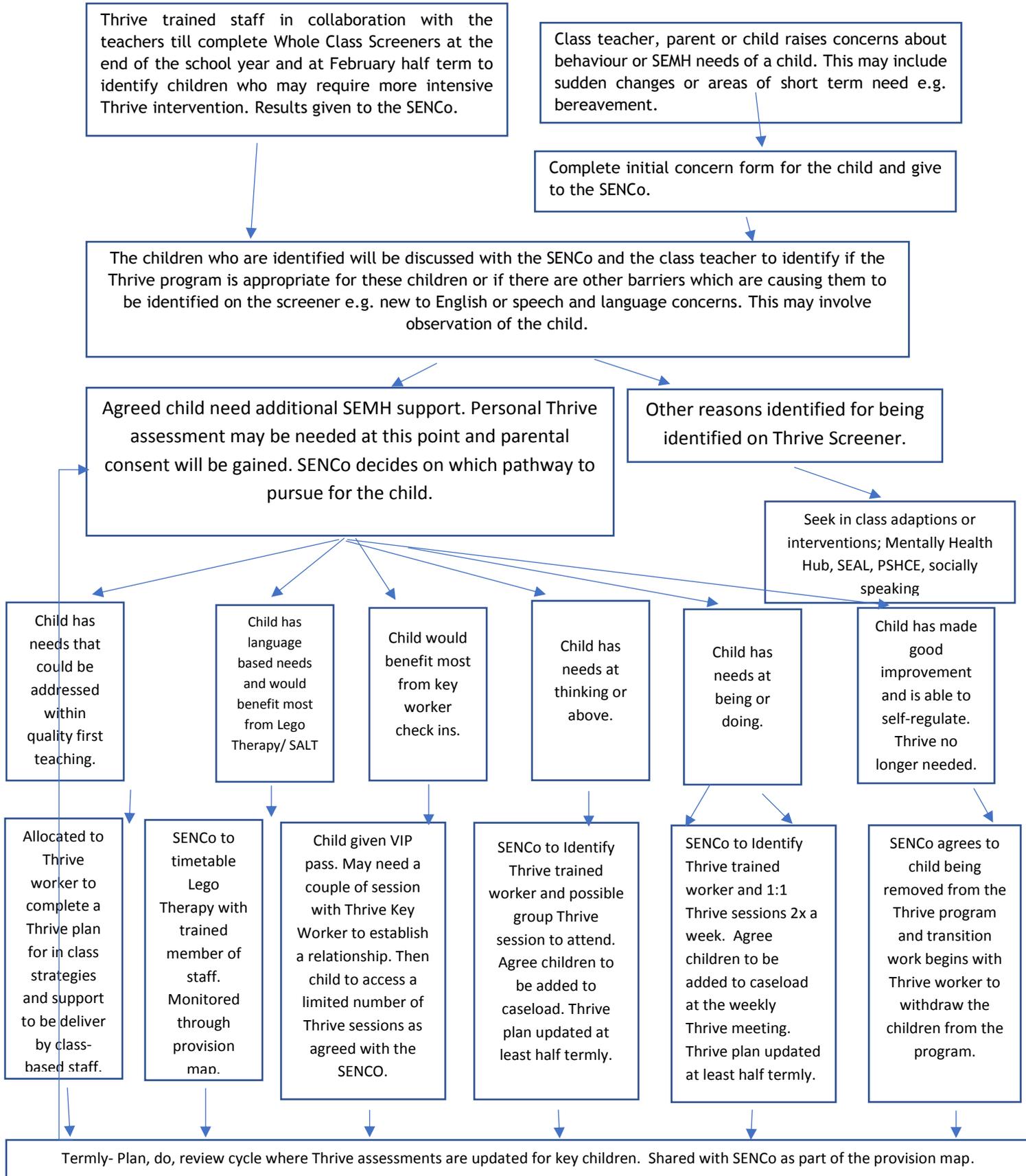
Some children will have a Thrive plan which will be set up in collaboration with the child's class teacher and a Thrive trained member of staff. These will incorporate targets and suggested activities and strategies that can be completed in the classroom to support the child. Where appropriate a similar plan can be created for parents to work on strategies at home. These will be reviewed half termly.

Some children may require additional support and will be placed in a Thrive group intervention led by a Thrive Practitioner. Their plans will be reviewed at least half termly, with assessments updated termly.

For children with the highest level of needs they will receive 1:1 Thrive sessions led by a Thrive trained member of staff. Where possible these sessions will take place twice a week for twenty minutes a session. Their plans will be reviewed at least half termly, with assessments updated termly.

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Identification of children who will access Thrive interventions and how the correct level of intervention is agreed.





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Thrive Supervision Meetings

Our SENCO reviews Thrive provision on a regular basis. The aims are to:

- review children's provision and targets
- highlight any areas of concern
- seek support and share strategies between Thrive workers
- monitor the progress of children
- identify and discuss other children who may require additional support
- discuss timetable changes

In addition to this all members of staff are welcome to approach our SENCo or Thrive Practitioner to discuss concerns that they have or to ask for strategies to support children

APPENDIX 3 Forms / documents

- a) IEP to be completed for all children accessing SEN support (Separate document)
- b) Class provision mapping exemplar (Separate document)
- c) Prompts to support initial discussion about child who is not at expected level (see below)

Name of Child _____ Date _____

Name of staff member _____

Discuss with parent yours or their concerns- how they have come about and what you have observed. What adaptations to learning have you tried and what impact do you think they are having. These may be linked to progress data/ observations in class or social observations – hard evidence is needed. If a child has difficulties concentrating ask a TA to note your prompts to the child throughout a session as evidence of this. (Attach evidence to this form)

Explore the parents' concerns: What have they noticed? What have they tried to support their child? What are their key concerns?

Explore needs in all areas to gain a full picture of support a child may need.

Physical needs, Medical needs, Emotional /behavioural needs, (Have there been any changes in the family recently – divorce, death of a relative. Any bullying or social difficulties that you, parent or child have concerns about?)

Has the child any history of any support previously? Did they have speech and language therapy when they were younger or have previous teachers supported? Do they have support outside of school? Do parents support learning? How easy/ hard does the child find homework?

Has the child had any developmental problems – did they reach all their developmental milestones e.g. walking and talking at a similar age to their peers?

Has the child had hearing and sight tested in the last year? Offer a school nurse referral for hearing if this is felt relevant. Advise parents to have child's vision checked at an optician if this is relevant. Explain it is best to check these areas at an early stage.

Attendance - is this at an appropriate level? What is the reason for this? Can improvements be made?

What are the aspects of learning that are most concerning and why?

Other areas that may be relevant - Coordination, behaviour, social skills, approaches to learning, any aspects of family history that may be relevant e.g. brother/ sister with special needs.

This section must be completed.



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1. What are the key areas of concern?
2. What would you, the child and the parent like to see as an outcome?
3. What are you going to do in class/ around school that will help this change to occur?
4. When will you meet to review if progress is being made or not? (maximum time 6 weeks from this meeting)

What is the child's current pattern of attainment in Reading, Writing, Maths, Speaking and Listening and other subject areas. (Include strengths and areas of weakness)

Initial discussion with parent about concerns regarding a child's progress

Name of child _____

Class _____

Name of Parents _____

Date of meeting _____

1. What are the key areas of concern?
2. What would you, the child and the parent like to see as an outcome?
3. What are you going to do in class/ around school that will help this change to occur?
4. When will you meet to review if progress is being made or not? (maximum time 6 weeks from this meeting)

Data from last 3 years (if available)

Year Gp									
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Reading									
Writing									
Maths									

Signed _____ (teacher)

Copy to SENCO/ Parent and Class SEN file

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Request for Social & Emotional Support- Initial Concern Form

Name of Child _____ Year Group _____

Description of Concerns.	
Description of Behaviour Displayed	
Strategies you have tried with the child and impact	
Signed	Class Teacher.
Outcome (SENCo to complete)	



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Appendix 4 Diagrammatic flow chart showing how SEN support works in our school. (Separate document)

Appendix 5

Information for staff and parents to access information about commonly occurring SEND

www.afa3as.org.uk

www.sendgateway.org.uk

<http://www.ncb.org.uk/areas-of-activity/sen-and-disability>

Autism – www.autismeducationtrust.org.uk

Communication/ speech and language www.thecommunicationtrust.org.uk

The Dyslexia Specific Learning disability Trust – www.thedyslexia-spldtrust.org.uk

National Sensory Impairment Partnership – www.natsip.org.uk

MindEd (mental health, wellbeing and development) www.minded.org.uk