FOREST EDGE FEDERATION

Tutshill C Of E Primary School

Woolaston Primary School

SEND Policy

Forest Edge Federation

Date of Review: March 2024

Date of Next Review: March 2025

Signed, Chair of Governors:

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FOREST EDGE FEDERATION

SEND policy for Forest Edge Federation

Forest Edge Federation is committed to providing outstanding education for all and welcomes the diversity of culture, religion and learning styles that our communities bring to each school – Tutshill Church of England and Woolaston Primary Schools. All pupils with SEND (Special Educational Needs and Disabilities) are valued, respected and are equal members of the school.

As such, provision for children with SEND is a matter for the Federation as a whole. All teachers are teacher of pupils with SEND. The Governing Body, Executive Headteacher, respective SENDCos and all other members of staff have important responsibilities relating to the provision for children with SEND.

Inclusion statement

- ·At Forest Edge Federation, teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- ·Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We focus on individual progress as the main indicator of success.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.
- At Forest Edge Federation, we strive to use a person-centred approach at all times, based on the principal that we are all individuals with our own unique experiences, preferences and motivations. We believe that a child-centred approach is essential to ensure children and young people with additional needs and their families feel listened to and have choice and control over decisions made about them.

Objectives

a. To ensure all pupils have access to a broad and balanced curriculum
b. To secure high achievement for all
c. To meet individual needs through a range of provision

d. To work in partnership with parents and carers to ensure they are able to fully engage with the learning of their child
e. To work in co-operation and productively with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all pupils with SEND
f. To identify and meet pupils' needs as early as possible
g. To closely monitor and evaluate the effectiveness of our provision for pupils with SEND

Roles and Responsibilities

Federation SEND Governor	
Tutshill CofE School SENDCo Mrs Hannah Williams National Award for SEND	Woolaston Primary School SENDCo Mrs Su Madurasinghe National Award for SEND

Designated Safeguarding leads are:

Federation Safeguarding Governor	
Executive Headteacher Miss Jennifer Lane	
Tutshill CofE School Deputy Headteacher: Mrs Natalie Fryer	Woolaston Primary School Deputy Headteacher: Mrs Emma Gomersall Class teacher: Mr Calvin Rushton

The SENDCo is responsible for:

- Managing the day to day operation of the policy
- Coordinating the provision for pupils' special educational needs
- Monitoring My Plans/My Plan Plus/EHCP provision
- Liaising with parents as required and attending My Plan Plus review and EHCP Annual Review meetings (as well as My Plan reviews when required)
- Maintains the school's SEND list and records for SEND pupils
- Undertakes school based assessments and completes referrals and documentation required by external agencies and the Local Authority
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Liaises with external agencies such as advisory teaching service, educational psychology, CAMHS, health service and social services as required.
- Supporting with transition – either into the school or to a new school

- Monitoring the impact of interventions and support plans and evaluating their effectiveness
- Supporting and advising teachers and teaching assistants on matters relating to SEND

Class teachers are responsible for:

- Liaising with the SENDCo to agree which pupils require SEN support
- Completing My Profile sheets with all pupils
- Completing pupil SEN plans (My Plan/My Plan Plus/EHCP) three times a year and sharing the plan with parents. At the review, sharing the outcomes with parents also.
- Delivering Quality First Teaching
- Including adaptions in their lessons to ensure all pupils are able to access the learning required
- Effectively deploying Teaching Assistants' (TA) time to maximize the outcomes for pupils
- Creating an intervention timetable and records with clear start and outcome assessments
- Contributing to EHCP Annual Reviews – written report and/or in person attendance to discuss pupil progress and outcomes

Teaching Assistants are responsible for:

- Making themselves aware of the individual needs of pupils they are working with
- Working with individuals or small groups as directed by the class teacher to deliver lesson adaptions or interventions towards the meeting of My Plan/My Plan Plus outcomes
- Maintain a file of evidence of work (observations, photographs, written work etc) completed which highlights the progress made towards pupil outcome
- complete intervention record sheets and feedback to the class teacher on progress towards the outcomes
- support pupils with strategies to develop independent learning skills to ensure our pupils are resilient and independent learners

Admission Arrangements

The admission arrangements are as for any other pupil with one exception. Children who already have an EHCP when applying to either school, must apply through the SEN Casework Team at the Local Authority. Either school can provide the contact details for the Casework team should a parent require them.

Allocation of Resources

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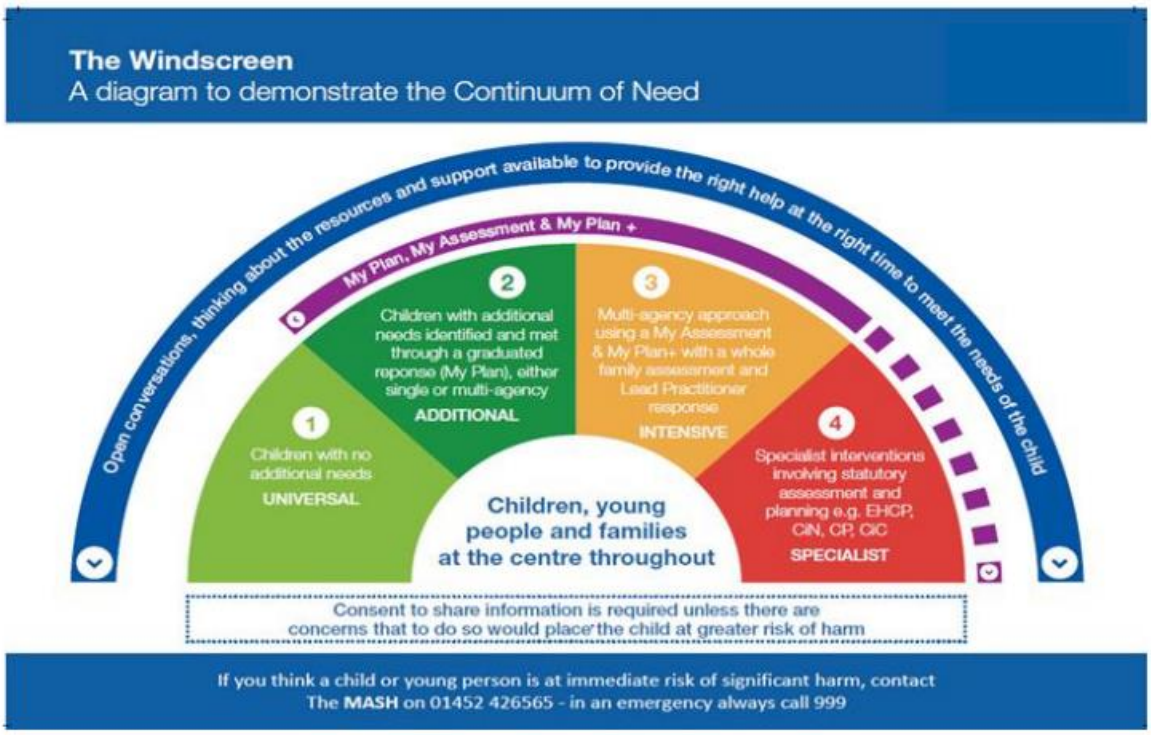
The cost of SENDCo and resources are partially funded by the SEND amount allocated within each school's delegated budget. This is determined using a local funding formula – the notional SEND budget. The remainder is funded from the 'high needs top up funding' where the needs of individual pupils exceeds the provision of the notional budget.

The Executive Headteacher informs the Governing Body of how the funding has been allocated to support special educational needs has been deployed.

Most of the schools' SEN resources are deployed across all year groups and classes with an identified allocation set aside for pupils with an EHCP.

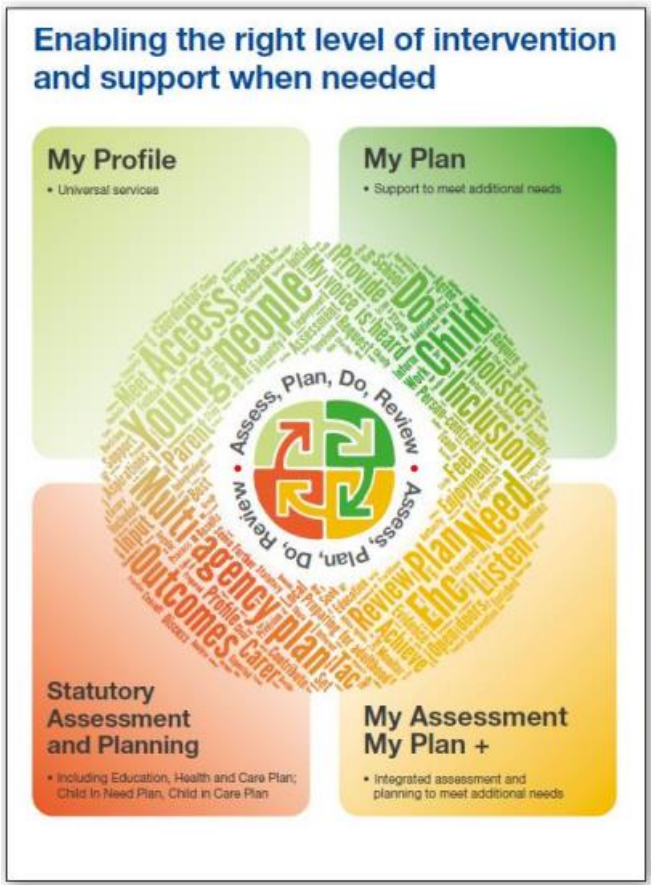
6. Identification, Assessment, Provision and Review

Both schools follow the Gloucestershire Graduated Pathway – the key elements of this are: We follow the ASSESS, PLAN, DO, REVIEW cycle.
Our support is graduated from UNIVERSAL, ADDITIONAL, INTENSIVE and SPECIALIST.



We use My Profiles, My Plans, My Plan Plus and Education, Health and Care Plans to deliver the support.

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Special Educational Needs and provision can be considered under four broad areas of need:

The Code of Practice does not assume that there are rigid categories of Special Educational Needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are

Communication and Interaction

Communication and interaction conditions may include children and young people who have speech, language and communication needs and/or autism.
They may:

- have difficulty in communicating with others; they may have difficulty saying what they want to or understanding what is being said to them
- be delayed in using language and shy away from talking

Cognition and learning difficulties can affect children's ability to learn and do well at school. Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyspraxia and dyscalculia. Children who have needs in more than one of these areas are considered to have 'complex needs'. A child may also be described as having 'mild' or 'severe' learning difficulties depending on the degree of need and the impact this has on their lives. Support

for learning difficulties may be needed when children and young people learn at a slower pace than their peers.

Learning difficulties cover a wide range of needs:

- Pupils with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum.
- Those with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication.
- Pupils with profound and multiple learning difficulties (PMLD), are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties

Children and young people experiencing social, emotional and mental health difficulties may be:

- withdrawn or isolated
- hyperactive and lack concentration
- immature in relation to social skills
- displaying behaviour that challenges which could be arising from other complex special needs

This could mean mental health difficulties (such as anxiety or depression or they could be self-harming), substance misuse, eating disorders or physical symptoms that are medically unexplained. They may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships.

Sensory and/or physical needs

Children with sensory or physical needs may have a disability, such as;

- physical disability
- vision impairment
- hearing impairment
- multi-sensory impairment (both hearing and vision difficulties)
- dyspraxia

They may need specialist equipment to access learning and other opportunities available to their peers.
They may also need support to help with daily tasks such as eating or travelling.

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All pupils are assessed regularly throughout the year. If a pupil either does not make expected progress or is working at 'well below' the age related expectation for their year group, the class teacher will notify the SENDCo. The SENDCo and class teacher will then be able to discuss strategies and interventions to reduce the barriers to learning and enable progress. This would be discussed with parents and carers.

All pupils complete their My Profiles at regular intervals. These are revisited as and when required to gain an up to date picture of the pupil's view of their learning and their strengths and needs.

If after an initial period of intervention or new strategies, progress has not increased then a My Plan would be used to formalize the strategies and interventions. Each new My Plan is discussed with parents and carers.

These plans are reviewed a minimum of 3 times a year. Should concerns persist and progress remains well below that expected of a pupil in that year group, other agencies can be called upon to assist with the next plan. In this instance, the child would work towards a My Plan Plus. Again, parents would be involved in the discussions about moving to this level of support. Alongside the My Plan Plus, a My Assessment is started which seeks to collate all the relevant information about the pupil's needs.

The ASSESS PLAN DO REVIEW cycle remains in place for each My Plan/My Plan Plus.

Should a pupil have complex and/or significant needs the school or parents/carers can apply for a Statutory Assessment of need which could lead to an Education, Health and Care Plan (EHCP) for the pupil. The process for this is set out by Gloucestershire Local Authority.

Pupils with an EHCP have their plans reviewed annually via the statutory Annual Review process. This review is the responsibility of the Local Authority and managed by the school.

Each school publishes its own Special Educational Needs Information Report which can be viewed on each school's website (please see separate appendices for hyperlinks to this). This document has to be updated annually and gives parents a clear description of the SEND provision available in the school.

Access to the curriculum

- The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted by the school. The school will, in other than exceptional circumstances, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the actions taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- Intervention programmes will be used to make short-term, targeted progress for pupils with SEN.
- The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Teacher's planning considers which adaptations are appropriate to reduce the barriers to learning for pupils with special educational needs.
- When pupils are taking part in support groups or interventions this will be planned such that large sections of learning in a subject are not missed; they are not taken out of subjects that they are particularly successful in or so that they don't miss the same subject for an extended period of their school life.
- Schemes of work for pupils, within classes, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

In addition to the statutory curriculum, all pupils with SEND are actively encouraged to participate in extra-curricular activities and events.

Role of parents/carers and pupils

The Federation believes in giving parents/carers and pupils a warm welcome to our schools. Parents/carers are considered as equal partners in their child's education. We will give parents/carers opportunities to play an active and valued role in their child's education by:

- Making parents/carers and pupils feel welcome.
- Encouraging parents/carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focusing on the child's strengths as well as areas of need.
- Having access to information and advice during assessment and any related decisions.
- Being involved with any consultation or referrals with external agencies engaged to support their child's SEND needs.

- Providing formal and informal opportunities for discussion and contribution to their child's SEN plan. This could be in the form of a telephone call, email, review meetings or ad hoc meetings with class teachers and/or the SENDCo.
- Providing our SEND information in an accessible way and where necessary, translated information for parents/carers for whom English is an Additional Language.

For pupils, we encourage them to:

State their views about their education and learning through the My Profile

Identify their own needs and learn about learning through the My Profile

Engage with their SEN plan and be involved with the outcomes set each term

Self review their progress and the setting of new outcomes

Arrangements for the treatment of complaints

Any complaints about a school's SEND support should be directed to the SENDCo in the first instance. Further information on this process can be found at SEN support complaints.

Arrangements for In-Service Training

All staff will be well-trained in how to best support pupils with SEND in order to maximize their achievement. The school development process will formalize the training/CPD needs of the federation each year; taking into account individual needs as they arise.

The SENDCos remain up to date and abreast of local and national developments through the attendance at local cluster update meetings and their own reading.

Links with other policies

- Accessibility plan
- Admissions policy
- Behaviour policy
- Child protection policy
- Equality (and inclusion) policy
- Intimate Care policy
- Safeguarding policy
- Local Offer for Gloucestershire County Council
- SEND information report

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Legislation

- Children & Families Act 1989 Guidance and Regulations Volume 2 AND Volume 3.
- Children & Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budget) Regulations 2014
- Equality Act 2010
- SEND Code of Practice 2014
- Working Together to Safeguard Children (2019 summary)
- Reasonable Adjustments for disabled pupils (2015)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

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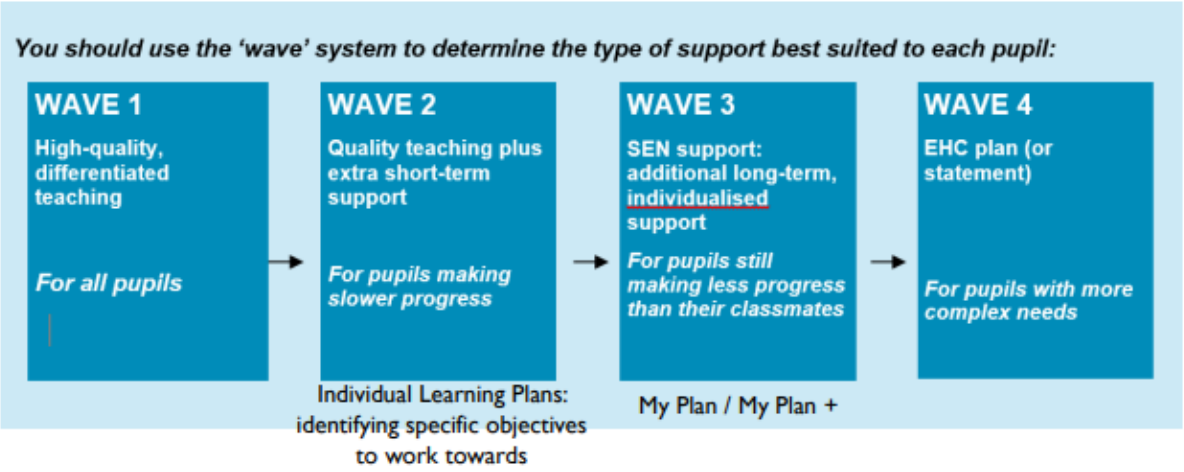
Appendix 1 – Tutshill C of E Primary School

The school Special Educational Needs and Disabilities Co-ordinator (SENDCo) is named as Mrs Hannah Williams, who has achieved the National Award for SEND. Appointments can be made with the SENDCo through the school office, telephone or through the school email. She works closely with the school SEND Governor and with Mrs Laura Hart, the ELSA-trained and Pastoral lead teacher. They ensure that the Tutshill C of E Primary Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Our Intent:

At Tutshill, we are committed to providing an outstanding education to all, regardless of need. We work hard to overcome potential barriers to learning in order to support every child to succeed academically as well as socially and emotionally to become a life-long learner and well-rounded children (using our school **values** and **learning behaviours**). Additionally, we intend to support children to understand issues that are prevalent in society—both in Britain and the wider world in order to become **global citizens**. All subjects are differentiated through our understanding of **meta-cognition** as an awareness of an individual's own thought processes and ability to reflect on the way that they think and learn.

Levels of SEND Support at Tutshill:



WAVE 1 – Quality First Teaching

We offer all children quality first teaching by working at the right level for your child, providing appropriate materials to scaffold learning, using guided questioning and planning extra support in class. Any concerns are raised with parents and the school SENDCo to identify our next steps. Some children with a disability may be managed at this level as reasonable adjustments will be made. All children will be involved in writing a 'My Profile' detailing personal preferences and ambition. At this stage, the SENDCo is responsible for monitoring the level of support in class to ensure all children are catered for.

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WAVE 2 – Individual Learning Plan (ILP)

If we assess a child as having small gaps in their learning (linking to specific learning objectives), it may be decided that further intervention is required to support this. Together with the child, teachers will set short term targets and create an 'Individual Learning Plan' (ILP). This will be shared with parents/carers at home to ensure that consistency between home and school is paramount – allowing for parents/carers to have an active role in supporting their child's education. A child may have specific interventions or individual support to action these targets and, at this stage, the SENDCo may only attend meetings occasionally – at the request of class teacher or parent/carer as well as to monitor the effectiveness of these meetings.

WAVE 3 – My Plan & My Assessment and My Plan +

If we assess a child to have a SEN or have a disability which requires further intervention, they are named on the SEND Register as requiring additional support. Together with the child and parent, teachers will set short term targets and create a 'My Plan'. School may ask for advice or support from other professionals and agencies, e.g. Speech and Language Therapist, Early Help, Educational Psychologists. A child may have specific interventions or individual support to action this 'My Plan' and, at this stage, the SENDCo may only attend meetings occasionally – at the request of class teacher or parent/carer as well as to monitor the effectiveness of these meetings.

At a My Plan review, it may be decided that the My Plan is not meeting the needs of a child, or perhaps there are further needs identified that need to be explored. In this case, it may be decided to complete a My Assessment leading to a My Plan +. School may ask for advice or support from other professionals and agencies, e.g. Speech and Language Therapist, Paediatrician, advisory teachers.

The My Assessment will seek the views of the child, the parent/carer, school and other professionals who may work with the family to help make a clear picture of the needs. There will then be a Team Around the Child (TAC) meeting to bring together all these people to help develop the My Plan +. This will be reviewed regularly. A child may have specific interventions or individual support and, at this stage, the SENDCo will be involved in every meeting and is the lead practitioner (designated to write targets and ensure actions and provision is put in place to support the child's needs).

WAVE 4 – Education, Health and Care Plan (EHCP)

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A very small minority of children will have complex SEND which may need significantly higher levels of support. This may require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, the SENDCo will make a request to the Local Authority (LA) to undertake a full assessment of the child's needs. The LA will then draw up an EHC plan for the child which will provide a high level of additional support. This will ensure long term support for your child and will be reviewed annually. To measure the child's progress towards the outcomes on the EHC plan, your child will also receive a short-term plan. This details the short-term and medium-term targets working towards the long-term target, specified as the end of key-stage outcome on the plan. These will be reviewed twice a year, plus the annual review. At this level of SEND, the SENDCo will be involved in every meeting and is the lead practitioner (designated to write targets and ensure actions and provision is put in place to support the child's needs).

For any further information, please visit:

https://www.tutshillcofeschool.co.uk/website/special_educational_needs/206274

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Appendix 2 – SEND at Woolaston Primary School

The school Special Educational Needs and Disabilities Co-ordinator (SENDCo) is named as Mrs Su Madurasinghe, who has achieved the National Award for SEND. Appointments can be made with the SENDCo through the school office, telephone or through the school email. She works closely with the school SEND Governor and with Miss Jodie Niblett and and Mrs Clare Guest, our Nurture practitioners. They ensure that the Woolaston Primary School Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Our Intent:

At Woolaston School, we provide an inclusive curriculum that is creative, engaging and challenging. We encourage all children to lead their own learning by exploring the world around them and developing their own lines of enquiry. As well as delivering the National Curriculum in an innovative and creative way, we develop the children's knowledge by ensuring we provide links to the community. All children are able to learn and achieve whilst developing the skills needed responsible, respectful and happy members of society that lead to rich and productive lives. Our school **values** underpin everything that we do and encourage children to nurture their own spiritual, moral, cultural and social development. We understand that our children arrive at school a previous knowledge and experience of our local area. Therefore, we teach our children about **cultural diversity** and what it is to be **globally aware**. Through developing key learning behaviours, that are interwoven with British Values, we can ensure our children become well informed and **resilient individuals**.

Levels of SEND Support at Woolaston:

Quality First Teaching

We offer all children quality first teaching by working at the right level for your child, providing appropriate materials to scaffold learning, using guided questioning and planning extra support in class. Any concerns are raised with parents and the school SENDCo to identify our next steps. Some children with a SEN or disability will be managed at this level, with adaptations, accommodations or reasonable adjustments. These will be recorded on a "Strategy sheet" to ensure all parties are awre of the pupil's needs and arrangements in place. All children will be involved in writing a 'My Profile' detailing personal preferences and ambition. At this stage, the SENDCo is responsible for monitoring the level of support in class to ensure all children are catered for.

My Plan

For some children a more detailed and specific plan will be needed. My Plans will detail interventions and programmes of work the pupil is working on and record provision which is **different from or additional to** Quality First Teaching. My Plans are reviewed three times a year with parents. At this stage, the SENDCo role is to monitor the intervention effectiveness, successful outcomes of each My Plan cycle and provide support and advice for class teachers. If after 2 cycles of work at My Plan a pupil is not either maintaining their rate of progress or is working well below their age related expectation, the school would consider moving to:

My Plan Plus

The next stage is for children for whom our in school interventions are having limited impact. The school is able to engage the support and advice of other agencies such as the Advisory Teaching Service, Educational Psychology, Occupational Therapy or Speech and Language Therapy as examples.

Alongside the My Plan Plus, a My Assessment document is created which records the key concerns, advice of external agencies, actions taken to implement these actions, intended and actual impact of these actions or interventions. It is the SENDCo's responsibility to set up and maintain the My Assessment.

If after 2 cycles of My Plan Plus provision the pupil is not either maintaining their progress or continues to be working well below their age related expectation, consultation with parents could lead to a request for Statutory Assessment for an Education, Health and Care Plan. It is the SENDCo's responsibility to initiate any request for Statutory Assessment in consultation with parents.

Education, Health and Care Plan (EHCP)

Pupils with an EHCP will have a Provision Map which details the outcomes stated on their EHCP and give the provision and interventions the school is implementing to meet these outcomes. It will show how their EHCP funding is being spent within the school. The Provision Map is reviewed twice a year within school and with parents and then once a year at the statutory Annual Review. The SENDCo role is to initiate the Provision Map, cost it and review it with the class teacher and parents. It is also their role to conduct the Annual Review process on behalf of the Local Authority.

For more information visit SEND and Offer of Early Help | Woolaston Primary School

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