



'Being different, Belonging together'

A Whole School Guidance for SEND

Background

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities (SEND) in England. Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/children-with-special-educational-needs/special-educational-needs-support>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/education-health-and-care-plans/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.



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Church of England (Aided) School



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Mission Statement:

BEING DIFFERENT, BELONGING TOGETHER

Our Vision

Our **vision** is to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

At Frances Olive Anderson Church of England School we aim to ensure that:

- All the children have access to a broad and balanced curriculum.
- All the children have access to the Early Learning Goals at the Foundation Stage and the National Curriculum at Key Stages 1 and 2.
- All teaching staff are enabled and receive support and training to ensure that all the children have access to a broad and balanced curriculum, the Early Learning Goals at the Foundation Stage and the National Curriculum at Key Stages 1 and 2.
- All parents/carers are kept informed about and are involved in their child’s education.
- All the school staff, children, parents/carers and governors are aware that they have an important role to play in creating a caring, supportive school environment in which all children are secure, happy and equally valued.
- The provision of resources, both human and material is appropriate and sufficient to enable flexibility of use and to support all children’s individual learning needs.
- The roles and responsibilities of all who are concerned about and involved with children with special educational needs are clearly defined, understood and implemented.
- The fundamental principles of the Code of Practice are upheld efficiently and effectively.

The LA Local Offer details (Regulation 53, Part 4) can be found at: <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/thelocal-offer/>

Our SEND Information Report (Regulation 51, Part 3, section 69 [3a]) is available on our website www.olive-anderson.lincs.sch.uk



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Staffing

The SEND team consists of – SENDCo - Mr Stewart Cook

In school we have a wide range of teachers and staff with expertise in different areas of SEND, see Appendix 1 for list of the main qualifications/ training.

Governors Role

Our Governing Body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources
- Report to parents/carers on the implementation of the school's policy for children with special educational needs
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed; SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process and provision map;
- The quality of SEND provision is continually monitored;
- The SEND policy is reported on in the school prospectus and is available on the school's website www.olive-anderson.lincs.sch.uk

The named SEND Governor is Mr Graham Bailey.



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Objectives

What do we want to happen for children with SEND including those with ESMH problems?	What will we do to ensure that this happens?	What will we see or measure when this happens?	How will we check that it is happening?
Aims	Objectives	Monitoring arrangements	Evaluation
To be included in all of the school’s activities.	<ul style="list-style-type: none"> Modify the schools environment to enable access to all of our pupils. Ensure that all pupils are included in extra-curricular activities. That the breadth of curriculum on offer can be accessed by all pupils. That learning opportunities are appropriately differentiated. That all pupils should benefit from opportunities to learn at home. 	<ul style="list-style-type: none"> Absence of complaints from parents/carers about access to resources, trips and extra-curricular activities. Governors would be able to see on learning walks that all activities and parts of the school were accessible. Work in books shows that individual needs of pupils have been taken into account. Lesson observations show that tasks and/or outcomes are differentiated. Teachers will set homework for all pupils which is appropriately differentiated. 	<ul style="list-style-type: none"> HT/SENDCo will report to governors on how children are included in lessons. HT/SENDCo will report to governors on the differentiation of homework. Pupils excluded from extra-curricular activities will be notified to the COG for approval.
To make good progress.	<ul style="list-style-type: none"> We will have accurate baseline assessments for all pupils who enter school later than the rest. We will use our formative assessments to plan next steps. We will effectively use 	<ul style="list-style-type: none"> Formative assessments and EAZmag tracker show date of entry into school if later than normal and baseline assessment records and dates. TA will record where pupils have difficulty within programmes and identify additional or different 	<ul style="list-style-type: none"> Sample of profiles with a % of those that fail to demonstrate timely baseline assessment reported to Governors. (SEND Governor or COG if no SEND Governor available)



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<p>To make good progress continued</p>	<p>interventions when our assessments show that children are not making expected progress.</p> <ul style="list-style-type: none"> We will include in individual provision maps the expected attainment by a given date. Short term plans will show individual pupil expectations for those on the SEND register. 	<p>provision.</p> <ul style="list-style-type: none"> In the outcomes column of the TA's recording sheets they will have recorded the success or failure to learn, effectively. All provision maps will have clear timelines and impacts. 	<ul style="list-style-type: none"> Review of Intervention form by SENDCo identifies that are systematically recording progress effectively. Monitoring of interventions shows the effectiveness of the interventions.
<p>To feel safe and happy at school.</p>	<ul style="list-style-type: none"> We will have a strong anti-bullying policy. Staff will avoid using hostile language. Staff will use positively framed instructions when providing guidance. Staff will take care to appraise themselves of pupils' backgrounds and barriers to learning and ensure that children are treated in a dignified manner at all times. Learning will be structured in such a way that pupils learning takes place in a positive and rewarding context. Teachers will communicate positive outcomes to parents. The school will canvas parents/carers views on the happiness and feelings of 	<ul style="list-style-type: none"> Attendance of SEND children is above the floor level. Children are happy around school. Governors would see on learning walks that children are treated in a dignified manner. 	<ul style="list-style-type: none"> Pupil questionnaires show 90% of children feel safe and happy. Attendance figures show attendance of SEND children in line with peers.



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	safety of their children.		
Access to additional resources aimed at meeting their needs.	<ul style="list-style-type: none"> The SENDCo will ensure that provision maps related to the range of barriers to learning experienced by children at the school are generated, maintained and updated. Teachers and teaching assistants will contribute ideas and resources to provision maps. Teachers will implement provision maps and will review progress against targets. All staff will ensure that they use Wave 1 provision appropriately to overcome barriers to learning. Teachers will contribute ideas and assessment information to the SENDCo when identifying barriers to learning that may require provision at Wave2 or Wave 3. 	<ul style="list-style-type: none"> Work in books shows that individual needs of pupils have been taken into account and that timely intervention has taken place. In the outcomes column of the provision map teachers will have recorded the success or failure to learn, effectively and suggested new targets. Upon monitoring Wave 1 provision the gap is closing upon age related expectations. 	<ul style="list-style-type: none"> When reviewing provision maps we will see that timely interventions have been put in place. Teachers are able to discuss the interventions at Pupil Progress meetings.
To have their learning needs and barriers to learning identified.	<ul style="list-style-type: none"> Teachers will collect assessment data and record observations that clarify the difficulties being experienced by a pupil. Teachers will collect parental 	<ul style="list-style-type: none"> Assessment data shows difficulties being experienced, recorded at PPM. Parents/carers views are collected and recorded on the Provision mapping software under meeting 	<ul style="list-style-type: none"> Report the % of parents/carers that are happy with the provision in school from parent/carer questionnaire. Review of meeting logs



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<p>To have their learning needs and barriers to learning identified continued.</p>	<p>views and observations on their childrens' needs and the difficulties that they experience on Conversation Log (Appendix 2).</p> <ul style="list-style-type: none"> Teachers will collect pupil views on the difficulties that they experience and on the impact of the teaching methodology used to help them overcome barriers to learning on Pupil Profiles (Appendix 1). When Wave 1 and Wave 2 provision is failing to ensure adequate progress the school will use outside agencies to provide guidance and support as necessary. 	<p>logs.</p> <ul style="list-style-type: none"> Childrens views collected and recorded on Provision Mapping software. Outside agencies being used to provide guidance and support to CT & parents/carers. 	<p>(Appendix 2) show that teachers are recording children's and parents/carers needs.</p>
<p>To have well designed programmes and activities targeted at individual needs.</p>	<ul style="list-style-type: none"> The SENDCo will ensure that Wave 2 and Wave 3 provision is in place to address the range of needs that exist within the school. Teachers will use Wave 2 and Wave 3 provision and they will evaluate the impact that this has on pupil progress recorded on Pupils Provision map. 	<ul style="list-style-type: none"> Interventions are in place to address children needs. Provision maps show they provision that is taking place. Provision maps show the impact that interventions are having. 	<ul style="list-style-type: none"> Review of interventions by SENDCo identifies the % pupils making expected progress. Review of need by SENDCo shows that children who are falling behind have been given timely intervention.
<p>To develop a positive self-concept.</p>	<ul style="list-style-type: none"> Teachers will aim to provide additional reinforcement to 	<ul style="list-style-type: none"> During learning walks teachers will be providing additional 	<ul style="list-style-type: none"> During pupil interviews pupils are able to talk



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<p>To develop a positive self-concept continued.</p>	<p>pupils on the SEND register over and above that normally afforded to every child.</p> <ul style="list-style-type: none"> Teachers will be careful to avoid reinforcing negative opinions about pupils with other staff. Teachers must recognise that all behaviours have a cause and that talking to pupils about their behaviour is an appropriate response to inappropriate behaviour. 	<p>reinforcement.</p> <ul style="list-style-type: none"> Kagan strategies are being deployed in class to involve all students. 	<p>about their own self-concept.</p> <ul style="list-style-type: none"> During governor interviews children will be asked about their views and shared with class teachers and SLT.
<p>To have effective communication with their parents and carers.</p>	<ul style="list-style-type: none"> Teachers will respond to parental concerns. Teachers will ask parents/carers for their views on the progress that their child is making. Teachers will provide positive feedback to parents/carers on their children's achievements. 	<ul style="list-style-type: none"> Responses on parent/carer questionnaires. 	<ul style="list-style-type: none"> Reviews of parent/carer questionnaire show that at least 80% demonstrate that effective communication between teachers and parents/carers are ongoing.

Complaints Procedures

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo and Head teacher. The Chair of Governors may be involved if necessary. In the case of unresolved complaint, the school will follow its Complaints Policy procedure available on the school's website www.olive-anderson.lincs.sch.uk. If the complaint relates to a child who has an Education and Health Care Plan, and there is funding from the LA to support this plan, then the LA may have their own complaints policy

Additional information and support on all aspects of SEND for parents/carers can be found through: <http://www.lincolnshire.gov.uk/parent-partnership/>



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Sarah Woolley (Head Teacher)	Child Protection, Early Help Assessment/ Team around the Child National SENCO award (masters level)
Stewart Cook (SENDCo)	National SENCO award (masters level)
Sarah Hill	Elklan Speech and Language, Paediatric First Aid
Tracy Wright	EarlyBird Plus Autism Course Precision Teaching Pyramid PECS training
Alex Bolderson	Pyramid PECS training
Nina Salt	Sign Language Precision Teaching Peer Mentoring Switched onto Reading Switched onto Writing
Donna Robinson	Precision teaching Paediatric First Aid Elklan Speech and Language
Vickie Beastall	Paediatric First Aid Precision Teaching
Katie Gamwell	Paediatric First Aid

Appendix 1

Staff Qualifications and Training

Review

This guidance is monitored by the Head teacher and staff and shared with governing body. It will be reviewed in **2020** or earlier if necessary.