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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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Mission Statement:

BEING DIFFERENT, BELONGING TOGETHER

Our Vision

A place where all are welcomed, accepted and valued as unique pupils of God. As a school community we aim for all to develop wisdom, resilience, hope for the future, a sense of self-worth, to flourish - so to aspire to be the very best we can be, and to enable us to serve others.

SEND

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. SEN CODE OF PRACTICE (2015)

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. SEN CODE OF PRACTICE (2015:94)

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.



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- The roles and responsibilities of all who are concerned about and involved with children with special educational needs are 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

Staffing

The SEND team consists of – SENDCo - Mr Stewart Cook
Pastoral Support and Health Mentoring lead by- Mrs Helen Ireland and Mrs Karen Cullum

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 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.



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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 Miss Bethany Wright

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. (See section on creating a ... friendly classroom) • 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 	<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 	<ul style="list-style-type: none"> • Pupils excluded from extra-curricular activities will be notified to the COG for approval.



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	home.	differentiated.	
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 interventions when our assessments show that children are not making expected progress. Short term plans will show individual pupil expectations for those on the SEND register. Children will have an SEND passport, (see appendix 3) showing their difficulties and what has been put in place to support that child. 	<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 discuss with teachers and SENDco where pupils have difficulty within programmes and identify additional or different provision. All provision maps will have clear timelines and impacts. Pupil progress meetings will be used to monitor how children are meeting their targets and the progress they are making. 	<ul style="list-style-type: none"> Review of Interventions by SENDCo identifies that are systematically recording progress effectively. Monitoring of interventions shows the effectiveness of the interventions.
To feel safe and happy at school.	<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 	<ul style="list-style-type: none"> Attendance of SEND children is in line with that of peers. 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 majority of children feel safe and happy. Attendance figures show attendance of SEND children in line with peers.



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	<p>barriers to learning and ensure that children are treated in a dignified manner at all times.</p> <ul style="list-style-type: none"> • 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 canvass parents/carers' views on the happiness and feelings of safety of their children. 		
<p>Access to additional resources aimed at meeting their needs.</p> <p>Please see appendix 2 for a description of Waves of Intervention.</p>	<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 (see appendix 2) appropriately to overcome barriers to learning. 	<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. • Children will have SEND passports (see appendix 3) in place detailing where their difficulties are and what resources have been put in place to support them. • Where children have individual 	<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.



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	<ul style="list-style-type: none"> Teachers will contribute ideas and assessment information to the SENDCo when identifying barriers to learning that may require provision at Wave2 or Wave 3 (see appendix 2). 	<p>learning plans (appendix 4) these will state what interventions (wave 2 and 3) are in place .</p>	
<p>To have their learning needs and barriers to learning identified.</p>	<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 discuss pupil views on the difficulties that they experience and on the impact of the teaching methodology used to help them overcome barriers to learning When Wave 1 and Wave 2 provision (see appendix 2) is failing to ensure adequate progress the school will use outside agencies to provide guidance and support as necessary. 	<ul style="list-style-type: none"> Assessment data shows difficulties being experienced, recorded at PPM. Childrens views collected and recorded Outside agencies being used to provide guidance and support to CT & parents/carers. Barriers to learning are recorded on SEN passport (appendix 3) 	<ul style="list-style-type: none"> Review of meeting logs safeguard software show that teachers are recording children's and parents/carers needs.
<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. 	<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 	<ul style="list-style-type: none"> Review of interventions by SENDCo identifies the % pupils making expected progress.



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	<ul style="list-style-type: none"> Teachers will use Wave 2 and Wave 3 provision (see appendix 2) and they will evaluate the impact that this has on pupil progress recorded on Pupils Provision map. 	<p>that interventions are having.</p> <ul style="list-style-type: none"> SEND passports (appendix 3) display children's needs and barriers. Where needed children will have interventions recorded on an Individual Learning Plan (see Appendix 4) 	<ul style="list-style-type: none"> Review of need by SENDCo shows that children who are falling behind have been given timely intervention.
To develop a positive self-concept.	<ul style="list-style-type: none"> Teachers will aim to provide additional reinforcement to pupils on the SEND register over and above that normally afforded to every child. 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. 	<ul style="list-style-type: none"> During learning walks teachers will be providing additional reinforcement. Kagan strategies are being deployed in class to involve all students. 	<ul style="list-style-type: none"> During pupil interviews pupils are able to talk about their own self-concept. During governor interviews children will be asked about their views and shared with class teachers and SLT.
To have effective communication with their parents and carers.	<ul style="list-style-type: none"> Teachers will respond to parental concerns and these will be shared with parents.. 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 	<ul style="list-style-type: none"> Responses on parent/carer questionnaires. 	<ul style="list-style-type: none"> During review meetings parents are happy with the progress their child is making.



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	their children's achievements.		
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At Frances Olive Anderson (Church of England) Primary School we have recognised improvements in whole-class provision tend to be more effective and our first response is to ensure high quality teaching targeted at areas of weakness.

Creating an ADHD friendly classroom

- Sit near the teacher, within the class setting and surround with good role models.
- Sit away from the window or the door.
- Reduce the amount of changes/disruptions as far as possible.
- Give one task at a time and monitor progress.
- Have pre-established consequences for good and bad behaviour and stick to them. Work with the pupil to determine these.
- Use a timer to measure and extend time on task.
- Allow pupil a concentration aid, this could be to scribble, draw, squeeze Blu-Tack, wobble board, concentrate toy (fidget spinner, fidget watch etc) whilst you talk – encourage highlighting, underlining.
- Use 'post its' for questions and ideas rather than interrupt.
- Do a stop – 10 second count beforehand up/speaking.
- Stay calm and clear if pupil's behaviour is poor.
- Reinforce positive behaviour and establish a system to signal good and bad.
- Control size and membership of any group work – begin with positive peer buddy.
- Give a set time for writing and do not extend into break time – your pupil will need these breaks.
- Use pupil's name and give eye contact before giving instructions.
- Chunk instructions and support with visual cues.
- Check regularly that the pupil is on task.
- Give the pupil credit for any improvement made.
- Give the pupil credit for the amount of time and effort spent on work
- Consider marking the pupil's correct answers instead of their mistakes.
- Keep parents informed about upcoming tests and assignments.
- Avoid singling out the pupil – name the behaviour.

Creating a Dyslexia Friendly Classroom

- Exploring a wide range of recording styles for children
- Use of ICT to aid recording, such as, Ipads, laptops,
- Use of pictorial cues
- Use of visual timetables



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- The use of our marking policy which promotes verbal feedback as our preferred method.
- Use of reading books that are at an age appropriate interest level, whilst being at the correct reading level for the individual child.
- Organising reading buddies.
- Printing off information for the dyslexic child, rather than expect them to copy/search for information from the whiteboard.
- Use of precision teaching to help improve sound and word recognition.
- No expectation to read in front of class,
- Children given thinking time before answering questions.

We aim to maintain our whole school as a dyslexia friendly environment for all children and adults. In our classrooms, we adopt many of the principles, for achieving a dyslexia friendly classroom. In order to achieve this, our classrooms:

- Are arranged so that during lessons dyslexic children sit in an appropriate place
- Have clearly labelled resources.
- Have water readily available throughout the day.
- Use colour tinted backgrounds on the interactive whiteboards
- Have a range of dyslexia friendly resources ready at hand, such as: rainbow arcs, word lists, spelling and handwriting prompts etc.
- Have interactive displays, which can include talking postcards, word lists and topic vocabulary, photographs and pictures
- Are appropriately lit and well-ventilated to provide a comfortable learning environment.
- Have easily accessed ICT (talking tins, laptops and spell checkers etc.)

Creating an Autism Friendly Classroom.

- Keep things calm
- Be consistent with your expectations
- Use clear language and visual stimulus
- Relate learning to the child's experience
- Time-Outs' are neither a sanction or a reward.
- visual timetable is used to help understand the structure of the day.
- Displays kept simple, so as not to overload senses.
- Child is sat in class away from distractions and seat is easily accessible.
- Classrooms are well lit and ventilated,
- Use their own whiteboard, visuals, a copy of the story book for themselves, a fiddle toy etc to remove the distractions, chances of confrontation in class.
- Keep class rules simple.



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Timeline of how Frances Olive Anderson Primary School Identifies and monitors children identified with possible SEND.

Need identified at Pupil Progress Meeting and discussed with the SLT at pupil progress meetings (held 6 times a year). Child below Age related expectation or not making expected progress.

Identify barrier to learning

Social Emotional Mental Health

Learning need

Refer to health mentor. Support in class. Any intervention recording on Individual Learning Map and on whole class provision map. The concern and bullet point of intervention/ emails and conversations with parents recorded on safeguarding as wellbeing.

Identify Support in class. Any intervention recorded on Individual Learning Map and on whole class provision map. The concern and bullet point of intervention/ emails and conversations with parents recorded on safeguarding as wellbeing.

6 weeks review

6 weeks review

Support is working

Support is not working

Support is working

Support is not working

Continue to be reviewed in 6 weeks.

End support other than normal classroom practice.

Continue to be reviewed in 6 weeks.

End support other than normal classroom practice.

Look for outside agency that could help. Record on provision map, safeguarding software and Individual Learning Map

Why is support not working?. Assessment/ support from outside agency sought, (following conversation with parent- recorded on safeguarding) Put in place provision advised. Record provision on provision map and Individual Learning Plans. Meet with parents, record information, shared on safeguarding software. (if support is still not working seek further help- ASKSALL, Place on SEND register (with parents permission)



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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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Appendix 1

Staff Qualifications and Training

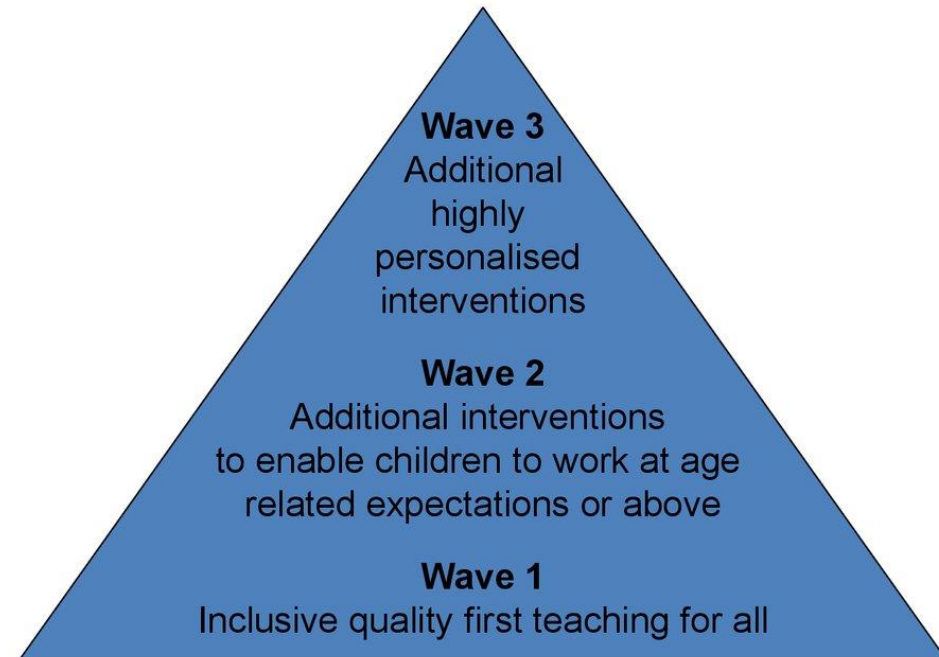
Sarah Woolley (Head Teacher)	Child Protection, Early Help Assessment/ Team around the Child National SENCO award (masters level)
Stewart Cook (SENDCo)	National SENCO award (masters level)
Sarah Hill	Elklan Speech and Language, Paediatric First Aid
Tracy Wright	EarlyBird Plus Autism Course Precision Teaching Pyramid PECS training
Alex Bolderson	Pyramid PECS training
Donna Robinson	Precision teaching Elklan Speech and Language
Vickie Beastall	Paediatric First Aid Precision Teaching
Katie Gamwell	Paediatric First Aid
All staff	ADHD friendly teaching and learning Dyslexia friendly teaching and learning Autism friendly teaching and learning Strategies to support pupils with PDA



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Appendix 2

Waves of intervention model



Wave 1 Provision describes quality inclusive teaching which takes into account the learning needs of **all** the children in the classroom. Before any additional provision is planned, class teachers consider what is already available to all pupils through differentiated work and an inclusive learning environment. We have found that the more inclusive the classroom, the less the need for additional provision.

Wave 2 Provision describes specific, additional support and interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Programmes such as 'Social Groups' or 'Maths Booster Groups' would be regarded as Wave 2 interventions.



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Wave 3 Provision describes targeted provision for children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions. Many of these interventions and directed support will be designed based on recommendations from external specialist agencies.



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Key Wave One Provision Strategies Adopted at Frances Olive Anderson Primary School

Learning Environment	Teaching and Learning	Resources	Adult Support	Teaching Strategies
<p>Environment must include accessible tools to support all children. This may require displays to incorporate visual representations of key vocabulary etc.</p> <p>All pupils must be provided with opportunities to contribute to the learning environment.</p> <p>A whole class visual timetable is displayed in each classroom</p>	<p>A range of recording work are used (Flip cameras, photographs, voice recorders etc.).</p> <p>Pupil seating is purposeful and according to pupil's needs. Pupils should contribute to seating decisions.</p> <p>Groups should change as often as possible so that all children are able to learn with different children.</p> <p>Time is allocated to develop and produce targets for all children.</p> <p>Marking and other forms of assessment are suitable for the learner, as well as the activity.</p> <p>Kagan Cooperative learning strategies are used to include all children in the class.</p>	<p>Visual and tangible resources are used in lessons.</p> <p>Quality modelling for all children (the conduction of modelling may look different for different children but all must have access to it).</p> <p>Instructions must be accessible to all learners.</p> <p>Computing is exploited across the curriculum and children have access to this type of resource as often as required.</p>	<p>Teachers plan time to spend with every child in their class. This can be achieved by swapping roles with TAs at times (i.e TA take the whole class for a short activity while the teacher works with one child or a small group).</p> <p>All adults are aware of and support the class objectives and individual pupil targets.</p> <p>Constant dialogue between teachers and teaching assistants provides effective AFL for all children.</p> <p>All adults should model excellent standards of behaviour and attitude to lessons.</p>	<p>Buddying is used effectively to support pupil participation and progress.</p> <p>Children should be taught the skills of collaborative learning (Kagan strategies) (turn taking, contributing ideas, making predictions, adopting roles, negotiating disagreements).</p>



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Appendix 3 Example SEN Passport

SEN PASSPORT
A Year 5

Start Date: Sept 20

Re-



What do others like about me:

- I am kind to others
- I am polite
- I keep the Golden Rules

What things do I find difficult?

- Changes to routine make me anxious
- Knowing if things are real or not real (fact/fiction)
- Eating different foods
- Talking about the same thing and knowing when to stop talking
- Expressing my feelings
- Loud noises (sometimes in assembly, music lessons)
- Strong smells

Medical Information:
Diagnosed with ASD

What adults in school can do to support me:

- Encourage him to try new foods
- Warn him of changes to the daily routine and reassure him
- Explain instructions step by step
- Make real and unreal clear
- Ensure Asa is aware of safety aspects on visits
- Remind him of Hattie Hoggit
- Sit near door in assembly with option to leave if needed.
- Have option to leave class and seek support if experiencing high anxiety.



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Appendix 4- Example Individual Learning Plan

Name-

Year group-

Primary Area of need- Communication and interaction cognition and learning social, emotional and mental health difficulties, sensory and/or physical needs

Desired Outcomes	Outside Agency	Targets	Strategies Implemented	Frequency, Duration and by Whom	Start Date – End Date	Actual Outcomes: <i>(Impact made)</i> <i>Met/Partially Met/Not Met</i>





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Review

This guidance is monitored by the Head teacher and staff and shared with governing body. It will be reviewed in **2022** or earlier if necessary.



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Glossary of SEND Acronyms and abbreviations.

ADD	attention deficit disorder	MARAG	multi agency referral action group
ADHD	attention deficit hyperactivity disorder	MLD	moderate learning difficulty
AS	Asperger syndrome	MHST	Mental Health Support Team
ASC	autistic spectrum condition	ODD	oppositional defiant disorder
ASD	autistic spectrum disorder	OT	occupational therapist
BESD	behavioural, emotional and social difficulties	PDA	pathological demand avoidance
BOSS	Behavioural Outreach Support Service	PEP	personal education plan (for looked after children)
CAF	common assessment framework	PLP	Personal learning plan
CAMHS	Child and Adolescent Mental Health Services	PMLD	profound and multiple learning difficulties
CIN	Child in Need	PP	pupil premium
CoP	Code of Practice	PSHE	personal, social and health education
CP	child protection	RAD	reactive attachment disorder
CYP	children and young people	RAISEonline	Reporting and Analysis for Improvement through School Self Evaluation
DDA	Disability discrimination act	SALT	speech and language therapy
EAL	English as an additional language	SDQ	strengths and difficulties questionnaire
EHCP	education health care plan	SEAL	social and emotional aspects of learning
EP	educational psychologist	SEND	special educational needs and disabilities
EYFS	Early years Foundation Stage	SENCo	special educational needs coordinator
EWO	educational welfare officer	SLCN	speech, language and communication needs
ESCO	Early support care co-ordination	SLD	severe learning difficulty
FAS	Fetal Alcohol syndrome	SLT	school leadership team
FASD	Fetal alcohol spectrum disorders	SM	selective mutism (formerly known as elective mutism)
FSM	free school meals	SpLD	specific learning difficulty
GLD	Global learning delay	SPDs	sensory processing disorders
HI	hearing impaired	TA	Teaching assistant / teacher assessment
HLTA	higher level teaching assistant	TAC	team around the child
ILP	individual Learning plan	TAF	team around the family (when CAF is about whole family)
IRP	independent review panel	TFF	Together for Families
LAC	looked after children	VI	visually impaired
LARM	locality allocation and review meeting		
LDD	learning difficulties and disabilities		
LO	local offer		
LSCB	local safeguarding children board		