

# School SEN information

Reference number: 185-1004-5456 (submitted)

## Basic Details

### The school

School name\*:

Hanbury's Farm Primary School, B77 2LD (124165) ▼

Please contact us if your school does not appear in the list.

### Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name\*:

Sally-Anne

Last name\*:

Tucker

Role in school\*:

SENDCo

Email address\*:

stucker@hanburysfarm.staffs.sch.uk

Required to access this form after saving.

Phone number\*:

01827214005

## How we identify and assess needs

How will you know if my child or young person needs extra help?\*

Ensure that you include:

- How do you identify children or young people with SEND?\*
- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention/help?

How will you know if my child or young person needs extra help?

At the heart of all our classes is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

Those children whose overall attainments or attainment in specific subjects and SEND areas fall significantly outside the expected range may have special educational needs. The purpose of identification is not to place a child in a specific category, but to help school to work out the actions that school needs to take.

Children with SEND are identified as early as possible within our settings. Initial identification is usually through comments or concerns brought by

parents or Federation staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Federation staff receive training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in our Federation, monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. A SEND meeting is held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SEND Manager.

After initial identification has taken place and support given, any further concerns are discussed with the school SEND Co-ordinators. The SEND Coordinators and teaching staff then discuss these concerns with those working with the pupil, the pupil's family and, if appropriate, the pupil themselves.

This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SEND Co-ordinators keep a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the Federation.

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

- How will I be able to raise any concerns I may have?

Initially, you should discuss any concerns with the class teacher or TA. Even if it is something you believe is only happening at home, we encourage you to come and discuss any worries that you have. This information will then be passed on to the SENDCo using our internal referral. The SENDCo will then advise staff and parents of any next steps

Where can I find the setting/school's SEND policy and other related documents?\*

Policies - on the website under policies

Hanburys Farm

[www.hanburysfarm.staffs.sch.uk](http://www.hanburysfarm.staffs.sch.uk)

## **SEND Policy and other related documents**

Please provide links to your SEND Policy and any related documents in the area provided below.\*

Documents to provide include SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions,

[Website for school](#)

## Teaching, learning and support

How will you teach and support my child or young person with SEND?\*

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?\*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education?\*. Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available?\*
- How will teaching approaches be modified to meet my child or young person's needs?\*

Our priority is the provision of high quality first teaching, differentiated to meet the needs of all our learners. Class based approaches include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported with regular professional development to support them in differentiating learning opportunities for the learners in their class.

Quality First Teaching -

In every class, Activities are differentiated in order that all children are appropriately challenged but are able to participate at their level. To support

children with SEND, approaches may include: dyslexia friendly (buff paper, cream IWB backgrounds, reading overlays) visual timetable, signs and

symbols for good looking, listening, sitting, stop prompt sign, triangular pencils and crayons, ergonomic pencils and pens, behaviour chart, phonics

display and RML picture sound cards phonics mats, handwriting prompts, VCOP mats, Vocabulary Banks, HFW Display and mats, finger spacers,

access to maths resources and prompts, carpet places, time out spot, sloped writing boards, EAL vocab where required, work stations for individuals,

now and next boards, workstations, individual behaviour rewards and tracking.

Strategies: When identified, the class teacher will provide interventions that are additional to those provided as part of our usual differentiated

curriculum. Triggers for intervention are underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes little or no progress and:

- shows signs of difficulty in developing literacy or mathematics skills
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in this school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties

External: In some cases, professionals from health or social services may already be involved with a child. Where these professionals have not

already been working with the school staff, the SENDCO may contact them if the parents/carers agree. The SENDCO will support the further

assessment of the child, assisting in planning future support for them in discussion with staff and monitoring the action taken. The child's class teacher

will remain responsible for working with the child on a daily basis and for planning and delivering an individualised plan (PLP). Parents will always be

consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Agency support: The SEND Co-ordinator consults with relevant outside agencies and seeks advice,

assessment and/or support. Examples of outside agencies include:

- Crystal4SEND
- Educational Psychology Service (EPS)
- Education Service for the sensory Impaired (ESSI) Education Welfare Service
- Behaviour Support Service (BSS)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT) Physiotherapist
- School Health Service
- AOT
- Children and Adolescence Mental Health Service (CAMHS)- Paediatrics
- Malachi/ Family support service
- CYPASS
- Action for children
- SENIS
- Early years forum

The SENDCO and class teacher will be provided with advice and resources to support the child from outside specialists. These resources could be;

additional teaching time, classroom assistance and/or new strategies or teaching aids.

A PLP is drawn up and implemented by school, agency staff, parents and the pupil.

After the period of support/resource allocation – a review of the child's progress must be made to agree on whether:

- a return to previous strategies if targets are met
- continued support at SEND support in school with a new PLP for a fixed period, continuing assess, plan, do, review cycles
- request for an EHCNA may be appropriate if the criteria is met.

#### Early Years

Early years includes children aged 3 – 5 years

The SEND Co-ordinator and class teacher continue to gather information about the pupil from school-based assessments and observations, and discussions with parents and outside agencies who may have been involved.

A PLP is written and implemented by the class teacher and parents. School staff (with parents where possible) review their progress at least every six

to 12 weeks and record this on an PLP evaluation. The SEND Co-ordinator consults with relevant external support services who can help early education settings with advice on new PLP's and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials and, in some cases, support for particular activities.

The school teaches pupils with SEND in accordance with the Staffordshire Local Offer (see link at the bottom). It is our aim that all children are given

the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality first teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

#### Quality First Teaching -

In every class, the lessons are taught with each child's needs in mind. Activities are differentiated in order that all children are appropriately challenged

but are able to participate at their level. In order to support children with SEND, class based approaches may include: dyslexia friendly (buff paper,

cream IWB backgrounds, reading overlays) visual timetable, signs and symbols for good looking, listening, sitting, stop prompt sign, triangular pencils

and crayons, ergonomic pencils and pens, behaviour chart, phonics display and RML picture sound cards phonics mats, handwriting prompts, VCOP

mats, Vocabulary Banks, HFW Display and mats, finger spacers, access to maths resources and prompts, carpet places, time out spot, sloped writing

boards, EAL vocab where required, work stations for individuals, now and next boards, workstations, individual behaviour rewards and tracking.

Strategies: When a child with SEND is identified, the class teacher will provide interventions that are additional to those provided as part of our usual differentiated curriculum. Triggers for intervention will be underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes little or no progress:

- even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills
- presents persistent emotional or behavioural difficulties
- has sensory or physical problems,
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

External: In some cases, professionals from health or social services may already be involved with a child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents/carers agree. The SENDCO will further support where applicable.

How will the curriculum and learning environment be matched to my child or young person's needs?\*

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

All class teachers take responsibility for meeting the needs of all learners in their class by scaffolding and implementing adaptive strategies for the learning taking place. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information.

Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with all staff. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school and externally. All additional provision for

pupils with SEND is overseen by the SENDCos, and monitoring of these pupils' progress takes place at regular pupil progress meetings and SEND meetings.

How resources are allocated to meet children or young people's needs?\*

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils through early intervention.

Funding is used to facilitate:

- Quality First teaching
- Whole school inclusive practice
- B-Squared assessment
- Special Educational Needs Co-ordinator (SENDCo) role and the wider Inclusion team
- Parent Liaison
- Liaison with external agencies including, additional Educational Psychology and Speech Therapy provision.
- To buy in additional expertise e.g. Specialist Teaching Service (STS)
- Provide resources to support differentiation including technology (ICT)
- Time to support staff in developing Personal learning plans (PLPs)
- Staff training
- Sometimes an application is made for 'Top-Up funding' from the Local Authority for individual children with higher needs through an Education and Health Care Plan (EHCP) or AEN funding

How is the decision made about what type and how much support my child or young person will receive?\*

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?\*
- Who else will be involved?
- How will the parent/carer be involved?\*

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

We will assess each child's current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child's past. If the child already has an identified SEND, this information may be transferred through from the Early Years

setting and the SENDCo and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- involve parents/carers in implementing a joint learning approach at home.

The identification and assessment of the SEND of children whose first language is not English, requires particular care. Where there is uncertainty about an individual, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

In order to help children with SEND, we will adopt a graduated response that recognises there is a continuum of SEND and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of individual children.

The SENDCo will have responsibility for ensuring that the records are kept and available when needed. If we refer a child for an Educational Health Care Plan (EHCP), we will provide a record of our work with the child including the arrangements we have already made.

The provision and support provided are based on three key factors:

- (1) Progress
- (2) Severity
- (3) Complexity

#### Progress

The progress that a child has made in response to the support provided through a personal educational plan is an important factor in deciding whether a child should remain on the same Stage or move to a higher or lower Stage. The degree of progress often reflects the effectiveness of different strategies and/or the need to review these.

Children progress at different rates and pupil's capabilities are an important element in the evaluation of progress. The evaluation of progress requires schools to set targets which are specific, measurable, appropriate, realistic, and time related (SMART). Limited progress, or lack of progress, can reflect the degree of difficulty the pupil is experiencing in overcoming difficulties but may also raise issues about the targets against which progress has been measured or about the strategy adopted.

Satisfactory progress in meeting targets is an indication that a pupil's special educational needs are being met.

#### Severity

Severity is a measure of how a pupil compares with his or her peers. Where possible it is based on standardised tests which provide objective evidence about a pupil's attainment. We use Salford Numeracy assessment, YARC – York Assessment of Reading comprehension, BPVS – British Picture Vocabulary Scale amongst others. Centiles (the percentage of the population achieving the same level or below) are used to make comparisons easier.

Centiles also make it clearer whether a pupil has made progress in relation to his/her peers. A centile (also called percentile) score shows what percentage of the pupils of the same age, can be expected to perform at that level or below on that test. A pupil scoring at the third centile is in the bottom 3% and a pupil scoring at the 98th centile is in the top 3%.

The Learning Support service use the following criteria to decide upon levels of support, in practice it will usually be necessary to take account of

Progress and complexity as well as Severity. The Learning Support Service is also able to use professional discretion when deciding to start or



continue working with a particular pupil.

#### Complexity

Complexity takes account of the number and range of factors which may contribute to a child's special educational needs. It ensures that each child is considered as an individual. It provides some flexibility to respond to individual children's needs. In some cases, other criteria may be applied less stringently in the light of complexity factors. Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and understanding of their priorities is essential in identifying complexity factors.

How will equipment and facilities to support children and young people with SEND be secured?\*

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

Other children will also receive support linked to their needs as indicated on their Individual Education Plan. This support may take various forms:

In class support from teaching assistants

Small group support

Specialist 1:1 support

Support from external agencies

Provision of specialist resources

Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and personalised support and Interventions are put in place to support their learning and the impact of that provision measured. These interventions and their impact are recorded in the pupil's Personalised Learning Books.

If interventions are not having the expected impact, then the SENCO may refer to external professionals in discussion with parents to enable further support to be provided.

How will you and I know how my child or young person is doing?\*

Ensure that you include:

- How will you assess my child's progress?\*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?\*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

• How will you know how my child or young person is doing? (IRR)

All staff in the Early Years monitor and review the progress of the needs of all children together on an ongoing basis. Staff use observations, evidence in learning journals and developmental tracking grids to monitor progress and achievement. Progress is monitored at half termly intervals and any



children whose progress is causing concern are discussed with the Special Educational Needs Co-Ordinator (SENDCo). This may lead to them being monitored more regularly or referred to relevant agencies where appropriate.

#### Personal Learning plans

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (PLP). The PLP will include information about:

- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when PLP is reviewed).

The PLP will only record that which is additional to, or different from, the adapted curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. The PLP will be reviewed once a term and parents' views on their child's progress will be sought\*\*. Wherever possible, the child will also take part in the review process and be involved in setting the targets. PLPs will be reviewed termly, some may need reviewing half-termly depending on progress. The progress is reviewed using b-squared\* every half term

\*Academic targets will be assessed using b-squared – which focuses of the small steps of progress pupils with SEND make

\*\*SEND parents evenings will be offered every term to discuss progress and plans. As always you are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. They can offer practical advice and resources that can help you to support your child at home and explain any provision in place in school.

#### How will you help me to support their learning?\*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

We will work with you together to help you find the information and resources you need at home to support your child. Whilst we do not offer specific parental training courses there is a wealth of knowledge in the staff and we will always support you to find the training or support agencies that can help you and your family

#### How do we consult with and involve children and young people with SEND in planning and reviewing their education?\*

Ensure that you include:

- How will my child be kept up-to-date on their progress, and involved in review processes?\*

Wherever possible, the child will take part in the review process of PLP's and be involved in setting the targets.

Children also have a learning passport, where they can express their views and let us know what they feel they need to help them learn.

#### How do you assess and evaluate the effectiveness of provision for children and young people with SEND?\*

Ensure that you include:

- How does the setting measure outcomes and the impact of the support provided to children or young people with SEND?
- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?
- Does the setting, school or college use feedback mechanisms or surveys?

Staff track children's progress formally three times a year using teacher assessment which is supported by external assessments where appropriate.

The data is analysed and progress and achievement measured. The senior management team scrutinise the data and track the progress of specific groups on a termly basis to ensure children are making progress through the curriculum. Progress and attainment are shared with parents at Parents meetings and is in the children's end of Year report.

## Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?\*

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

What handover arrangements are offered at the start and end of the school day?

All children, SEND or not, are greeted by a member of staff on arrival. Children are dismissed by the class teacher or familiar adult. What support is offered during breaks and lunchtimes?

We recognise the challenges that unstructured times can present to young people with challenging behaviour or social and emotional difficulties.

There is a range of activities available to young people at break times and lunch times. For those who don't want to get involved in sport, there is supervised social time with staff and each other.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)

All children have been included in all parts of the school curriculum and we include all children in all school visits. We put in the support and planning

to ensure that all visits are successful for all children. Extra adults will accompany trips when the need is highlighted. Adaptations and equipment will

also be included if necessary. Risk assessments are logged on Evolve and are carried out prior to any off site activity to ensure children's health & safety. These are shared with all staff/adults.

What are the setting/school/college arrangements for undertaking risk assessments?

The school undertakes risk assessment in line with Staffordshire recommendations. An experienced member of staff has the responsibility for conducting and recording all these risk assessments.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?\*

Ensure that you include:

- What pastoral arrangements are in place to listen to pupils/students with SEND?
- What measures are in place to prevent bullying?
- Where can I find details of policies on bullying?
- How do you help children and young people to make friends?
- Is a mentor or buddy scheme available for my child or young person?
- How do you encourage and measure the development of good self-esteem and confidence?

- Do you offer sibling support?
- Does the setting offer a counselling service or a learning mentor?

in order to fulfil their potential. Our whole school ethos is about 'Growing and Succeeding together' where we promote and foster an anti-bullying culture. This policy has been developed and written with reference to The Children's Act 1989, The Education and Inspection Act 2007 and the Equality Act 2010. Please see our anti bullying policy for information.

How do you help children and young people to make friends? How do you encourage and measure the development of good self-esteem and confidence?

The federation follows the Jigsaw scheme of work for PSHE. Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant personal education within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, and focus.

Where there are concerns or difficulties, we may refer on to our ELSA lead and individual work will take place based on their assessment.

How will you manage my child or young person's medicine or personal care needs?\*

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?
- What would the setting do in the case of a medical emergency?
- How does the setting support young people who have to take time off for medical appointments?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Please refer to Supporting Pupils With Medical Conditions Policy

What support is there for behaviour, avoiding exclusions and increasing attendance?\*

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.\* (add links using the link options at the bottom of the page)

An IBP (Individual behaviour plan) is created for children who present difficult behaviours. An Individual Behaviour Plan consists of recommendations for children who consistently do not comply with school rules or meet behavioural expectations. Qualifying behaviours can range from consistent disruptions such as talking out of turn and getting out of their seat, to more severe behaviours such as leaving the classroom and aggression towards staff and peers.

Unlike school-rules, IBPs are made specifically for individual students. Teachers work with parents and other staff to come up with a plan to support these children in behaving more appropriately.

Other resources that support children with behavioural difficulties are:

- The Hope project
- External agencies: Malachi, EP, Behaviour support team

- Risk assessments and positive handling practice and policies document
  - Cornerpost education centre
- Please see our behaviour policy for more information.

## Links to Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

No links provided

How do you support children who are looked after by the local authority and have SEND?\*

How do you support children who are looked after by the local authority and have SEND?  
WE have designated Looked After child staff and we take part in training from the Virtual school.  
SEN children looked after by the local authority take part in regular PEP meetings

## Working together

Who is involved in my child's education?\*

Ensure that you include:

- Who will be working with my child/young person – include contact details\*
- What is the role of my child's class teacher(s)?

The role of the class and subject teacher in meeting the needs of learners with SEND is vital and the bedrock of provision for learners with SEND is

High Quality Teaching. The Code of Practice explains that 'special educational provision is underpinned by high quality teaching and is compromised by anything less' (section 1.24).

• Teachers are responsible for the outcomes of the children that they teach. As well as the SEND Code of Practice, the Teachers' Standards also recognise this. Standard 5 for example requires that teachers 'have a clear understanding of the needs of all pupils, including those with special educational needs'. In practice, this means that even if an individual pupil or groups of pupils is being supported by a Teaching Assistant, the teacher should have oversight of the work that is being undertaken and the progress being made.

• Linked to the point above, the work of Teaching Assistants in class should be directed by the teacher. This means that the work they undertake should be planned by the teacher to ensure that it is focused on the individual targets that have been identified as part of the graduated approach.

This also includes assessing the impact of the support, again as part of the graduated approach.

• Where interventions take place out of class, the teacher should be aware of what is happening in those sessions in order to be able to link the

learning taking place with what is happening in the classroom. For example, if phonic skills are being addressed, the teacher needs to be aware of this so that they can focus their support on also developing these skills.

• Pupils that have been identified with SEN should have individual targets and provision planned in place. Teachers should be involved in the development and review of the targets and provision identified within the children's PLP's.

• To enable them to meet the needs of all pupils, and as part of High Quality Teaching, teachers should utilise adaptive teaching.

• Work closely with the SENCO in order to gain support but also to ensure that information is shared

as needed.

- Teachers should use the graduated approach alongside their knowledge and previous experience, teachers will begin the process of identifying needs and making provision appropriately before approaching the SENCO. If needed, the graduated approach prompt, provided in the Identification and Graduated Approach section (Found on Staffordshire connects) provides a framework for this

- Teachers have high aspirations for all pupils, including those with SEND, is important. As well as being in the Code of practice, Standard 1 of the Teachers' Standards requires that teachers 'set goals that stretch and challenge pupils of all background, abilities and dispositions'.

- One of the key principles in the Code of Practice is that parents should be involved in the decision-making process regarding provision for their child.

In order for this to happen, it is important that conversations take place with the child's teacher.

[www.nasen.org.uk](http://www.nasen.org.uk)

Who else has a role in my child or young person's education?

If your child has a special educational need or disability, there could be a range of professionals involved in supporting them in school. Each has

expertise in an area which is used to have as complete an approach to your child's needs as possible. Often, only a small number of professionals is

involved and your child's class teacher or SENDCo will explain who they are and what they do.

The process of assessment and support for a child with more complex SEND needs can be confusing and complicated. There could be many different

specialists involved in different aspects of your child's needs. The SENDCo consults with relevant outside agencies and seeks advice, assessment

and/or support. Examples of outside agencies include:

- Crystal4SEND
- Educational Psychology Service (EPS)
- Education Service for the sensory Impaired (ESSI) Education Welfare Service
- Behaviour Support Service (BSS)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT) Physiotherapist
- School Health Service
- AOT
- Children and Adolescence Mental Health Service (CAMHS)
- Paediatrics
- Malachi/ Family support service
- CYPASS
- Action for children
- SENIS
- Early years forum
- Any other agency that has been approved by Staffordshire County Council will be used where appropriate for children's needs.

If it is necessary for a child to work with a professional externally, parental permission will be gained before any work is carried out.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?\*

All documents related to a child's SEND is filed electronically and available to all those working alongside them.

What expertise do you have in relation to SEND?\*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting have any areas of expertise with specialist staff, and what are their qualifications?
- What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

Both SENDCo staff have the National Award

Staff training is on going and it focuses on the needs of the children

There are a broad spectrum of needs in the school, class teachers and staff research the needs of children they work with.

All members of the SEND team work together regularly and update their skills accordingly

The Federation will refer to specialist staff where necessary

SEND staff meetings take place at least termly, mostly every half term

The school has access to disability awareness training through external agencies.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?\*

Ensure that you include:

- How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?
- Which health or therapy services can children/young people access on the setting/school/college premises?

There are many services we can access through the local offer, all of which can be found at:

Special Educational Needs and Disabilities (SEND) Local Offer | Staffordshire Connects

The main agencies that we access for support are the following:

- Crystal4SEND
- Educational Psychology Service (EPS)
- Education Service for the sensory Impaired (ESSI) Education Welfare Service
- Behaviour Support Service (BSS)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT) Physiotherapist
- School Health Service
- AOT
- Children and Adolescence Mental Health Service (CAMHS)
- Paediatrics
- Malachi/ Family support service
- CYPASS
- Action for children
- SENIS
- Early years forum

Who would be my first point of contact if I want to discuss something?\*

Ensure that you include:

- Who can I talk to if I am worried and how do I contact them?

Initially, you should discuss any concerns with the class teacher or TA. Even if it is something you believe is only happening at home, we encourage

you to come and discuss any worries that you have. This information will then be passed on to the SENDCo using our internal referral. The SENDCo will then advise staff and parents of next steps.



## Who is the SEN Coordinator and how can I contact them?\*

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

The school SENDCos are:  
Mrs Sally Tucker working with Mrs Rebecca McAllister  
Appointments can be made through the school office.

## What roles do your governors have and what does the SEN governor do?\*

Note: must include information around looked after children

The SEND Governor is the appointed Governor that communicates any SEND updates and information to the Governing Body. The SEND Governor spends time in school with the SENCO discussing current information about SEND children and their provision. The Governor may also support the SENCO with some monitoring tasks that are carried out in school regularly in order to ensure the best quality support is in place for SEND children. The Governing body are involved with the SEND provision, as they are with all other elements of school life. It is part of their role to look at provision that is in place, and support the SENCO in decisions about SEND provision across school. They look annually at data/reports about the performance of SEND children, and strive for the best education for all children, including looked after children and those with SEND. Members of the Governing body will, at times, visit school to look more closely at initiatives that are in place to support SEND children, alongside other children. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school;
- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision.

## How will my child or young person be supported to have a voice in the setting?\*

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting support my child/young person to do this?
- How do you support children and young people with SEND/LDD in making their aspirations known?
- Do you have any student focus groups, councils or forums within the setting?

Every pupil will have a learning passport which is completed with the child. It outlines what they feel they need and want within the classroom environment.

## What opportunities are there for parents to become involved in the setting and/or to become governors?\*

We encourage parents to be involved in the school community and become school governor. Please register any interest at the school office.



What help and support is available for my family through the setting?\*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

Yes. An appointment can be made with the SENDCo via the school office.

What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how can they access this?

We aim to support and advise parents with any difficulties they may have. If further support is required, we can refer to Malachi which is a family support service.

## Inclusion and accessibility

How will my child or young person be included in activities outside the classroom, including trips?\*

Ensure that you include:

- What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
- Do you offer holiday and/or before and after school/college provision? If yes, please give details
- What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How will you help my child or young person to be included?
- How do you involve parent carers in planning activities and trips?

There are before and after school clubs operating as paid provision - you need to book via the office. Lunchtime support is available via the dinner staff  
Trips and educational visits are carried out by cohorts and every step will be made to make reasonable adjustments  
All children are included provided reasonable adjustments can be made

Provide details of the physical accessibility of the setting?\*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

There are disabled toilets available and a shower room.  
The site is split level, all doors will fit a wheelchair and classes can be relocated as needed.  
For visually impaired students the hand rail is a significantly different colour to the wall.  
Drop off and collection points can be organised as needed.

How accessible is the setting's environment?\*

Ensure that you include:

- How has the environment been adapted to support children with sensory needs?
- How are SEND students supported to access those facilities available to all students?

Examples of adjustments that can be made

Move classes to enable access

Bells can be adjusted

Regulation stations in all class for emotions

Ear defenders can be provided

Wobble cushions

Induction loops can be purchased

Where the need is linked to a child's SEN all reasonable adjustments will be made

## Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Accessibility Policy](#)

What forms of communication does the setting use to ensure inclusivity?\*

Ensure that you include:

- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

- How do you communicate with those whose first language is not English (including parent/carers)?
- Google translate for documents and interpreters employed where possible
- Access to MEAS
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?
- Twitter / Teacher to parent text / Newsletters / Website
- Is any specialist IT software or equipment available and used within the setting?
- Smoothwall to monitor for safety
- Accessible programmes can be accessed and sourced when required – eg hearing loops

## Joining and moving on

Who should I contact about my child or young person joining your setting?\*

Ensure that you include (add links using the link options at the bottom of the page):

- Where can I find information on entry criteria? (colleges/post 16)
- Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

In the first instance please contact the school office  
01827 214005 - details are on the website

## Links to information

Please provide links to pages in your website or external sites where the parent can obtain this information.

## [School Website](#)

### How can parents arrange a visit to your setting?\*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

Call the office for an appointment at a time that is convenient to you. Open days for Reception are held regularly each year

### How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)\*

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new setting, school, or college?
- How will you support the new setting, school, or college to prepare for my child or young person?
- What work experience opportunities do you offer?
- Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?
- Do you teach life skills and/or independent travel training?
- How will you support independent living and participating in society?
- Do you use job coaches or careers advisors?

Before your child joins or leaves a setting we would  
Talk to you the parents  
Talk to the setting  
Request any information for the child  
Meetings between schools are common practice  
All outstanding paper work (eg EHCP reviews) will be completed

## Additional information

### What other support services are there who might help me and my family?\*

Ensure that you include (add links using the link options at the bottom of the page):

- Who can I contact for further information and how? (SENDIASS etc.)

Local Offer  
SENDIASS  
Staffordshire Education Services  
Malachi Support

## Links to other support

Please provide links to relevant websites which contain additional support information.

[Staffordshire Local Offer](#)  
[SENDIASS](#)

When was the above information updated, and when will it be reviewed?\*

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

Updated 02.03.23 2nd March 2023 - to be reviewed annually on or before date shown

What can I do if I am not happy with a decision or what is happening?\*

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?\*

You can follow the school complaint procedure as detailed in the Comment, Compliments and Complaint policy - this can be found in policies on the website or by calling for a copy from the school office.

## Links to complaints policy

Where available, please provide a link to your settings complaints policy.

[Compliments, Comment and Complaints policy](#)

## Links to any other relevant sites

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

No links provided

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## Confirmation and Declaration

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

- ☒ I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information