

ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

Our School Vision

Our vision is rooted in the understanding that 'A tree is known by its fruits.' (Matthew 12:33) We are committed to nurturing our children to flourish in mind, body and spirit, enabling them to become confident, creative and resilient learners who contribute positively to our local and global community.

SEND POLICY



Committee Responsible: Curriculum

Date of Review: April 2022

Next Review: April 2024

This document should be read in conjunction with RP schools SEN information report (the schools' local offer) which can be found at this link on the Wokingham website.

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=uSG2rzENZBY&familychannel=311>

There is further information about Wokingham's local offer here:

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

Purpose of this document

This document sets out how Robert Piggott CE Schools provide support to ensure that children who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual emotional, social, spiritual, physical or mental needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This policy is written to meet the requirements introduced by The Children and Families Act 2014 and describes how Robert Piggott Schools will meet these through the funding made available to us through our budget and through other funding streams. It also sets out the circumstances under which we would refer to the local authority for an Education, Health and Care needs assessment.

Wokingham local authority has produced documents detailing legislation and statutory guidance which sit alongside this policy guidance, and these are referred to within the text.

https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities". In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

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Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children will be experiencing difficulties with learning. The Robert Piggott CE Schools follow the recommendations for good practice detailed in the 2015 SEND Code of Practice (COP).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

We follow a graduated response using the 'assess, plan, do, review' cycles which leads to a better understanding of an individual's needs and how to address them. Additionally, there are specific responsibilities to:

- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- appoint a named SEND governor and Special Educational Needs Coordinator (SENCO),
- maintain a current record of number of pupils with SEND,
- ensure appropriate SEND provision is integrated into the school improvement plan,
- monitor progress of SEND pupils and ensure provisions specified in EHC plans (Education, health care plan) are in place,
- review Education and Health Care Plans (EHCPs) at least annually,
- admit pupils who meet admissions criteria, whether or not they have SEND.
- publish information on the school website about the implementation of the governing body's policy for pupils with SEND,
- publish the SEND policy and the school's Local Offer on the school website.

1. Meeting the educational needs in our school

Detail about how the Robert Piggott CE Schools meet the special educational needs of our children can be found in our Local Offer (link on front page).

Although the needs of children often cross more than one 'area of need,' our school uses the four main categories of need as described in the COP (Code of Practice).

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We regularly review and employ a range of strategies to stimulate the learning of individual or groups of children. At Robert Piggott CE Schools we will ensure that we meet the needs of all our children

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through the provision and resources we have available and the advice and support of other specialist professionals and practitioners.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is every school's responsibility to provide quality first teaching and holistic support for all pupils. We believe that it is particularly important that children who have most difficulty with their learning are taught by good quality teachers and that all teachers are teachers of pupils who have special educational needs.

All children are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives.

We provide high quality differentiated teaching to target the needs of all children. Each teacher is responsible and accountable for the progress and development of the children in their class. Through team discussion with Phase Leads and Senior Leadership, pupils making less than expected progress given their age and individual circumstances are identified.

This can be characterised by progress which

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- does not close (or widens) the attainment gap between the child and their peers

This includes progress in areas other than attainment such as speech / physical development.

Where our assessment has identified that a pupil is experiencing difficulties, we follow a cycle of 'assess, plan' do, review' which leads to an increasing understanding of needs and how to address them. This is known as the 'graduated response'. The class teacher and SENCO work together to ensure that:

- the class teacher carries out a clear analysis of the pupil's needs supported by the SENCO
- the analysis includes data on progress, attainment, and approaches to learning the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly

The SENCO for both schools is Mrs Ali Sinfield (Inclusion Lead)

Infants: admin@robertpiggott.wokingham.sch.uk

01189402414

Juniors: schooloffice@robertpiggott.wokingham.sch.uk

01189402645

Our SENCO is a member of the Senior Leadership Team.

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3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

'Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.'

Code of Practice 6.48

Looked After Children with SEND

The progress of these children is closely monitored in order to fulfil their potential.

In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- regularly monitor the progress of all our looked after children
- have an up-to-date Individual Provision Plan (IPP) which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- ensure children access rich cultural capital and normalise life experience wherever possible
- ensure looked after children, especially those with SEND are fully included, making necessary arrangements to allow them to take part in activities
- provide a LAC Champion, where appropriate, responsible for championing the needs of the Looked After Child

4. Arrangements for consulting children with SEND and involving them in their education

The Children and Families Act is clear that:

- all children need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard and should be involved in discussions about their learning, progress and how provision is made

In addition, where children have special educational needs, we ensure that:

- children are encouraged and supported to contribute using the following: drawings, photographs, and a variety of media such as scrapbook, diary, talking to a preferred adult.
- any interventions or strategies will be explained and discussed with children, where appropriate
- children will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e., they will have the child, their aspirations and needs at the centre of the review
- reviews are always outcome focussed; outcomes reflect what is important to, and for, the child.

5. How we assess and review progress

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Progress of all pupils is assessed on a continuous basis through formative and summative assessment.

- Teacher observations of children in class
- On-going Teacher Assessments
- Standardised tests that give standardised scores and comparative ages
- IPP (individual provision plan) meetings
- Parents evenings – a chance to give input from home experiences
- Termly PITA cards and annual reports

IPPs and targets are regularly reviewed and updated based on everyday observations from all appropriate staff as well as from advice from outside agencies and parents.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase we plan carefully for all children. Additional preparation time is given to all pupils whom the school perceives to have any additional need to ensure smooth transitions.

Transition into school from pre-school

Where there are known needs, or an EHCP already in place, we encourage early communication between home and school to allow us time to gain a full picture of each child's needs and to allow us time for training should that be needed.

Foundation staff visit all children who are due to start school both at home and at their pre-school setting, especially where additional need has been identified. There are two familiarisation mornings in school but where necessary this can be increased to help with transition between settings.

Members of the school staff meet with preschool staff to discuss and plan for each child.

Transition between classes, phases and from Infant to Junior school

Transition meetings are held before every change of class and children have a morning with their new teacher and class in the summer term. More contact with the location and adults is organised where necessary.

When children are due to transfer to the Junior school, they have many opportunities to become familiar with their new surroundings through invitations to join the older children at designated playtimes and Collective Worship as well as activities to help familiarise the children with the Junior school.

Additional arrangements such as a visit the day before term starts in September are arranged for children with SEND and other vulnerable pupils wherever needed.

Transition to secondary school

Throughout Key Stage 2 children benefit from visiting The Piggott School for programmes such as cross curricular leadership, language days and sports events. This provides an informal and fun introduction to the senior school. In the summer term of year 6 all children spend at least one day at the school to which they will transfer.

Year 6 pupils who are identified as vulnerable are often offered an additional pastoral programme of additional familiarisation visits to the senior school. All the local senior schools ask for transfer information about pupils and where possible, they visit our school to meet pupils and talk to staff.

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7. The approach to teaching children with SEN

As detailed earlier in this document, we believe in an inclusion for all and follow a graduated approach to support our children. This starts with quality first teaching through our universal provision. Early identification and intervention are key followed by targeted additional support as needed.

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Links to the local offers for both Wokingham and Robert Piggott CE Schools can be found at the beginning of this document.

8. The expertise and training of staff to support children with SEND

Staff have access to appropriate, comprehensive training as and when required to enable them to deliver interventions and support specific learning difficulties.

Within school there are members of staff with specific training including delivering bespoke SaLT programmes, Autistic Spectrum Disorder (ASD), Dyslexia and ELSA based Nurture provision.

Our SENCO works across both schools with responsibility for:

- determining the strategic development of SEND policy and provision in the school with the Executive Head teacher (EHT) and governing body.
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching.
- co-ordinating provision for children with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND (currently the Inclusion Lead has responsibility for both these roles)
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Executive Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

In order to carry out these duties effectively, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient

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administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children who have SEND make progress through quality first teaching and universal provision. Where individual or targeted interventions are required, these will be evidence based and the progress and time allowed are made smart and measurable so that a more tailored intervention such as precision monitoring or a small group programmes can be initiated if expected progress is not achieved. Evidence is constantly reviewed allowing us to tailor interventions effectively towards individual children or small groups. Sometimes individual pupils respond to different interventions and approaches. In these cases, we will assess the impact by measuring the outcomes achieved by the pupil and take into account the cost of the intervention. Key evaluations used are:

- on-going teacher assessment
- IPP outcomes
- use of standardised assessments and scores
- use of scaling systems such as the Boxall scale
- feedback from outside agencies
- consultations with pupils and parents

10. Inclusive practice

We make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum.

Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom for specific interventions.

11. The social, emotional and mental health of our pupils

Our school ethos and Therapeutic Thinking approach to behaviour policy are designed to create a safe environment where all pupils can flourish. In addition to the pastoral care offered by staff within classes and phases, we have an experienced Nurture Assistant at each school.

12. Working with other professionals

At Robert Piggott schools we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. Further detail can be found in the local offer.

13. Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child, and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should contact the SENDCo in the first instance. If this does not resolve the situation the Executive Headteacher should be contacted. Complaints regarding the assessment of SEN including EHCPs can be made direct to Wokingham's SEN department.

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Signed: Senior Leadership Team

_____ Ali Sinfield

Executive Headteacher

_____ Elaine Hughes