



Children and learning at the heart of our CARE-ing community

Old Fletton Primary School SEND Policy & Information Report

Version 9 - March 2024

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<p>School based SEND</p> <p>Pupils who have been identified as having a particular special need as diagnosed by an external agency.</p>	<p>Our aim is for SEND children and their families to feel supported and valued as part of the school community. For SEND pupils to feel valued for their skills and supported in the nurturing of their abilities enabling them to be happy and successful in school and beyond.</p>
<p>EHC</p> <p>Pupils who have a specific need identified by the Local Authority and specific resources dedicated to them.</p>	<p>Our ultimate aim is for all SEND pupils to be part of a school culture in which the curriculum and support is flexible to meet their needs and that the impact of what we offer is reflected in the outcomes achieved.</p>
<p>Linked policies</p>	<p>Accessibility Plan Behaviour Policy Supporting children with medical needs Policy</p>

<p>What is the policy for?</p>	<p>This policy is for all members of the Old Fletton Primary School community to ensure a common understanding about how we meet the needs of our pupils with special educational needs.</p>
<p>Who has devised and contributed to this policy?</p>	<p>This policy was initially devised by the Deputy Headteacher/SENCO. It has been amended in line with a model policy produced by The Key and is reviewed annually and ratified by Governors.</p>
<p>How will this policy be communicated?</p>	<p>This policy is available on the school website and in the Headteacher's office.</p>
<p>How will this policy be monitored?</p>	<p>Standards of achievement for SEND pupils will be monitored and shared with Governors through the Executive Summary. Governor monitoring will take place in school by the link governor for SEND. The policy will be reviewed every year in line with the policy monitoring schedule.</p>

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our aim is for SEND children and their families to feel supported and valued as part of the school community. For SEND pupils to feel valued for their skills and supported in the nurturing of their abilities enabling them to be happy and successful in school and beyond. Our ultimate aim is for all SEND pupils to be part of a school culture in which the curriculum and support is flexible to meet their needs and that the impact of what we offer is reflected in the outcomes achieved.

In practice this means that children who are not making satisfactory progress, who have been previously identified or have other presentations that require further investigation are assessed by a relevant professional (Speech and Language Therapist, Occupational Therapist, Educational Psychologist, CAMSH, General Development Assessment and Neuro-developmental assessments) following an initial assessment by the SENCO. Once each child has been assessed and their profile known the SENCO will offer to share the findings of the assessment(s) with the parents, child and class teacher. She will then add the child to the school provision map and provide additional support through school based interventions. This provision will be implemented and reviewed in line with the Assess-Plan-Do-Review cycle.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Suzanne Shaw (sshaw@oldfletton.peterborough.sch.uk).

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

On entry

The school will use information provided by other schools about each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established. If the child already has an identified special educational need, this information will usually be used as the basis for support through the school provision map. Where a child is attending Old Fletton Primary School as his/her first school then an assessment will be requested by the class teacher and arranged by the SENCO who will complete an initial assessment and then use this to refer the child to either: Speech and Language, Educational Psychology or Occupational Therapy, Specialist Teaching Services, Hearing and Visual Impairment Teams. The recommendations from this referral will then for the basis of provision that will be delivered through the school provision map.

In School

Old Fletton Primary School regularly reviews the progress of all children through a system of standard reviews conducted by the Headteacher and Deputy Headteacher (three times a year), the findings are then communicated to class teachers through professional development meetings. At these meetings children's attainment against their curriculum is reviewed by class teachers and children who are underperforming are identified.¹ Children who fail to make good progress and fall behind their peers will initially be identified as a Tier 1 child requiring targeted support that will catch up/narrow the gap to their peers (Appendix 1). Following a sustained period of Assess, Plan, Do, Review (ADPR) support cycles for Tier 1 targeted children, further assessments can be made including:

- Educational Psychology Assessment (purchased service)
- Paston Pack Assessment
- Speech and Language Assessment
- Early Years Pack Assessment
- Sandwell Maths Assessment

We recognise that progress in areas other than core subjects is also important e.g. improving social skills and related behaviours in and out of the classroom. This is very hard to quantify in itself, so as a school we will use a scaled assessment on entry and exit scores, to see the impact on learning that improvements in these behaviours have, this information is detailed on the school provision map or Education Health and Care Plan.

When deciding if a child needs additional support with their social skills during different parts of the school day we first aim to ascertain the cause of these behaviours. As a school we first look to eliminate all other possible triggers e.g. sensory over load, anxiety around a teacher or subject using the STEPS Inclusion Circle model. Should these challenging and negative behaviours persist, the STEPS Flow Chart model will be used (Appendix 2).

EAL

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will contact the school SENCO and together they will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

5.3 Consulting and involving pupils and parents

- Tier 1 & 2 target children will be formally identified during termly meetings between the SENCO and teaching staff to raise concerns informally about children who they have concerns about regarding their progress and the possibility that the child may have an un identified SEND need.
- For children moving from Tier 1 to Tier 2 support, the school will engage with the Early Help Pathway following concerns raised by parents for a possible undiagnosed, underlying Neuro-developmental assessment.
- Following the completion of an assessment the parents are contacted inviting them to a meeting with the SENCO to discuss the outcome of the assessment and at this stage the parents are asked (if appropriate) for permission to add the child to the SEND register.

¹ Underperformance is when a child's attainment is behind the level expected based on prior attainment, previous key stage data or CAT data.

Children are involved in the review of their provision set out on the school provision map, this is completed by the Teaching Assistant responsible for the intervention and information is provided to the SENCO.

The SENCO updates the provision map and Parents are informed about the progress made and changes to provision via a telephone call or appointment. Parents have access to the SENCO's direct email and are actively encouraged to make further appointments to discuss their child's provision.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All children's progress and attainment data is reviewed three times a year as part of the school system of standards staff meetings and under performance is identified termly via the Tier 1 / 2 consultations and where appropriate additional provision put in place.

For those children with a diagnosis and implemented EHC Plan that are attaining significantly below their current key stage, a package of small steps attainment monitoring will be used to monitor progress and this progress will be reviewed termly with specific staff users, the SENCO and DHT. This information will also be shared with the Governing body at specific SEND meetings. The information will be used to inform written reports for parents in line with current report writing specifications of the school.

Evaluation of the school provision map is carried out 3 times per year. The progress against each expected outcome is evaluated and shared with parents (via letter / phone call / discussion with SENCO) and the child (via a discussion with the SENCO).

Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by SALT services or Mrs Shaw (SALT lead in school).

An Annual Review is held for children holding Education Health and Care Plans, parents, teaching and support staff as well as the child contribute to the annual review documents to ensure all stakeholders voices are recorded; interim reviews can also be arranged throughout the year if deemed necessary.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting to which the pupil is moving. Where a child requires more than the normal transition offer (2 days) then the SENCO will request additional transitions sessions at the new school (should these be available) or request a meeting with the receiving school's SENCO or Year 7 Lead to arrange bespoke enhanced transition sessions. Where appropriate Old Fletton will provide enhanced transition session for children joining from other schools and will provide a key adult for the child and when necessary a transition book.

5.6 Our approach to teaching pupils with SEN

Old Fletton Primary School believes that all teachers are teachers of SEND and it is our mission to ensure that every child including those with SEND is aspirational and achieves their potential.

We always aim to provide quality first teaching in all class rooms, ensuring that children have access to appropriately differentiated and scaffolded, engaging learning experiences.

At Old Fletton all teachers engage in a continuous cycle of planning, teaching and assessing that is firmly embedded, this takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements, but children with SEND will receive support that is additional to or different from the provision made for other children, identified during Tier 1 / 2 discussions and ADPR target setting.

All our teachers take account of a child's SEND in their planning, teaching and assessment; they provide appropriate support for communication, language and literacy needs; they adapt planning to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively

We will also provide the following interventions:

- Read Write Inc (Phonics and reading)
- Read, Write Inc Tutoring (Phonics and reading)
- Read, Write Inc (Reading Comprehension)
- Read, Write Inc - Fresh Start package.
- Phonological Awareness Training (Phonics and reading)
- Paired Reading
- Echo Reading
- Reading Fluency buddy sessions.
- Project X-Code (Reading)
- Project X - Code (Comprehension)
- Write from the Start (fine motor)
- Paston Pack Resources (a suit of Occupational Therapy resources that are used to support a range of needs for key stage 1 and 2 children)
- Early Years Pack Resources (a suit of Occupational Therapy resources that are used to support a range of needs for nursery and reception aged children)
- Daily Sensory Circuit sessions for identified children.
- Daily afternoon Provision Group for children with significant need based upon the Engagement Model and using BSquared assessment package to record small steps progress.
- Forest School - 3 x weekly for identified children, linked to the AQA Awards For All scheme of work.
- Drawing and Talking - 1:1 art therapy sessions for target children with SEMH.

5.7 Adaptations to the curriculum and learning environment

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, talk partners, mixed ability groups); content of the lesson; teaching style; lesson format (e.g. thematic games, simulations, role-play; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support and scaffolding level provided; provision of alternative location for completion of work.

School always acts upon advice received from external agencies where possible (e.g. use of work stations; use of ear defenders; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).

We endeavour to ensure that all class rooms with ASD pupils in them are ASD friendly including use of visual timetables, personalised timetables, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources.

We endeavour to ensure that all class rooms are speech and language friendly including use of visual information to support oral explanations, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary, now and next boards, success criteria and visual prompts.

5.8 Additional support for learning

There are currently approximately 436 children on roll. We have 25 teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; some are trained to deliver different intervention programmes throughout the school e.g Read, Write Inc Phonics packages and Fresh Start / Project Code X packages, as part of their class based role.

TAs are mainly deployed in in EYFS and KS1 to support children throughout the morning and in this role they provide differentiated inputs during whole class sessions for SEND pupils and specific support during independent work. TAs are also deployed during morning sessions to provide specific programmes of support as set out in a child's individual provision; 13 TAs are currently supporting high need children.

2 TAs are trained to deliver specific interventions via our Forest School Facility and Drawing and Talking Therapy - they are not class based and manage and deliver their interventions with monitoring and support from the DHT.

We teach a scaffolded curriculum to ensure that all children with identified need are able to access learning in a way that is pertinent to them.

We implement the school provision map and EHC plans with s.m.a.r.t. targets.

A large number of intervention programmes are in place for children who require additional support e.g. Read, Write Inc Fresh Start and Project Code X.

Where appropriate, children can use laptops to access word processing and typing packages to record their work.

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers). Meetings are often held in school involving specialists (as noted above) and parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.

Specific resources or strategies are in place for many children recommended by external agencies e.g. sloping boards, sensory cushions, use of 'movement breaks', access to area of quiet retreat, personalised schedules or sequence strips as well as the development of a specific Provision Group that works using the Engagement Model to support children to reach EHC Plan targets.

5.9 Expertise and training of staff

Our SENCo is Mrs Shaw, who is undergoing the NASENCO Qualification.

School employs a team of 24 TAs and 1 HLTA who are trained to deliver a range of interventions on a small group and 1:1 basis (e.g. Project X Code, SALT programmes, Wonderful Words).

CPD training is offered regularly to enhance the school's provision and afford personal development to staff.

As specific needs arise the SENCO approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, SALT) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately).

General support and advice from SENCO is undertaken during Tier 1 / 2 target children discussions as well as monitoring meetings for those children with a diagnosed SEN need - e.g. with regard to the implementation of specific programmes and monitoring of the school provision map and EHC Plans and tracking of children with SEND.

Particular support is given to ECTs and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the SENCO will pursue relevant training, in the first instance, for the class teacher and support staff concerned.

Our SENCO attends 'Special Educational Needs Co-ordinator Cluster Meetings and Conferences' throughout the year funded by the L.A.

5.10 Securing equipment and facilities

Equipment and facilities to support children with SEND are non-negotiable at our school; whatever our children with SEND require, within reason they get e.g. sensory cushions, visual aids etc. The decision of which equipment to use is made following discussion with parents and liaising with specialists.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual attainment in line with the school assessment cycle.
- Reviewing the impact of interventions 3 times per year.
- Termly Tier 1 / 2 Target Children meetings with class teachers and the SENCO to review the effectiveness of the ADPR targets.
- Termly monitoring of specific provision effectiveness in meeting targets by the SENCO.
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to PGL and where required additional staff attend to ensure that the children's needs are met whilst away. This includes the SENCO attending to support high need pupils.

All pupils take part in all school activities this includes performances, plays and sports day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Parental advice will be sought to ensure that the inclusion of children with additional need in all areas of the curriculum and extra curricular activities is relevant, informed and safe for every pupil.

We regard our duty to make reasonable adjustments for disabled or special needs pupils as an anticipatory duty i.e. we aim to ensure that our facilities enable all SEND pupils (at school and likely to join school) to access the same provision as non SEND children. We achieve this through regularly reviewing our school cohort and ensuring that we have appropriate facilities to meet needs in a sensitive and appropriate way e.g. changing facilities, access to a sensory room or the purchasing of specialist seating.

Our school's Accessibility Plan (available on this website) outlines adaptations made to the environment to meet particular needs and enhance learning.

5.13 Support for improving emotional and social development

Children who have SEND have the opportunity to share their views with the SENCO as part of their review meeting with the TA responsible for their interventions. They also are represented as house captains and class reps. Where a child is having additional difficulties regarding their emotional and social development the school consults with experts including:

- Specialist advice from the AATS.
- Specialist advice from our procured Educational Psychologist (Alison Winterton).
- Specialist advice from colleagues at CAMHS.

In addition to the use of experts, school also uses in-house expertise through the involvement of the school's family liaison and safeguarding officer and through the use of social stories and emotion coaching.

5.14 Working with other agencies

Old Fletton works closely with a range of agencies in order to ensure that SEND pupils needs are effectively met and the families of SEND pupils are well supported. School responds to recommendations from agencies and implements these for each child as part of their in school provision.

School accesses services in a variety of ways depending on the pathway for that particular service this includes:

- Using the Early Help Pathway to access paediatric services,
- Completing screening tools to access Speech and Language Therapy and Occupational Therapy,
- Completing Requests for the involvement for the Specialist Teacher Services, Educational Psychology and SALT services, School Nursing Team and CAMSH.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Peterborough SEND Parent Partnership Services - 01733 863979 or email pps@peterborough.gov.uk

Educational Psychology Services - 01733 863689 or email eps@peterborough.gov.uk

SENDIASS Peterborough & Cambridgeshire: 0300 365 1020 or email: sendiass@peterborough.gov.uk

5.17 Contact details for raising concerns

Mr Neal Dickson (Deputy Headteacher) - 01733 554457 or email ndickson@oldfletton.peterborough.sch.uk

Mrs Suzanne Shaw (SENCO) - 01733 554457 or email sshaw@oldfletton.peterborough.sch.uk

5.18 The local authority local offer

The school's Local Offer can be found on the school's website www.oldfletton.org.uk

The Local Authority's Local Offer can be found at this <https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>

6. Monitoring arrangements

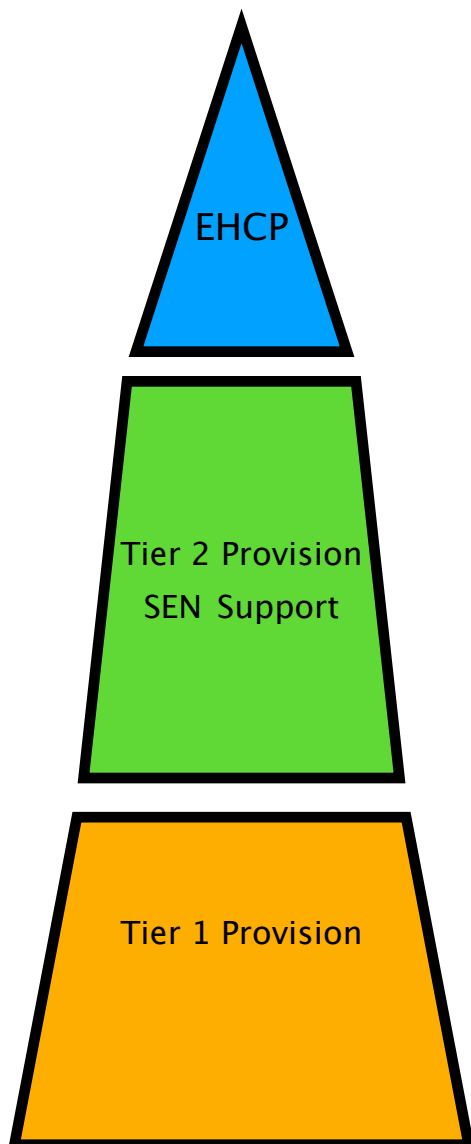
This policy and information report will be reviewed by the Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions



Tier 3 Provision - this is the top tier of provision and includes specialist provision within the guidelines of the Education, Health and Care Plan. This is sometimes referred to as 'My Plan', 'Specialist Provision' or 'High Needs Complex'.

Tier 2 Provision - For those students who require support that is additional to or different from their peers and may include support and input from outside agencies. Some Local Authorities may refer to this level of need as 'Support Plan', 'Targeted Provision' or 'Additional Needs'.

Tier 1 Provision - Provision provided as part of quality first teaching and identified within discussions between Teachers and SENCO. These are pupils who are falling behind their peers and require additional scaffolding or support to remain at the same levels as their peers. The provision is monitored over time and is used toward consideration of SEN support. Children may just require 'catch-up' sessions and support. The children will NOT be considered as SEN at this level.

Please note: Behaviour is NOT considered as a Special Educational Need and should be managed using the school behavioural policy and STEPS Model.

Cambridgeshire Steps Flowchart

