

## SEND Policy and Information Report

2021-22

SENCO:	<b>Nina Hoskin /Lucy Cooper</b>	SEND Governor:	<b>Tara Johnson</b>
Contact:	<b>senco@oultton.leeds.sch.uk</b>	Dedicated SEND time:	<b>2 days</b>
Leeds Local offer:	<b><a href="https://leedslocaloffer.org.uk">https://leedslocaloffer.org.uk</a></b>		

At Oulton Primary School, we ensure the curriculum is developed and adapted to meet specific needs. Taking individual starting points into account, personalised curriculums allow pupils to experience success and be supported to achieve outcomes academically as well as across other strands of development. We are proud to be an inclusive school where everyone is valued and their strengths and ambitions are celebrated. We recognise the importance of all pupils fully participating in school life and to support this, ensure that the Special Educational Needs of children are identified, assessed and provisioned to the best of our ability.

### Aims:

This SEND policy and information report aims to:

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

### Legislation:

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

### Definitions:

A pupil has SEN 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 the 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.


### **SEN provision:**

All children receive quality first teaching, where the teacher has the highest expectations for each child and all the pupils in their class. Teaching staff check understanding and identify any gaps where extra support is needed. Any adaptations needed for the lesson or environment is put in place to help them make the best possible progress.

If specific gaps occur that need to be addressed through targeted support in smaller groups, this provision is also put in place. Interventions are usually planned in phases and this would include any child who requires intervention. Interventions used at Oulton are specific evidence-based interventions which are overseen by phase leaders and the SENCo.

Some children require a personalised approach to teaching and learning and specific provision or interventions to be in place which is additional to or different from the provision described above.

Underpinning all our provision in school is the graduated approach cycle:



We identify children's needs from ongoing assessment as well as from feedback from teachers and parents.

Through initial discussions, teachers can highlight the primary areas of concern, which supports the SENCo to establish specific needs and strategies that could be implemented to enhance quality first teaching in the first instance. We also use C-POMs for staff to log concerns around SEND. Adaptations may include:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using physical resources to support learning (e.g. counters, Numicon, pencil grips etc.)
- Using visual prompts, such as visual timetables, checklists, word banks, 'Now and Next' prompts, planning prompts etc.
- Adapting resources and staffing
- Using recommended aids/ specialist equipment, such as laptops, coloured overlays, larger fonts, wobble cushions, weighted blankets, fidget and sensory toys/ supports

- Differentiating the teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Interventions:**

Children identified as having SEND may also participate in a range of interventions in school. Intervention groups are in place to support the diverse needs of the children within our school and some are run by TAs and HLTAs. These sessions usually run in the afternoons (so children still access Quality First Teaching of the core subjects in the mornings) and we adapt and change who attends these groups regularly, based on need. These interventions are timetabled carefully, to ensure that pupils still have access to a broad and balanced curriculum. For quality assurance, the phase/ subject lead or SENCo may oversee an intervention group and join in with the children to ensure that it is pitched correctly and that learning is taking place, in line with whole school teaching and learning approaches. The range of interventions that we currently run are as follows:

1:1 RWI tutoring

1:1 coaching

Fresh Start

First class at number

Success at Arithmetic

Thrive

Socially Speaking

Time to Talk

Colourful Semantics

Personalised interventions recommended by SaLT, Physio, OT, SENIT, Educational Psychology etc

Depending on need, some children may be assessed using B-squared materials or the SENIT Developmental Journal (EYFS). These support teachers to differentiate the curriculum at an age-appropriate level for pupils with who are working well below age-related expectations. They provide ongoing assessment, helping to inform planning and target set whilst tracking and demonstrating small steps in progress. These materials are used as a working document. Although B-squared supports the process, the Pre-Key Stage Standards are used to complete summative assessment.



**BSquared** 

Throughout the year, children receiving SEN support have specific targets set through their SEND Support Plan. These targets are set by the class teacher or key professionals involved and are worked on with the child through quality first teaching as well as specific interventions.

Pupil profiles are used throughout school to ensure staff are aware of particular children's needs. This one page document gives an overview of needs as well as specific strategies or provision that must be in place. All staff are expected to refer to these profiles so effective strategies are used consistently with these children throughout the school day.



Ensuring quality first teaching meets the needs of all children remains a school priority. The SENCo, Phase Leaders and Senior Leadership Team support teachers where needed to ensure assessment information is used to plan and differentiate lessons effectively. Observation and assessment is also used to ensure appropriate teaching strategies and scaffolds are used to support curriculum access and participation for all children. Where additional interventions are in place, outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.

Reviewing progress and the impact of the provision in place may be done in a number of ways:



- *Regular Team Around the Child meetings/ Discussion at Phase Meetings*
- *Reviewing pupils' individual progress towards their goals*
- *Assessing progress using B-squared/ SENIT Developmental Journal*
- *Reviewing the impact of interventions at regular points*
- *Parents' evenings at key points where parents and teachers can discuss a child's progress. Additional parents' reviews are held for children receiving SEND support*
- *Classroom observations to assess the impact of the learning environment and how this supports the child*
- *Reviewing alongside external agencies / key professionals involved*

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

- *Working with professionals such as SaLT to review progress towards specific targets*
- *Holding termly ISAR and SEND Support Reviews*
- *Holding annual reviews for pupils with EHC plans*

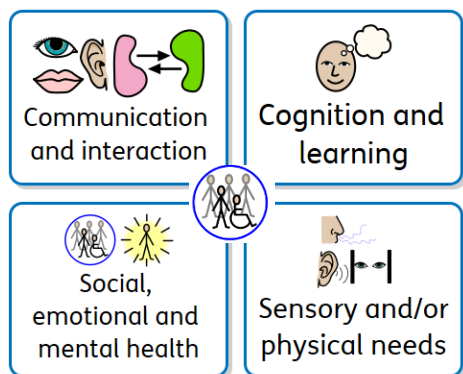
Through all methods of reviewing, impact/progress takes into account pupil and parent voice, moderation of pupil's work and data where appropriate.

### **Education Health Care Plans:**

If a child has a high level of need and they are only making limited progress, despite school following the graduated response to their SEND needs, it may be appropriate to apply for an Education Health Care Plan (EHCP). This is a legal document that details any special needs a child has and the support and provisions that must be in place to help them learn. School will do this in discussion with parents.

### A child's SEND needs:

Areas of SEND, support and provision can be considered as falling under four broad areas:



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

- Communication and interaction, for example, autistic spectrum disorder, 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

We place a high priority on ensuring a holistic approach to SEND is maintained across school and that the provision in place is responsive to the needs, development and well-being of all pupils. The school provision map (Appendix 1) provides an overview of the type of provision currently in place.

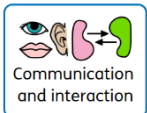
### **There are currently 50 children receiving some form of SEND support**

School SEND Support (current)	School EHCP (current)	National SEND 2021	Average Support	National Average EHCP 2021
50/333 15%	6 1.8%	12.6%		3.7%

On our SEND register, we have a number of children with a significant level of complex needs. Although the number of children with EHCPs is lower than the national average, this is partially due to the funding arrangements, specific to Leeds, for children with high needs as an EHCP is not necessary for this.

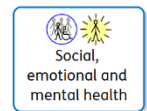
We have a range of professionals within school who, alongside teaching staff, share their expertise in developing learning and teaching for children. This includes the Head Teacher, Deputy Head, SENCo, and key members of our pastoral team.

Where the school needs to access additional advice or expertise, we are able to refer to a range of professionals including the Educational Psychologist, Complex Needs Team and Speech and Language Therapist. We are also able to refer children with other needs to the AIP (Area inclusion partnership) or our Cluster Guidance and Support Group. Through this, we are able to access additional targeted support such as outreach for SEMH needs, therapeutic support and counselling.



Across school, our highest area of need are children requiring additional Speech and Language support. To support this need, in addition to accessing NHS Speech and Language Therapy support, we have bought in additional traded time with Chatter-bugs. We currently have a Speech and Language Therapist working in school for 1 day a week and a Communication and Language Assistant working in school for two days each week. This is to deliver 1:1 and group therapy sessions, assess and review need and to work with staff to support their skills in supporting pupils/ delivering therapy programmes.

31 children are currently on the Chatter-bug caseload. This includes 7 children who have significant specific speech disorders, 3 of which are also being supported by the NHS SSD pathway which provides regular blocks of therapy.



Our Learning mentors meet regularly attend phase meetings to discuss children who may be needing extra support. A decision is then made as to what pathway and support is most suitable for the child. The Deputy Head and SENCo are involved with regular meetings which oversee the caseload of children and provision in place. Support includes a range of 1:1 and group interventions, such as Thrive, Time to Talk, Socially Speaking, Drawing and Talking, Zones of Regulation, Emotional Check-ins, mindfulness & BUSS.

We have built a system to ensure learning mentors are able to follow a graduated response which means their caseload of children stays current and responsive. Prior to Learning Mentor involvement, needs must be assessed, planned for and reviewed. Introduction of interventions that have a pre and post measure help to evaluate the impact of intervention and support in place.

### **Angelfish Provision:**

In response to the high level of need some of our pupils have, we have developed Angelfish Class over the last two years. The Local Authority SENIT Team have supported us with this, ensuring provision is appropriate for children on their caseload. Children who are members of Angelfish have personalised timetables which involve a combination of specialist and targeted support within Angelfish alongside supported participation in learning in their mainstream class. Each child in Angelfish has a different timetable and level of support, based on regular assessment of their needs and advice from professionals involved. We currently have 7 children who are members of Angelfish Class. A number of other children in school also access small group learning and intervention sessions in Angelfish class, linked to their individual needs and SEND targets.

### **Working with outside agencies:**

Referrals to professionals are usually made by our SENCo. Agencies who we have worked with over the past year include:

SENSAP (special educational needs services)

SENIT (special educational needs inclusion team)

STARs (specialist autism trained teachers)

SALTs (speech and language therapists)

EP team (Educational Psychologist)

AIP (Area inclusion partnership) behaviour support and child and family psychotherapy

Therapeutic social workers

Cluster counselling

Cluster Family Support

CAMHS

Think like a pony therapeutic support

Referrals for cluster support are made by one of our learning mentors, who make up part of the pastoral team.

### **Working with pupils and parents/carers of pupils with SEND:**

Developing a good level of communication and allowing pupils and parents/carers to meaningfully contribute to shaping the quality of support and provision is a high priority. The following systems are in place to aid the school and parent/carers to work in partnership.

<b>What?</b>	<b>Who?</b>	<b>How often?</b>
Parents Evening	Parent, teacher, child key staff and SENCo (if requested by the parent)	2 appointments during an academic year
SEND support reviews (all children receiving SEND support in school)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	2 reviews during an academic year
Annual reviews (children with an EHCP or receiving top up funding – FFI)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	1 review per academic year (termly in EYFS)

ISAR (child with early years top up funding – EYFFI)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	Termly
Pupil interviews	SENCo, teacher, key staff with pupil	Throughout the academic year
Meetings / phone call/ email communication as and when required – based on need	Parent, SENCo, teacher, key staff	As needed

### **Funding**

Funding is allocated to the school in relation to the number of children with SEND and the nature of these. The school then allocates funding to support across the school.

As of September 2021, there were 16 children in school who meet the criteria for high needs top up funding because their needs are such that they need additional resources and support. This top up funding is allocated by the Funding for Inclusion (FFI) team. An additional £110.520 has been allocated to the school for the period April 2021 - March 2022. This is a significant increase compared with the £76,538 received through FFI for the period April 20 – March 21, reflecting an increase in high need pupils in school.

- A band – Cognition and learning
- B band – Vision
- C band - Hearing
- D band - Physical skills
- E band - Communication and interaction
- F band – Social, emotional and mental health
- G band – Health care needs

The highest levels of funding we receive are through E band (Specific Speech Disorder and Pragmatics) and G Band.

### **How was the SEND budget is spent?**

- Higher ratio of staffing
- More specialist members of staff (for example, Teacher for Angelfish Provision, BSW, staff with medical expertise, traded SaLT time)
- CPD
- Development of the environment / provision in school
- Resources to support interventions
- Equipment needed to support specific needs
- 1:1 support for specific needs/ interventions (such as medical and physical)

This is an area that needs to continued to be looked at with SLT/Governors, costing accounted for and impact evaluated. It is important when allocating the budget, levels and areas of need across school is taken into consideration and provision planned for.



At the discretion of our Head Teacher, funding is allocated to particular areas of provision, including recruiting support staff if needed, and investing in resources to support our children. We continue to invest in traded services from Chatter-bugs (Speech and Language therapy) and the training of staff in specialist interventions and approaches such as Thrive. We have also invested in the development of our Sensory Room.

ISARs are completed termly for children receiving top up funding in EYFS. For other children with funding, FFI annual reviews are conducted at the end of the summer term.

### **Staff development**

Teachers and teaching assistants receive regular in-service training, which includes effective teaching and learning strategies related to the teaching of children with SEND. This year, we are focusing on the following areas which link to SEND:

- Quality first teaching – Using EEF recommendations to ensure pupils with SEND are supported effectively across the curriculum
- Supporting behaviour – reviewing our behaviour policy and using Zones of Regulation to communicate about emotions and support self-regulation

Where more specialist training is needed – for example, in the teaching of children on the autistic spectrum – our teachers and teaching assistants attend courses run by the Local Authority or outside agencies. Our staff also work closely with a range of professionals who come into school to support individual pupils – this is bespoke training to meet individual need but also often gives transferrable knowledge and skills.

<b>Staff role</b>	<b>Training accessed over the last 3 years</b>
SENCo and 2 x members of staff	Intensive interaction training - STARs
Angelfish Staff	Supporting children with Downs Syndrome
Angelfish Teacher	Visual Support – STARs Makaton Level 1
1 x TA	Social story training
Learning mentor Deputy Head 2 x TA	BUSS training
SENCo	SENco networks x 3
SENCo	SENco conference
2 x teachers SENCo	SENIT using a finely graded tool assessment course - Bsquared
2 x TA	Vocabulary approach training from Chatterbugs SALT
3 members of staff TA /Headteacher	Gastrostomy feed administration theory and practice – nursing team
7 x teaching staff	Autism awareness level 1
Deputy Head	Attachment Lead Training

1 X TA	
3 X SEND support TAs	Emergency First Aid Tracheostomy Awareness and associated procedures Use of eye-gaze communication equipment
8 X TAs 3 X teachers	Moving and Handling Training Specific moving and handling procedures
3 X teachers	Use of 'Clicker' programme

### **Current staffing**

At Oulton we believe that all teachers are teachers of SEND and the SENCo and Senior Leadership team's role to ensure adaptations to quality first teaching are embedded in our day-to-day practice. Considerable thought, planning and preparation goes into utilising support staff to ensure children achieve outcomes, gain independence and are prepared for the next phase of their education / adulthood.

	Staff
Special Educational Needs Co-ordinator	1
Higher-level teaching assistants (HLTAs)	4
Teaching assistants	21
Learning mentors	2
1:1 inclusion support workers	2
SEND teacher	1
SEND support assistants	4
Behaviour Support Worker	1

### **Staff Roles and Responsibilities:**

**The SENCO** is Nina Hoskin. The acting SENCO for 2021-22 is Lucy Cooper (maternity cover).

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*
- *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 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 SEND up to date*

**The SEND governor** is Tara Johnson.

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 SEND policy and provision in the school*

### **The head Teacher**

The head teacher will:

- *Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school*
- *Have overall responsibility for the provision and progress of learners with SEN and/or a disability*

### **Class teachers**

Each class teacher is responsible for:

*The progress and development of every pupil in their class*

*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*

*Providing regular feedback to parents/ carers regarding their child's progress*

*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*

### **Complaints**

At Oulton, working as a team around your child is key. We pride ourselves on having strong, effective working relationships with parents and carers. Should any worries or concerns arise, we will work with parents/ carers to provide support and resolve these as quickly as possible. If parents do have concerns, they should raise these initially with the class teacher and then the SENCo or Phase Leader. This can be done through emailing the class email, emailing the SENCo or phoning school.

There have been no complaints over this academic year around the SEND provision at our school.

A copy of our complaints policy can be found [here](#)