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Preston Hedge's Academy Trust

Special Educational Needs Information Report

For further information, please refer to our Inclusion Policy

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of Sub-Committee's Approval	Esther Stephenson		June 2017
Principals Approval	Paul Watson		June 2017
Chair of Governors' Approval	Neal Prescott		June 2017
Recommended Review Date:	June 2018 (review annually)		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk Claire Clayson Claire.clayson@prestonhedges.org, to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	24.5.17	Updates and Trust additions	V.Tear

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Introduction

All governing bodies of maintained schools and maintained nursery schools, along with proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations.

Preston Hedge's Academy Trust has published their SEN report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs (SEN). We welcome your feedback and future involvement in this offer, therefore if you have specific questions about the content or about the Northamptonshire Local Offer, please do not hesitate to contact:

SENCO: Mrs Vanessa Tear
Principal: Mr Paul Watson
SEN Governor: Mrs Esther Stevenson

The kinds of Special Educational Needs which are provided for in our school

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. At Preston Hedge's Academy Trust the governors and staff are committed to ensuring that all children are educated in a manner appropriate to their individual needs. We recognise that all children in our school may have special needs at some time, and that these children need support. These learning difficulties may arise from a variety of causes, e.g. physical, sensory, intellectual, social, emotional and behavioural. We aim to offer children with special educational needs full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Disorders
- Dyslexia
- Dyspraxia
- Visual Impairment
- Speech and Language Difficulties
- ADHD
- Physical and Sensory Difficulties
- Medical Needs impacting learning
- Social and Emotional Needs

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

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How we identify SEN

At Preston Hedge's Academy Trust we strongly believe that early identification of any additional need is vital. A child may be identified as having a special educational need at different times in their school career. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age:
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Preston Hedge's Academy Trust use the following staged approach in line with local guidance:

Stage 1: Quality first teaching

Well-differentiated, quality first teaching. Including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer

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- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the Phase Leaders and SENCO
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- Involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- advice from SENCO to class teachers and TA's
- individual class support / individual withdrawal
- further differentiation of resources
- plan for pastoral support to target individual or group behaviour

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, subject leaders and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews/pupil progress meetings with the SENCO
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring provision maps
- attendance records and liaison with Education Entitlement Service
- regular meetings about pupils' progress between the SENCO the Principal
- Principals report to parents and governors

Stage 2: Additional SEN Support (SEN Register)

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who **do not have SEN** will **not** be placed on the SEN register (list of pupils being offered additional SEN support) but will be on the school's provision map
- In keeping with all vulnerable learners, intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map or an Individual Education Plan (IEP)
- It may be decided that a very small number (but not_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority,

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to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHC Plan)
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEP's are written for those children who require the highest level of support (statement's/EHC Plan's)
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended
 - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”
 - Our IEPs will be accessible to all those involved in their education
 - Our IEPs will be based on informed assessment and will include the input of outside agencies
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
 - Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - Our IEPs will have short / medium term SMART targets set for the pupil
 - Our IEPs will specify how often the target(s) will be covered
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period
 - Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion, when needed with any other professional involved
 - Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO

Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their statement/plan.

- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan (EHC Plan)
and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process

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Roles and Responsibilities

Principal– Mr Paul Watson

- the Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and Ethnic Minority Achievement Co-ordinator
- the Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the Senior Leadership Team and SENCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO/EMA Co-ordinator
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator (SENCO) – Mrs Vanessa Tear

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section above on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur)
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers

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- attending area SENCO network meetings and training as appropriate
- liaising with the school's Inclusion Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

Ethnic Minority Achievement Coordinator – Mr Paul Watson/Miss Leah Jenkins

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the SENCO/EMA co-ordinator to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan (IEP) to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :

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- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

How children with SEN are enabled to engage in other activities

As an inclusive school, we do all we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. However, where inclusion might be judged to compromise the Health and Safety of the pupil, pupils, staff or the trip, there would be an expectation that a parent accompanied their child on the trip. In such circumstances this would enable the child to attend the trip/visit but would require the parent to agree to take responsibility for their child on the trip/visit. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms

Support for improving emotional and social development

Preston Hedge's Academy Trust supports the holistic development of the child, providing social and emotional care throughout the school day. Children have access to;

- Their class teacher as a first point for advice and support
- Phases Leaders as a known additional adult
- Access to advice and support from the SENCO
- Playground buddies
- School council members in each class (from year 1)
- Some additional small group social skills sessions

Expertise and training of staff in relation to children with SEN

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process. These may be met from internal training from the SENCO, or more specific external training. The SENCO will attend regular local network meetings, as well as cluster SENCO meetings.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as

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part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficiency of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

How equipment and facilities to support children and young people with SEN will be secured

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Arrangements for consulting with parents/carers of children with SEN

The school aims to work in partnership with parents and carers. We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

Involving other professionals in meeting the needs of children with SEN and their families

The SENCO is the point of contact within the school who will coordinate the support from outside agencies for each pupil. We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Team
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Northamptonshire Parent Partnership Service – Information Advice Support Service
- Local NHS services- school nurse, physiotherapist, occupational therapist
- Speech and Language therapists
- Autism services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team)
- Multi-agency safeguarding hub (MASH)

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In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, speech and language therapists etc).

Arrangements for supporting children with SEN in moving between phases of education

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

Arrangements made by the governing body relating to complaints from parents/carers

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with under the school's complaints procedure, in the first instance by the class teacher and SENCO, then, if unresolved, by the Principal. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedures (see separate Complaints Policy).

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 364770

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service – Information Advice Support Service: Contact Number : 01604 636111

<http://www.iassnorthants.co.uk>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

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(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.aspx>