

Clee Hill Community Academy Special Educational Needs and or Disability (SEND) Information and Policy Report



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"Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school." EEF, 2020

Context

Clee Hill Community Academy currently has around 160 pupils on roll. The school is made up of six mixed age classes, including the Nursery setting. We are an inclusive school that nurtures and supports all children to reach their potential and grow in confidence to become enthusiastic life- long learners who take an active part in their local communities. We offer skilled sensitive support to children with additional needs and our recent SEN inspections judge our school to be good.

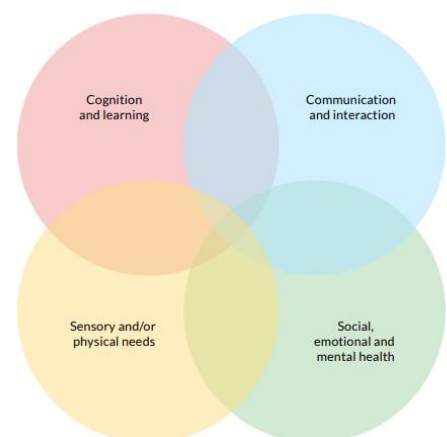
SENDCO - Sian Pugh

Provision for pupils with SEND

According to the Code of Practice, 'a child or young person has SEN if they have a learning difficulty or disability' that calls for 'provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'. SEND is not a fixed or permanent characteristic; it is a recognition that at a specific time a child has additional learning needs. At times, many pupils will require tailored or additional support to fully participate in everything the school has to offer.

The SEND Code of Practice groups needs into four broad areas to support schools to plan the provision that they offer:

- cognition and learning;
- communication and interaction;
- social, emotional, and mental health; and
- sensory and physical needs.



At Clee Hill Community Academy, we understand the importance of knowing each individual characteristics of pupils' needs, how these needs relate to the classroom environment and the content being taught. For example, two pupils who both have needs related to communication and interaction could have quite different individual needs; one might have difficulty producing or understanding the sounds of spoken language while the other might struggle to understand conventions of social interaction, such as turn-taking in conversations. Therefore, in addition to changes made in day-to-day teaching, each pupil with SEND also has a provision map, which clearly identifies their needs and barriers - consequently enabling strategies to be put in place to overcome these.

Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an 'add on'. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.

The 'Special Educational Needs in Mainstream Schools' Guidance Report published by the EEF (March 2020) offers 5 evidence-based recommendations to support pupils with SEND in mainstream schools. At Clee Hill Community Academy, we have used these 5 areas to ensure that pupils with Special Educational Needs and Disability (SEND), have a provision that supports achievement and enjoyment at school.



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

<p>1</p> <p>Create a positive and supportive environment for all pupils, without exception</p> 	<p>2</p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p> 	<p>3</p> <p>Ensure all pupils have access to high quality teaching</p> 	<p>4</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> 	<p>5</p> <p>Work effectively with teaching assistants</p> 
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The 5 areas are:

1. Create a positive and supportive environment for all pupils without exception.
2. Build an ongoing holistic understanding of your pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high quality teaching with carefully selected small group and one to one interventions.
5. Work effectively with Teaching Assistants.

At Clee Hill Community Academy, we have used these 5 areas as an opportunity to review provision for SEND pupils.

	EEF Recommendations	Considerations for Clee Hill Community Academy
Create a positive and supportive environment for	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs,	- Positive culture of learning.

<p>all pupils without exception.</p>	<p>and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should:</p> <ul style="list-style-type: none"> – promote positive relationships, active engagement, and wellbeing for all pupils; – ensure all pupils can access the best possible teaching; and – adopt a positive and proactive approach to behaviour as described in the EEF's Improving Behaviour in Schools guidance report. 	<ul style="list-style-type: none"> - Pupils' engage well in lessons - Behaviour is good and behaviour strategies are effective - Attendance of pupils with SEND is monitored termly - <u>ctive Engagement:</u> - <i>'Asking children to "share what their partner said" allows quieter children to have their answers shared without needing to feel exposed by having to share it themselves. Similarly, allowing a child the chance to write their answer instead of voicing it, or giving them warning time before sharing an answer, supports maximum participation.'</i> - Other approaches schools could consider include: <ul style="list-style-type: none"> • cards with questions stems as scaffolds; • non-verbal answers to questions—pupils can stand and sit, or give a thumbs up or thumbs down, to agree or disagree with an answer; and • using post-it notes to encourage pupils to add their views to topics.
<p>Build an ongoing holistic understanding of your pupils and their needs.</p>	<p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	<ul style="list-style-type: none"> - Staff have a good awareness of their pupil's needs and barriers. - Assessment is purposeful and useful. - Assessment information feeds into support for pupils - Staff take responsibility for implementing advice from outside agencies alongside senior leaders.
<p>Ensure all pupils have access to high quality teaching.</p>	<p>To a great extent, good teaching for pupils with SEND is good teaching for all. Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. The research suggests a group of</p>	<ul style="list-style-type: none"> - Lessons are inclusive - good teaching for all. - Effective learning strategies are applied to

	<p>teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. – flexible grouping; – cognitive and metacognitive strategies; – explicit instruction; – using technology to support pupils with SEND; and – scaffolding.</p>	<p>ALL pupils not just those with SEND</p> <ul style="list-style-type: none"> - Flexible learning - no set groups or streaming - Pre-teaching and interventions are used to support pupils. - Scaffolding used effectively including modelling, working walls, support tools etc. - Interventions are specific and timely. - Information from assessments feeds into interventions with clear and specific goals.
<p>Complement high quality teaching with carefully selected small group and one to one interventions.</p>	<p>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. • High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. • The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <i>Putting Evidence to Work: A School's Guide to Implementation</i>.</p>	
<p>Work effectively with Teaching Assistants</p>	<p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher. The EEF's guidance report <i>Making Best Use of Teaching Assistants</i> provides detailed recommendations.</p>	<ul style="list-style-type: none"> - Regular CPD opportunities for TAs - Teachers have ownership of pupil's learning. - TAs are effectively deployed with clear purpose/ goals.

Working effectively with teaching assistants

Teaching Assistant work with pupils to help them move towards increasing independence (which is always the goal) and ensuring they are aware of the different phases of support that they can offer to pupils. Some strategies for this may include:

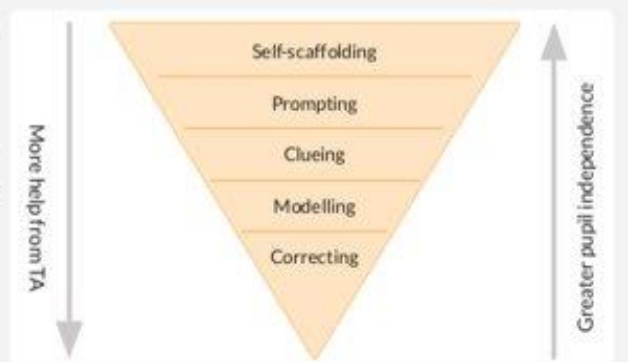
Self-scaffolding: TA observes that the pupil is working independently and does not intervene.

Prompting: TA uses wait time (10 secs) to see if the pupil can get started, asks a prompt question such as 'Can you remember what Mr T said you need to do first?', or gestures to a useful resource such as a model on an interactive white board or a word-bank on a table.

Clueing: TA uses a statement, 'The ruler will help you', or question, 'How could the ruler help you?', to give one piece of information at a time to support accessing the task. Several clues may be needed.

Modelling: TA demonstrates the next step the child needs to complete and then asks the child to take this step. 'I am using the word-bank to find a word to help me describe my character ...'

Correcting: The TA provides answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.



Consulting with parents/ carers

- The class teachers are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to discuss the progress of your child or any concerns you may have.
- Parent Partnership Service (PPS) is available to meet with you to discuss your child's progress or any concerns/worries you may have. There is a PPS in every authority. You can access further details for the National Parent Partnership Network website.
- Each term the Individual Education Plan will be reviewed and shared with you.
- All information about additional support that your child receives will be discussed with you and referrals for specialist support will be made with your consent.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We hold an open door policy so all parents and carers can talk to their class teachers at the start or end of the day

Supporting pupils with Special Education Needs

- The teachers and teaching assistants discuss the targets on the Individual Education Plan with the children to make them aware of what they need to work on,
- The children are encouraged to actively participate on working on their targets during class in collaboration with the teacher and teaching assistant. .
- We work with the children to help them recognise how they learn best and what motivates them to learn.
- Each child creates a one page profile with the support of the SENCO.
- Older children are encouraged to join in with their annual review meetings to share their contributions.

How we support our pupils at times of transition

When children enter the school

- The SENCO and class teacher will visit any pre-school settings that your child attends prior to them starting school.
- The SENCO and class teacher will liaise closely with the pre-school setting and any additional agencies that have been involved with your child.
- An individual induction plan will be developed and any adaptations to the school day or environment will be made.
- Staff will give you time to talk about your child and involve you in their learning so that they can get to know you and your child and give all the support that they can.

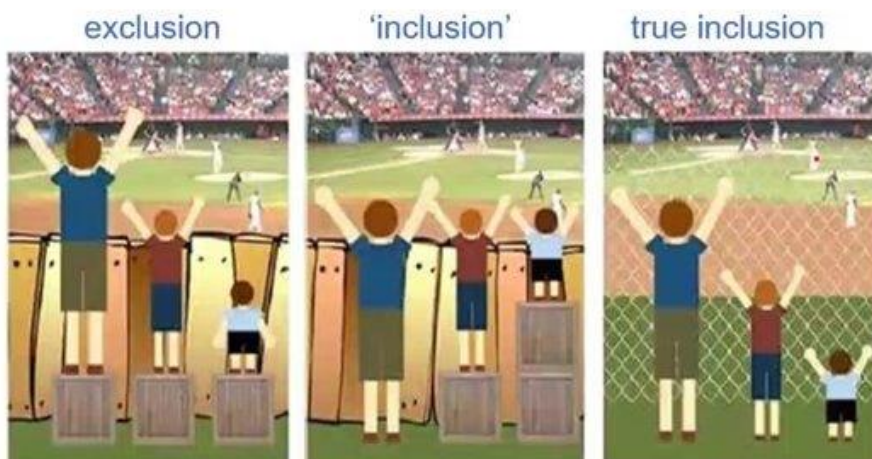
When moving classes within the schools

- The SENCO and your child's class teacher will meet with their new teacher to discuss fully the needs of your child and to set future targets.
- Your child will be consulted about any issues or concerns they may have about moving class.
- The teaching assistant will already be fully informed about the needs and targets of your child.
- You will have an opportunity to meet with their new class teacher and the SENCO to discuss any concerns or issues you may have regarding the transition.

In Year 6

- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Planned induction visits to secondary schools will be set for all children in Year 6, but additional visits will be arranged for children with SEN.
- A special induction programme is carried out for children with specific needs. This programme includes additional visits for your child with their teaching assistant, meeting and taking photographs of key adults at the secondary school and additional meetings for parents.
- The secondary SENCO will be invited to any Year 5 and Year 6 annual review meetings.

How we adapt our curriculum and learning environment to support pupils with Special Educational Needs



Inclusion is about identifying the difficulties of pupils at the outset and considering how we will enable learners to overcome them to give equity of experience and opportunity. At Clee Hill Community Academy, we believe that all pupils should be included in lessons and aim for a mastery approach for all. Our aim is to adapt teaching to respond to the strengths and needs of all pupils using approaches which enable pupils to be taught effectively, through having a clear understanding of the needs of all pupils. If we want all children to 'achieve well' it is important to include them in our curriculum offer.

Curriculum

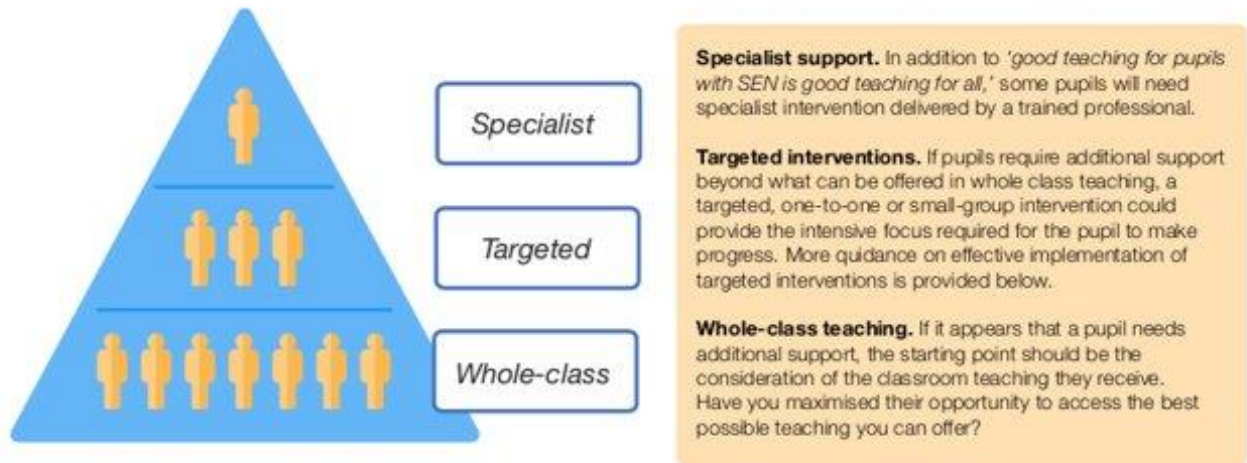
6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

- The Shropshire Gateway Educational Trust reviewed the "EEF special educational needs in mainstream schools report" as part of a development day in January 2023. Each subject area then worked together as a team (teachers from the EYFS, KS1 - 4 and teaching assistants) to review ways in which we could meet the range of SEND needs in each subject area specifically- considering the 4 areas of need. These documents will be reviewed at Curriculum development meetings and used by subject leaders to ensure that pupils with SEND are able to access the curriculum effectively.
- Up to date accessibility plan
- Resources and specific equipment purchased and utilised to support children to overcome barriers. This may be based on staff's awareness of each child's need or on advice from outside agencies eg writing slopes, wobble cushions, bean bags, computer software etc.
- High quality specialist training for staff working with a pupils with SEND.
- Regular discussions between teachers, teaching assistants and the SENCO highlight any additional resources that need to be obtained in order to meet your child's needs.
- Implementation of specially tailored support strategies and programmes as devised by an Educational Psychologist, occupational therapist or speech therapist.

Targeted support

Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. At Clee Hill Community Academy, each child with SEND has an individual provision map which clearly identifies their needs, barriers to learning and ways in which these barriers can be overcome.

Figure 6: A tiered approach to educational support



Wave 1 - Quality First Teaching

At Clee Hill Community Academy, most children will be taught in a mainstream class. For those children who require more enhanced support, small group or 1:1 interventions may be put into place to support with pre-learning, addressing misconceptions in class and revision and recap opportunities

Wave 2 - Interventions

For those children with identified needs or those children who may need regular 'catch-up', we offer a range of small group intervention programmes that can help to accelerate pupil progress. Depending on the needs of individual children they will access different interventions led by trained teaching assistants or teachers. The progress within these interventions will be closely monitored and tracked half termly to measure impact and ensure their effectiveness. We offer a range of intervention programmes including:

Speech, Language and Communication	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
Talk Boost Early Talk Boost NELI 1:1 speech and language interventions	Little Wandle Keep up Group and 1:1 interventions 1:1 Reading Toe by Toe Plus One/Power of Two	No worries Growth Mindset books - what should we call these?	Motor coordination programmes

Wave 3 - Specialist Interventions

For some children who require more bespoke support, we offer a range of individualised programmes, usually created in liaison with external agencies such as Speech and Language and Occupational Therapy. Children will have dedicated time each week to work on an individual basis with a teaching assistant to complete activities linked to their personal targets. Progress within these sessions is monitored by school and other agencies and next steps are decided collectively through multi-agency meetings and discussions.