

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.

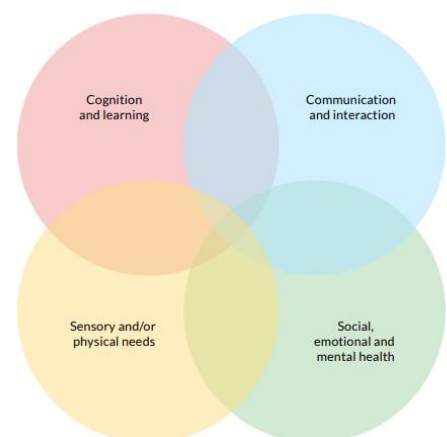
SENDCO - Sian Pugh

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
<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"> - 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 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>	<ul style="list-style-type: none"> - Lessons are inclusive - good teaching for all. - Effective learning strategies are applied to ALL pupils not just those with SEND - 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.
<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</p>	<ul style="list-style-type: none"> - Interventions are specific and timely. - Information from assessments feeds into interventions with clear and specific goals.

	assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.	
Work effectively with Teaching Assistants	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 Making Best Use of Teaching Assistants provides detailed recommendations.	<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 with Parents and carers

How we consult with Parents and Carers of pupils with Special Educational Needs
<ul style="list-style-type: none"> • 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.
How we consult with our pupils with Special Education Needs
<ul style="list-style-type: none"> • 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 do we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Up to date access plan - disabled access, disabled toilet facilities etc
- We buy resources to support children where necessary, based on our knowledge of your child, our experience or on advice from outside agencies eg writing slopes, wobble cushions, bean bags, computer software etc.
- We provide or access specialist training for staff.

- Classrooms are well resourced and 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.
- We follow advice from outside agencies and purchase any additional specialist equipment or programmes.
- Children receive: - small group work support within the classroom from the class teacher/teaching assistant, 1:1 support from allocated teaching assistant as appropriate, small group work/1:1 from teacher of specific needs, small group/1:1 support from voluntary teacher.
- Differentiated tasks are planned within the classroom.
- Implementation of specially tailored support strategies and programmes as devised by an Educational Psychologist, occupational therapist or speech therapist.