

Special Educational Needs and Disability (SEND) Information Report

And SEND Policy (incorporating the local offer)

The Loriners MAT

Date the policy was agreed by Trustees: ?

1) Aims of this SEND policy

- To make reasonable adjustments for those with a special educational need (SEN) and/or disability to increase access to the curriculum and the environment.
- To ensure that children and young people with special educational needs (SEN) and/or disability engage in the activities of the school alongside children who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>

- To use our best endeavours to secure special educational provision for children for whom this is required, that is **“additional to and different from”** that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.

- To request, monitor and respond to parent/carers' and children' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet children's needs, through well-targeted continuing professional development.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At The Loriners MAT we use the definition for SEN and for disability from the SEND Code of Practice (January 2015) (Published 11 June 2014. Last updated 30 April 2020)

This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability **is a significantly greater difficulty in learning than the majority of others of the same age.**
- Special educational provision means **educational or training provision that is additional to, or different from,** that is made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'**. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at The Loriners MAT

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at The Loriners MAT schools, in line with the admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of children across the MAT.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, OR
 - the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our MAT schools in a child's EHCP, the local authority will send the trustees a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the MAT schools where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How do our MAT schools know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school/setting regarding concerns relating to inadequate levels of development (not reaching milestones), progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates low levels of development in those early key skills, gaps in knowledge and/or skills.
- Early Years Key Indicators and whole school tracking of attainment outcomes indicates lack of expected rate of development and progress.

- Observation of the pupil indicates that they have additional needs in one or more of the broad areas of need identified in section one.

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher. This then may result in a referral to The Loriners MAT Inclusion Lead whose name is Mrs M Dickson whose contact details are:

postbox@parkhall-inf.walsall.sch.uk (for concerns relating to a child attending the infant school) Tel: 01922 721443 **OR**

office@parkhall-jun.walsall.sch.uk (for concerns relating to a child attending the junior school) Tel: 01922 720761

- Parents may also contact the Inclusion lead Mrs M Dickson or Heads of School, Mrs L Amos (Juniors), Mrs S Hand (Infants) directly if they feel this is more appropriate or the Executive Head Teacher Mrs G Healy if they feel the matter is urgent.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the MAT schools support a child with SEND?

- All children will be provided with high quality teaching that is differentiated to meet the needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the Inclusion Lead, external verifiers,
 - ongoing assessment of progress made by children with SEND,
 - work sampling and scrutiny of planning to ensure effective matching of work to children's needs,

- teacher meetings with the Inclusion Lead to provide advice and guidance on meeting the needs of children with SEND,
- child and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.
- All children have individual targets depending on area of need. Parents are informed of these at Assess, Plan, Do and Review meetings (ADPR), parents' evenings.
- Children's' attainments are tracked using formative and summative assessments. Children failing to make expected levels of progress are identified. These pupils are then discussed in regular progress meetings that are undertaken between the class teacher and the Senior Leadership team and if appropriate, the child themselves. Where it is agreed that a child may require additional support then an initial concerns form must be completed to aid identifying the support that the child might need.
- Additional action to increase the rate of progress will be identified and recorded. A review of the impact of the differentiated teaching being provided to the child will take place, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow a graduated approach using our Assess, Plan, Do and Review model (ADPR):
 - **Assess:** Observations or data about the child is evaluated by the class teacher in order to make an assessment of the child's needs.
 - **Plan:** If review of the action taken indicates that '**additional to and different from**' support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with support from the Inclusion Lead.
 - **Do:** SEN support will be recorded on a plan identifying a clear set of expected outcomes, which will include relevant academic and/or developmental targets. Parents and their child will also be consulted on the action they can take to support attainment of the desired outcomes. Outcomes are amended if necessary so that the child can make further progress.

- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.
- If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to any of the following:
 - Child & Adolescent Mental Health Service (CAMHS); Educational Psychologist (EP); Educational Welfare Officers (EWO);
 - Health and Social Services; Hearing Impairment Team; North Star Inclusion Team (NIAT); Occupational Therapy; Specialists in other schools e.g. teaching schools, special schools; Speech and Language Therapy (SALT); Visual Impairment Team; Walsall School Nursing Service.
- For a very small percentage of children, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the academy's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using children's' achievement levels, differentiating tasks to ensure progress for every child in the classroom.
- When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Inclusion Lead and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. All actions taken by the class teacher / Inclusion Lead will be recorded and shared with parents.

8) How are the MAT school's resources allocated and matched to children's special educational needs?

- The schools receive funding to respond to the needs of children with SEND from a number of sources that includes:
 - A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Pupil Unit.
 - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND.
 - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 - In class, adult or peer support aimed at increasing skills in a specific area of weakness (learning behaviours, organisation, etc)
 - Out of class support (relationship building, social, emotional skill development)
 - Small group tuition to enable catch up (subject or targeted at additional need)
 - Specific support, advice and guidance is provided to parents and families to improve children's readiness for learning (relating to child's difficulties in attendance, behaviour, physiological and emotional needs etc)
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 - Partnership working with other settings (shared resources e.g. shared expertise: support from local special school on action to improve inclusion.)
 - Access to targeted before/after school clubs (breakfast, clubs targeted at increasing resilience)
 - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

- Implementation of strategies from support agencies e.g. Advisory Teacher, Early Years SEN Teacher, Educational Psychologist, VI Teacher, HI Teacher. Health partners such as Speech & Language Occupational Therapy Physiotherapy, School Nurse and Child & Adolescent Mental Health Service. Behaviour Support/Educational and Welfare Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school's website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, Inclusion Lead or a member of the Senior Leadership Team.

9) How is the decision made about how much support each child will receive?

- For children with SEND but without an EHCP, the decision regarding the support provided will be taken at meetings with the Inclusion Lead, class teacher and parent.
- For children with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- The Walsall Getting it Right for SEND Guidance and Banding Document helps to identify when it is appropriate to request additional high needs funding. This is reviewed annually.

10) How will parents be involved in discussions about and planning for their child's education?

- Discussions with the class teacher, Inclusion Lead, Heads of Schools;
- During parents' evenings, termly APDR meetings, annual reviews and written reports (from external agencies or from school).

11) Arrangements for supporting children and young people who are looked after by the Local Authority and have SEND

As outlined in previous sections and also:

- Reports to Trustees in termly Executive Head Teacher report and Schools of Head reports;
- Termly PEP (Pupil Education Plan) meetings held in school;
- Attendance of Child in Care (CIC) review meetings to provide school perspective and summary;
- Liaison with Local Authority and carers.

12) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents through feedback (half termly/termly depending on child's needs) regarding SEND support reviews but also through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Inclusion lead, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is:
01922 721443 (Infants)
01922 720761 (juniors)

13) How will parents be helped to support their child's learning?

- Please look at the schools websites:

Infants: <http://www.parkhall-inf.walsall.sch.uk>

Juniors: <http://www.parkhall-jun.walsall.sch.uk>

These include links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- The class teacher or Inclusion Lead may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Inclusion Lead who will locate information and guidance for you in this area.

14) How will the MAT evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

15) What support will there be for children's overall well-being?

The MAT offers a wide variety of pastoral support for pupils. This includes:

- A curriculum rich in providing SMSC (Spiritual, Moral, Social and Cultural) and promoting British Values. For example, through VotesforSchools, Jigsaw (PSHE) and bespoke assemblies.
- Our children understand and use systems to promote fairness and democracy in order to elect representatives for House Captains, School Council and A* Sheriffs. Children are encouraged to have a voice through PSHE, VotesforSchools, School Council and feedback from school questionnaires e.g. Well-Being survey.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Both schools in The Loriners MAT have gained Healthy School status which evidences the work undertaken within the school to support children's' well-being and mental health.

Mental Health & Wellbeing

At The Loriners MAT we are committed to supporting the emotional health and wellbeing of our children and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

Universal Support- To meet the needs of all our children through our overall ethos and our wider curriculum. For instance developing resilience for all.

Additional support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support- For children who need more differentiated support and resources or specific targeted interventions.

Lead staff members:

Mental Health and Emotional Wellbeing Lead:

Mrs Hand (Head of School at Park Hall Infant Academy)

Ms Amos (Head of School at Park Hall Junior Academy)

Further information can be found in the Mental Health and Emotional Wellbeing Policy:
<https://parkhallinfantwalsall.secure-primariesite.net/pshe/>

16) Pupils with medical needs (Statutory duty under the Children and Families Act

- Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014.

Further Information can be found in the Supporting Children with Medical Condition Policy: <https://primariesite-prod-sorted.s3.amazonaws.com/parkhallinfantwalsall/UploadedDocument/d8e130059afd47a984cc1c94da5d5d97/medical-conditions-policy-2020-2021.pdf>

17) What specialist services are available at the school?

The school has access to a range of specialist support that are listed in Section Six.

18) What training do the staff supporting children and young people with SEND undertake?

Regular training is used to ensure that all staff are equipped to teach children of all abilities. All staff receive appropriate training so they have the knowledge and confidence to support children with a variety of needs. Our Inclusion Lead, leads a team of talented support staff, each of whom are specifically trained in order to provide a wide range of support for pupils with educational, social and emotional needs.

We also have teaching assistants who are trained to deliver specific interventions to support children and young people in reading, writing, numeracy, language use, social skills etc.

The Loriners MAT has a development plan that includes training needs for all staff to improve the teaching and learning of all children including those with Special Educational Needs and/or Disability. This may include whole school training

on Special Educational Needs and/or Disability issues or to support children in school with one particular need, such as autism, dyslexia, etc. The purpose of whole staff training is to share knowledge, strategies, and experience, and ensure consistency of our school's approach for children with a Special Educational Needs and/or Disability. Teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The Inclusion Lead also works closely with specialists from external support services who may provide advice or direct support as appropriate.

- The Trustee with specific responsibility for SEND has completed Trustee training TBC

19) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all activities.
- The Loriners MAT ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

20) How accessible is the academy environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- All steps edged with white / yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet has been adapted to ensure accessibility for children / visitors with a disability.
- A medical room has been provided in order to enable a safe place for administering medicine.

Our Accessibility & Equality Policy & Action Plan describes the actions the school has taken to increase access to the environment and the curriculum.

21) How will the schools prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting the schools in September.
- Parent/carers are invited to a meeting at the schools and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Lead meets with all new parents of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for children provides a number of opportunities for children and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y2/YR5 for pupils with an educational need or an EHCP begins the process where parents are supported to make decisions regarding junior/secondary school choices.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other schools may be arranged as appropriate.
- For children transferring to local schools, the Inclusion Lead/SENco of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Secondary Schools may work with vulnerable children transferring to their schools to support children in their transition, e.g. Barr Beacon nurture group.
- Walsall School Nursing Service provides a number of workshops to support children and parents through the transition process, e.g. 'Transition' and 'Digital Detox'.

- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Parents can access the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the MAT's response to meeting these needs please contact the following:

- Your child's class teacher,
- The Inclusion Lead,
- The Heads of School,
- The Executive Head Teacher

• For complaints, please contact the School Trustee with responsibility for SEND. Their name is: They can be contacted via:

22) Support services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/information-advice-and-support-services-network/find-your-local-ias-service>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here

<https://www.wcld.co.uk/kb5/walsall/asch/service.page?id=IZ1wAYyxTwo>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Walsall Local Offer for Special Educational Needs

<https://go.walsall.gov.uk/the-send-local-offer/>

References

Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (June 2014) – Last updated 30th April 2015. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25#history>

Supporting pupils at school with medical conditions August 2017.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

SE7 Local Offer: Framework and Guidance.

<https://www.gov.uk/government/publications/local-offer-guidance>

Glossary

A glossary of SEND terms is included in the appendices of the SEND Code of Practice (pages 278-286)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Mrs M Dickson

Inclusion Lead and SEND

September 2024