Aspiration and Achievement: supporting the Special Educational and Disability (SEND) needs of pupils in
Robert Piggott C of E Infant and Junior School Federation
Information, policy and guidance
PURPOSE OF THIS DOCUMENT

This document sets out how Robert Piggott CE Schools provide support to ensure that children who have special educational needs and/or disabilities (SEND) can access an education which is inclusive and responsive to their individual emotional, social, spiritual, physical or mental needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document is written to meet the requirements introduced by The Children and Families Act 2014 and describes how Robert Piggott Schools will meet these through the funding made available to us through our budget and through other funding streams. It also sets out the circumstances under which we would refer to the local authority for an Education, Health and Care needs assessment.

Wokingham local authority has produced documents detailing legislation and statutory guidance which sit alongside this policy guidance and these are referred to within the text.

WHAT ARE SCHOOLS REQUIRED TO DO?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children will be experiencing difficulties with learning.

MEETING SPECIAL EDUCATIONAL NEEDS IN ROBERT PIGGOTT CE SCHOOLS

1. What needs can the school meet?

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Although the needs of children often cross more than one ‘area of need’, our school uses the four main categories of need as described in the COP (Code of Practice)

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We regularly review and employ a range of strategies to stimulate the learning of individual or groups of children. At Robert Piggott CE Schools we aim to meet the needs of all our children through the provision and resources we have available and the advice and support of other specialist professionals and practitioners.
2. **How we identify pupils who are having difficulties with learning and/or special educational needs**

All children are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives.

We provide high quality differentiated teaching to target the needs of all children. Each teacher is responsible and accountable for the progress and development of the children in their class.

Class teachers make high quality and accurate formative assessments to inform their teaching as well as regular summative assessments of progress made by all pupils. Through team discussion with the Head of School (HoS), pupils making less than expected progress given their age and individual circumstances are identified.

This can be characterised by progress which

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This includes progress in areas other than attainment such as speech / physical development.

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of ‘assess, plan, do, review’ which leads to an ever increasing understanding of needs and how to address them. This is known as the ‘graduated response’.

The class teacher, the SENCo (Special and Educational Needs Coordinator) and HoS (Head of School) work together to ensure that:

- the class teacher carries out a clear analysis of the pupil’s needs supported by the SENCo;
- the analysis considers data on progress as compared with national data and expectations of progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff;
- where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences;
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions;
- we provide support which may include differentiation, additional programmes, small group and/or individual support;
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil’s progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer;
• where progress is limited we take advice from external specialists/practitioners and discuss their input, advice and support with parents and all staff involved;
• where assessment indicates that specialist services are required, we make referrals promptly;
• we draw up a SEND Support Plan.

The SENCo for both schools is:-

Mrs Ali Sinfield
schooloffice@robertpiggott.wokingham.sch.uk 0118 940 2645

3. Involving Parents In Their Child’s Education

Parents are key partners in their children’s education. Evidence shows that children make most progress when their key adults work together. At Robert Piggott Schools we demonstrate this by:

• always discussing any concerns we have with the pupil’s parents at the earliest point
• listening, and hearing, what parents say
• identifying any outcomes to be achieved with parents
• planning any interventions with parents
• meeting with parents to review their child’s interventions and progress
• being honest, open and transparent about what we can deliver
• making sure parents know who to contact if they have any concerns

In this way parents are involved in forming an assessment of the needs of their child. Adjustments, interventions and support for the child will be agreed with parents and the child. The expected impact on progress, development or behaviour along with a clear review date will also be agreed.

Looked after children

The progress of these children is closely monitored in order to fulfil their potential.

In order to ensure that we are responding appropriately we:

• do not make assumptions based on a pupil’s care status
• regularly monitor the progress of all our looked after children
• have an up to date Personal Education Plan which is easily understood by everyone involved
• ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
• normalise life experience wherever possible
• ensure looked after children, especially those with SEND are fully included, making necessary arrangements to allow them to take part in activities
• provide a LAC Champion, where appropriate, responsible for championing the needs of the Looked After Child

4. **Arrangements For Consulting Children With SEND And Involving Them In Their Education**

The Children and Families Act is clear that:

• all children and young people need to be supported to develop aspirations for their future lives as active members of their community
• all children and young people have the right to have their voice heard
• all children and young people should be involved in discussions about their learning, progress and how provision is made

At Robert Piggott Schools we consult all children by close observation and discussion of behaviour and or attainment.

In addition where children have special educational needs we ensure that:

• children are encouraged and supported to contribute fully using some or all of the following: drawings, photographs, symbols or objects and a variety of media such as scrapbook, diary, talking to a preferred adult, friend or mentor.
• any interventions or strategies will be explained and discussed with children, where appropriate
• children will be encouraged to monitor and judge their own progress in a positive and supportive environment
• reviews of progress are ‘person centred’ i.e. they will have the child, their aspirations and needs at the centre of the review
• reviews are always outcome focussed; outcomes reflect what is important to, and for, the child.

5 **How We Assess And Review Progress**

We carry out assessment in order to know if learning is taking place.

Class teachers use formative assessment on a daily basis and it consists of four basic elements

• Sharing learning goals
• Effective questioning
• Self and peer evaluation
• Effective feedback/ marking

Through effective feedback (orally for very young children moving into written as reading skills develop) children know that we value their efforts, what they have achieved and what they need to do to improve their performance. Formative assessment leads to learning goals which are differentiated according to ability and effort is celebrated. Progress is discussed within teams and with the HoS so that children causing concern because they are making less
than expected progress can be identified and strategies planned and implemented to support them.

**Summative assessment** is carried out regularly in reading, writing, mathematics and science at the end of a unit of work or a topic. This data is used to track individual progress. We have an open door policy for informal meetings with parents. If concerns are raised by either teachers or parents about any child’s progress as a result of assessments we increase discussion and work together to plan for desired outcomes considering the child’s views where appropriate.

Children may be part of a small intervention group or it may be appropriate to start a SEN (Special Educational Needs) Individual Provision Plan (IPP). A SEN IPP will carefully consider what we want to achieve and what success will look like taking into account the views of child, parents and the school. Approaches to be used and the provision will be documented with dates agreed for review of progress towards the outcomes twice a term.

All parents are informed of expectations and progress during:

- Welcome meetings – Autumn term
- Parent consultations – Autumn & Spring term
- End of term PITA (point in time assessment) reports - Autumn & Spring term
- Written report and opportunity for consultation – Summer term

6. **Preparing For Transition**

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase we plan carefully for all children. Throughout Foundation Stage and both Key Stages we teach skills embedded in our school values of ‘Grace, Courage and Friendship’ which support independence and choice making encouraging children to learn through their mistakes and develop resilience.

Foundation staff visit children who are due to start school at home and at their pre-school setting, especially where additional need has been identified. There are two familiarisation mornings in school but where necessary this can be increased to help with transition between settings. Members of the school staff meet with preschool staff to discuss and plan for each child.

Once in school transition meetings are held before every change of class/teaching group. Members of staff share ideas and teaching strategies to increase ease of transition and children have a morning with their new teacher and class in the summer term. More contact with the location and adults can be organised where necessary. We have an open door policy so any concerns can be discussed at any time.

When children are due to transfer to the Junior school they have many opportunities to become familiar with their new surroundings through invitations to join the older children at designated playtimes and Collective Worship, as well as activities to help familiarise the children with the
Junior School. These visits are accompanied by Infant School staff. There is then an unaccompanied morning visit which children spend with their new class and teacher and stay for lunch.

Throughout Key Stage 2 children benefit from visiting The Piggott for programmes such as cross curricular leadership, language days and sports events. This provides an informal and fun introduction to the senior school. In Years 5 and 6 The Piggott School offer more structured opportunities which allow the children to become more familiar with the senior school environment. In the summer term of year 6 all children spend at least one day at the school to which they will transfer.

In addition for children with SEN we meet with parents and members of staff from each setting involved in the transition to plan how to make the change as smooth as possible. This may involve visits to the new setting with a parent after school to help become familiar with the new surroundings followed by a short visit when children are in school. The aim would be to increase the time spent and gradually withdraw support from known adults but each stage would be carefully monitored in order to minimise any anxiety. Books of photographs containing places and adults in the new setting may also be used.

Year 6 pupils who are identified as vulnerable or having special needs will access an additional pastoral programme. At The Piggott School this consists of a transfer meeting with staff and parents plus a minimum of four half day sessions in the summer term.

7. The Approach To Teaching Children With SEN And How Adaptations Are Made To The Curriculum And Learning Environment

Access to the curriculum

We provide access to a broad and balanced curriculum through:

- Monitoring the curriculum with, long, medium and short term planning
- A class structure designed to allow flexible grouping and teaching
- Planning across year groups where staff can share best practice
- A variety of groupings (whole class, small groups, pairs, mixed/ similar ability)
- A range of activities (computer, audio, practical, verbal and pictorial)
- Differentiation in presentation, approach to learning and response
- A multi-sensory approach to learning

Withdrawal/support

Pupils with SEND are considered individually and their provision reviewed regularly. Provision is made for in- class support or withdrawal according to their changing needs and the class timetable.
Excursions

Children with SEND engage in all activities alongside other pupils wherever practicable. Extra members of staff are deployed or parent help is used to support children wherever necessary. There may be the occasional exception when the child’s own personal safety/health is at risk.

Social

The School values the whole child and we are committed to every child’s growth in Grace, Courage and Friendship; everything possible is done to ensure that the children with SEND have the same experiences as children without SEND. We consider each pupil’s social development and integration as follows:

- Deployment of extra staff when necessary
- Timetable adaptations so that a withdrawal does not clash with a special activity
- Including social/behaviour training in SEN Support Plans
- PSHE activities to promote cooperation and social integration
- Recognition for social cooperation and good behaviour
- Liaison with Lunchtime Controllers and other members of staff to ensure that individual behavioural needs are met with consistency during lunchtimes and breaks
- Year 6 organise structured play for all children and include those who may be alone or vulnerable at lunchtime as well as a weekly story time
- Social skills groups operate for a six week programme for a group of 6 children where 1 or 2 are identified as needing to develop:
- Nurture groups run on a rolling programme across the Infant school
- A welfare assistant at the Junior school is available for social and emotional support eg individual specialist programmes such as anger management, emotional literacy and anxiety

Work in all curriculum areas

Our approach to learning is an individual one where we consider the whole child. We aim to provide a positive learning environment in all areas of the curriculum in which children with SEND are included with other pupils in their class and the school.

- Personal targets with a reward for the individual or whole class when it is achieved
- Flexible grouping and support (LSAs may support one child within a class group or move around the class giving priority to the pupils with SEND)
- Small SMART (measurable) steps set out in SEN support plans foster an atmosphere of success and progress, encouraging both pupil and parents. This promotes a positive learning experience and continued progress

Integration of children transferring from special to mainstream school

When admitting children with an Education Health Care plan, the School will consider weighting the allocated funds to provide support according to the child’s needs – typically more
help will be deployed at the beginning of schooling to ease transfer from Special to Mainstream School.

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham’s Local Offer can be accessed on

http://info.wokingham.gov.uk/kb5/wokingham/info/home.page

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, ‘SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them’ can be found on the Local Offer page.

8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

We have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham’s Educational Psychology Service and CYPIT. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Within school there are members of staff with specific training including Autistic Spectrum Disorder (ASD), Occupational Therapy (OT), Nurture, Early Literacy support (TRACKS), First Class in Number.

Our SENCo has responsibility in school for:

- together with the Executive Headteacher (EHT) and governing body, determining the strategic development of SEND policy and provision in the school.
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- overseeing the day-to-day operation of the school’s SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
• advising on the graduated approach to providing SEN support
• advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
• liaising with parents of pupils with SEND
• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• being a key point of contact with external agencies, especially the local authority and its support services
• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• working with the EHT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• ensuring that the school keeps the records of all pupils with SEND up to date

In order to carry out these duties effectively, as a school we ensure that the SENCo has sufficient time and resources to carry out these functions. This includes providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children who have SEND make progress through quality first teaching. Where rate of progress is slower than expected different interventions can be used. 1 to 1 reading practice on a daily basis is used for a child making slow progress. The progress and time allowed are made smart and measurable so that a more tailored intervention such as precision monitoring or a small group programmes can be initiated if expected progress is not achieved. Evidence is constantly reviewed allowing us to tailor interventions effectively towards individual children or small groups. All different approaches or interventions will be measured in terms of outcomes achieved by the pupil and the cost of the intervention taken into account.

10. Inclusive practice

Our classrooms are inclusive and the environment adapted as necessary to accommodate pupils with SEN.

All children are included in taster sessions offered by after school activity clubs. Pupils with SEN are given equal opportunities to attend clubs. Monitoring of the uptake by children with SEN will take place in order to build in support to maximise opportunity where possible and financially viable. Sometimes this will mean additional arrangements to allow children to take part in activities.

11. The social and emotional development of our pupils

All children have an absolute right to be educated in a safe environment and to be protected from others who may wish to harm, degrade or abuse them. We believe in the education of the whole child and that children need to feel safe and secure in order to learn.
Our school ethos and our behaviour policy are designed to create a safe environment, where our young children can learn about resolving differences successfully. We teach them strategies for managing all kinds of social situations, which will carry them through to adult life. Our aim, where possible, is to prevent situations in which bullying can occur.

We value everyone in our school irrespective of race, religion, gender, physical appearance, background or ability. This is embedded in our school values of Grace, Courage and Friendship which we model in our respect for each other and teach through our PSHE, circle times, collective and class worship, and whole school projects.

School has a zero tolerance attitude to bullying. All staff have a responsibility for dealing with this problem. Pupil awareness will be raised through the PSHE curriculum as well as collective worship and circle time. Children are taught the school expectation about bullying and what to do if they experience or are aware of bullying by others.

Parents who suspect their child is a victim of bullying should raise their concerns with school at the earliest opportunity to enable staff to keep their children safe. School is firmly committed to working in partnership with parents. For further information please refer to the Bullying Policy.

The voice of a child with an EHC plan will regularly be sought for reviews which take place annually. Children will be involved in reviews of their progress and in the planning of next steps towards their desired outcomes so regular discussion, at least termly will take place. All children are carefully supervised during work and play and children with SEND will be monitored more closely for inappropriate attention so that the following can be implemented:

- extra supervision, monitoring and adult mediation if necessary
- timed observations during playtimes
- support for the child in developing strategies for overcoming the situation
- arrangements to review progress

12. Working with other professionals and practitioners

At Robert Piggott Schools we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way: we meet with the school nurse/speech and language therapist, Behavioural support, Educational Welfare and Child and Family Counsellors, Vulnerable Children’s Education Services. We also
meet with our educational psychologist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision.

13. **Arrangements for handling complaints about SEN provision**

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Most concerns can be dealt with informally. Where parents have a concern about the provision being made for a child with SEND initially they should contact the class teacher. If this does not resolve the situation the SENCo and EHT should be contacted. Issues raised will be considered and dealt with as quickly and effectively as possible. If the concern remains unresolved and needs to be taken further reference to the school’s complaints policy will be made.

If a complaint arises during the statutory assessment for an EHC plan the Local Authority will take the lead role.

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