



PINNACLE SCHOOLS FEDERATION SEND INCLUSION POLICY

Author/Person Responsible	<i>Executive Headteacher & SENCo</i>
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Ratification Group	<i>FGB</i>
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Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies or Procedure	SEND Inclusion Policy	DATE:	24/05/21
CARRIED OUT BY:	Kate Bashford	APPROVED BY:	Mike Riches

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
Gender reassignment	No impact	
Marriage and civil partnership	No impact	
Pregnancy and maternity	No impact	
Race	No impact	
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	<i>No impact</i>	
Gender identity	No impact	
Sexual orientation	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

Special Educational Needs Co-ordinator (SENCO) is:

Mrs Christine Wilson (NASENCo Award)



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Hawkesbury – 01454 238629



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The SENCO is part of the Senior Leadership team for the school.

At the Pinnacle Schools Federation we are committed to providing happy, secure and stimulating environments that are accessible to all, where children are motivated to learn, are valued as individuals and are enriched by an experience that enables all children to achieve the best they can. We offer a fully inclusive broad and balanced curriculum to ensure all our children become confident individuals living fulfilling lives and make successful transition into the next stage of their life, whatever their needs or ability.

Special education provision will be made for children who have a significantly greater difficulty in learning than the majority of children their age or have a disability, which prevents their effective learning in school.

Every teacher is a teacher of every child or young person including those with SEND and as such is accountable for all of their progress and attainment.

This policy was developed through consultation with the parents, children and all staff of Iron Acton CE VC Primary School and Hawkesbury CE VC Primary School. It has been shared with Governors. This Policy reflects the SEND Code of Practice 0-25 Guidance (2014).

Our Schools

The Pinnacle Schools Federation is formed between two schools: Iron Acton CE VC Primary School, and Hawkesbury CE VC Primary School.

Iron Acton CE VC Primary School is a thriving school set in the middle of the safe, rural community of Iron Acton near to the town of Yate in South Gloucestershire. We are a voluntary controlled maintained primary school and as such follow the policies and guidance of South Gloucestershire Council. Our ethos is for every member of the school family to have courage to care: to care for ourselves, for each other, for our learning, for our community and the environment, even when this is hard. This happens through our core Christian values of listening, nurturing, welcoming and celebrating.

Hawkesbury CE VC Primary School is a thriving school set in the middle of the safe, rural community of Hawkesbury Upton on the edge of the Cotswolds in South Gloucestershire. We are a voluntary controlled maintained primary school and as such follow the policies and guidance of South Gloucestershire Council. Our ethos is to provide a caring, Christian environment where all children can flourish. This happens through our core Christian values of respect, creativity and perseverance.

We ensure every child is a highly valued individual and we pride ourselves in offering a lively curriculum, which puts enjoyment and fun at its heart.

Aim

All children in our schools are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all children, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the child.

The Federation recognises and fully supports the statutory rights of all children to equal opportunities and that each child has a variety of differing needs. We believe that all children should have access to a full, broad and balanced curriculum, relevant to their individual needs.

Objectives

Objectives of this policy are guided by the SEND Code of Practice (2014) and are as follows:

1. To identify and provide for all children with special educational needs and additional needs as early as possible, and to provide, monitor and review personalised provision as appropriate and set precise, realistic and challenging targets.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole child, whole school” approach to ensure that every aspect of a child’s development is taken into consideration and provided for within a whole school, inclusive ethos.
4. To provide a Special Educational Needs Coordinator (SENCO) who is appropriately experienced / qualified to work within the SEND Inclusion Policy.
5. To heighten awareness that every teacher is a teacher of every child including those with SEND and to provide support and advice for all staff working with children with special educational needs.
6. To ensure inclusion of children with special educational needs and disabilities with all the activities of the school and receive a broad and balanced curriculum.
7. To have high expectations for all children with special educational needs and ensure that all learners make the best possible progress.
8. To establish effective communication and work in partnership with parents, recognising that

- their knowledge, views and experience are essential for purposeful assessment and provision.
9. To ensure that learners express their views and are fully involved in decisions which affect their education.
 10. To promote effective partnership and involve outside agencies when appropriate.

Identifying Special Educational Needs

The Code of Practice (pg.86 SEND Code of Practice, 2014) describes four broad categories of need:

communication and interaction

cognition and learning

social, emotional and mental health

Sensory and/or physical needs

These four broad areas give an overview of the range of needs that are planned for at our school. 'Behaviour' is not accepted as a way of describing a SEND. Any concerns regarding a child's behaviour will be identified as an underlying response to one of the four broad areas of need.

The purpose of identification is to work out the action our schools need to take, not to fit a child into a category. At the Pinnacle Schools Federation we identify the needs of children by considering the needs of the whole child which includes not just the special educational needs of the child or young person. We consider what is not SEND, and recognise that many factors impact on progress and attainment, including:

Disability (the Code of Practice outlines the "reasonable adjustment" duty for a school provided under current Disability Equality legislation – these alone do not constitute SEND)

Attendance and punctuality

Gifted and Talented

Underachievement

Health and welfare

English as an additional language (EAL)

Being in receipt of the pupil premium grant

Being a looked after child

Being a child of a serviceman or woman.

A graduated approach to SEND Support

The Pinnacle Schools Federation is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. We are maintained schools and follow the policies and guidance of South Gloucestershire Council. The local authority supports the schools to ensure that all children, regardless of their needs, make the best possible progress.

All teaching staff at our Schools are committed to delivering 'Quality First Teaching'. High quality teaching, personalised for individual children, is the first step in responding to children who may

have or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. All teachers are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff. Children are identified as having SEND if they do not make adequate progress once they have had appropriate interventions / adjustments and good quality personalised teaching.

The schools regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

We maintain clear systems for tracking all children's progress and achievement to assist in the identification of learning needs. Identification of children with SEND may also be made through the concern of parents, the child's pre-school setting or of Health and Social Service Agencies.

Pupil Progress Meetings are held three times a year. The Executive Head Teacher, SENCO and class teachers consider all of the information gathered from within the school about the child's progress, alongside national and local data and school expectations of progress. Assessments include high quality and accurate formative assessments and teacher judgements. If a child is not making expected progress, a decision is made as to whether additional and / or different provision is necessary.

Where a child is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. This SEND support is a graduated approach, following a four-part cycle: assess – plan – do - review. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. More detailed approaches, more frequent review and more specialist expertise are drawn in for successive cycles in order to match interventions to the SEND of children and young people.

Assess – A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. The class teacher working with the SENCO identifies the child's SEND needs drawing on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents, the child's own views and, if relevant, advice from external support services. The assessment is regularly reviewed to ensure interventions are matched to need and barriers to learning are overcome.

Plan - Where it is decided to provide a child with SEND support, the first step in responding to a child's identified need is to ensure that high quality teaching, differentiated for individual children, is in place. Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENCO. The teacher and the SENCO in consultation with the parents and the child agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The plan includes parental involvement to reinforce or contribute to progress at home. Additional provision is recorded in an Individual Provision Plan.

Do - The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the child and is accountable for their progress. The class teacher

and SENCO work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, and advises on the effective implementation of support.

Review - The effectiveness of the support and interventions and their impact on the child's progress is reviewed regularly, usually termly. The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. This then feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, then revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child. A new Targeted Provision Plan is then drawn up.

Where a child has an Education and Health Care Plan, the school along with the local authority review this annually.

Managing children's needs on the SEND register

Children's individual needs, identified through assessment and observation, will be planned for through additional provision and action. The Individual Provision Plan will be written by the class teacher in close consultation with the SENCO and with the child, parents / carers. It may also involve consultation and advice from specialist staff and external agencies.

The Individual Provision Plan will set clear outcomes for the child to achieve within an agreed time, usually during terms 2, 4 and 6. The outcomes will be based on the child's needs and provisions they are receiving, and will detail:

- the nature of the child's needs
- the provision put in place to meet those needs
- the short-term provision targets set for or by the child
- the teaching strategies and resources to be used
- when the plan is to be reviewed
- success and/or exit criteria
- cost, related to time and resources

The Targeted Provision Plan will be reviewed by the class teacher and SENCO at least 3 times a year and the outcomes will be recorded. Children and parents / carers will be invited to participate fully in the review process. The outcomes will feed into Pupil Progress meetings between the Head, SENCO and class teacher where the child's future needs will be discussed. Interventions will be monitored and changed and / or adapted if expected progress is not being made. Further information on provision and support in our school can be found in the school offer found on the website:

<http://www.ironactonprimaryschool.co.uk/learning/inclusion-sen/>

<https://hawkesburyprimaryschool.co.uk/learning/inclusion-sen/>

Wherever possible the provision will be made through the school's own resources and expertise. However if, despite significant support and intervention, there is evidence that a child is making insufficient progress we will seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. The class teacher and SENCO will monitor and liaise with the external professionals in close consultation with the parents.

A number of different professional bodies are called upon by the school, these include:

Educational Psychologist, used for advice on teaching individual children and for observation or assessment of children.

Speech and Language Therapist, advice and assessment on the teaching of specific children.

School nurse, health related concerns.

Physiotherapist, specific physical needs for individuals.

Paediatrician for assessment and diagnoses of medical conditions.

Behavioural Support providing advice for children with behavioural needs / educational support.

In order to access professional support an Access and Response Team (request for service) must be completed as well as a Sharing of Information form, which parents need to sign. Parents will be fully involved and informed about the involvement of external agencies and proposed interventions. The SENCO will signpost and access alternative support through discussion with parents and other professionals.

If a child is identified as needing further support the school will request an Education and Health Care Plan (EHC) assessment. This will be considered by a panel of professionals at South Gloucestershire Local Authority and a detailed response given. If further support is agreed in the form of an EHC Plan then a Case Officer will be allocated to meet with parents, the child and the SENCO to gather information, organise a multi-agency meeting, agree support, and allocate any funding. The allocated Case Officer then becomes the primary contact for all decisions and correspondence.

Each school keeps a register of all children with SEND and records are kept of steps taken to meet the needs of individual children. For children who have a Statement or Education and Health Care Plan (EHC Plan) progress and their support will be reviewed annually in addition to the review of termly Provision Plans. This will be led by their key worker, in close consultation with parents / carers and any professional bodies involved.

Criteria for exiting the SEND register

It will be deemed appropriate to remove the child from the school SEND register if sufficient and sustained progress has been made and achievement is in line with their peers and national data. This decision will be made between parents, outside support agencies, head teacher, class teacher and the SENCO.

Supporting children and families

We are committed to fully involving parents and families throughout their child's time at Iron Acton and Hawkesbury Primary Schools. During the induction of new children information is gathered from pre-schools, schools and parents. Parents are invited to open days, an introductory evening and EYFS children receive a home visit. Parents are kept informed about their child's progress and individual needs, informally through regular contact with their class teacher and more formally through regular parent evenings, Individual Provision Plan review meetings, annual review meetings (children with an EHC Plan) where their comments are sought, valued and recorded. Parents are also invited to visit interventions their child is currently doing and to meet regularly with the SENCO, both informally and more formally during parent evenings to discuss their child's needs. Parents' views are regularly sought through questionnaires, with the information gathered being acted upon, to inform practice and policy. For more information on how families are supported by the Pinnacle Schools Federation and links to helpful websites please follow the link to our Information Report:

<http://www.ironactonprimaryschool.co.uk/wp-content/uploads/2017/02/SEND-Information->

[report-2019.pdf](#)

<https://hawkesburyprimaryschool.co.uk/learning/inclusion-sen/>

Children are also included in the review of their Individual Provision Plan and new target setting process. They are also asked to evaluate the impact of interventions which they undertake.

Governors report on the success of the SEND and Inclusion policy through their annual report.

Supporting children at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be also be disabled. If this is the case, the school will comply with its duties under the Equality Act 2010 as stated in the school Equalities Policy and Plan which can be found on the website:

<http://www.ironactonprimaryschool.co.uk/wp-content/uploads/2021/03/Equalities-Policy.pdf>

<https://hawkesburyprimaryschool.co.uk/wp-content/uploads/2021/03/Equalities-Policy.pdf>

Some children may also have SEND and may have a statement or EHC (Education and Health Care) Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

We are an inclusive school and we welcome all children. The Governing Body is in agreement with the Local Authority admissions criteria which does not discriminate against children with special education needs, disabilities or medical conditions, and its admissions policy has due regard for the guidance in the SEND Code of Practice.

The school is fully accessible with suitable toilet facilities. Please refer to the school's policy for 'Managing Medical Needs' and the 'Equalities Plan'.

<https://hawkesburyprimaryschool.co.uk/wp-content/uploads/2021/01/PSF-Medical-Needs-A1020-R1021.pdf>

Monitoring and Evaluation of SEND

The school regularly monitors the effectiveness and quality of provision offered to all children. Audits are used to provide parents of children with SEND the opportunity to feedback and suggest improvements in SEND provision. Children are regularly consulted through pupil conferencing and simple questionnaires.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

Analysis of teacher's planning by the Head Teacher and SENCO takes place during routine monitoring and lesson observations. This ensures that a differentiated and flexible learning approach is taken and that targets on SEND Provision Plans are incorporated into whole class learning times.

Interventions are monitored for effectiveness and appropriateness for individuals. If deemed inappropriate then they are developed or changed.

Periodically the school audits SEND provision, highlighting areas for further development and

ensuring the best possible outcomes for children with SEND. Priorities for improvement are fed into the School Development Plan (SDP) and reviewed regularly.

SEND Cluster Project

The Pinnacle Schools Federation is part of the SEND School Cluster project which supports children and young people with special educational needs and disabilities (SEND) and/or social emotional mental health needs, and those who may need support in their learning. It is one of the activities outlined in the South Gloucestershire SEND Strategy 2018-2023, designed not only to help children at an earlier stage by giving them greater access to learning, but also to help schools address and resolve the increasing needs of children and young people with SEND.

The SEND Cluster has the following three main strategic outcomes:

Better educational outcomes for children identified at SEN Support

Reduction in requests for Education Health Care plans

Reducing the number of exclusions.

As part of the Cluster the school can access small group support programmes to meet the needs of children and young people. The project provides a framework to offer a much broader local offer and early help opportunities to children with SEND and gives access to additional funds to put these programmes in place. Requests to access resources are made as needs are identified.

SEN Coordinators at all the schools taking part in the project meet regularly to plan training and to look at what interventions need to be put in place to support inclusive practice and raise the profile of inclusion across the cluster schools. SEN Coordinators look to provide support earlier so that an EHC plan may not be required. This project does not change any of the funding or review arrangements for children and young people who already have an EHC plan. Should a child still meet the criteria to require an EHC plan, of course this will still be considered.

Training and Resources

SEND is funded through the High Needs Block and High Needs Support allocation within the school budget. This allocation directly feeds into supporting provisions, purchasing resources and outside support.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. Staff training needs are identified and planned for. Teaching and support staff are kept up to date on SEND issues by the Head and SENCO at staff meetings and training courses and meetings.

All teachers and support staff undertake induction when they start their role. This includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher / SENCO.

The SENCO and Head Teacher will keep fully up to date with local and national updates in SEND through attendance at training and network meetings. In addition, the SENCO will develop her skills through attendance at training, the Local Authority SEND conference, discussions with outside specialists, reading and contact with professional bodies such as NASEN (National Association of Special Educational Needs).

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs and disability provision in the school. The SEND governor will offer support and challenge to the school SENCO. They will meet regularly to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body. The SENCO provides an annual report to the governing body.

The SENCO and the Head Teacher work closely with the Special Educational Needs and Disabilities Governor and staff to ensure the effective day to day operation of the school's special educational needs and disability policy. Areas for development in special educational needs and disabilities inform the School Development Plan.

Teaching assistants specialise in delivering intervention provision. These are overseen and monitored by the SENCO and the Head Teacher. If, as part of the child's EHC Plan the requirement is for one-to-one provision, a teaching assistant is allocated as a key person for support.

All teaching and non-teaching staff are involved in the formulation of the special educational needs and disability policy. They are responsible for differentiating the curriculum for children with special educational needs and disabilities and are accountable for their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by SEND children in their subject area and the effectiveness of resources and other curriculum materials. The SENCO will work closely with all staff.

At both Hawkesbury Primary School and Iron Acton Primary School, the SENCo is the designated teacher for Looked After Children.

At Hawkesbury Primary School the Deputy Head Teacher is the designated lead for child protection. The Head Teacher is responsible for managing the funding for pupil premium.

At Iron Acton Primary School the Head Teacher is the designated lead for child protection. The Assistant Head Teacher is responsible for managing the funding for pupil premium.

Storing and Managing Information

Staff working in school will have access to confidential information about children in order to undertake their everyday responsibilities. In some circumstances they will be given highly Sensitive or private information. Governors, staff, carers and others should never divulge confidential or personal information about a child or her/his family. For more information, please refer to the Data Protection Policy.

All SEND documents are stored in a secure cupboard. Copies of documents are transferred to secondary schools on transition. All documents referring to children with SEND are kept until the individual is 25. These documents will be archived in a secure area within school.

Dealing with Complaints

Should parents wish to complain about provision made for their child at school, in the first instance they need to talk to the class teacher. If the concern continues then the SENCO and class teacher will endeavour to resolve the matter.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the Head teacher is unable to resolve the issue, the schools' Complaints Procedure should be referred to and followed.

Bullying

Please also refer to Iron Acton CE VC Primary School Anti Bullying Policy or the Hawkesbury CE VC Primary School Anti Bullying Policy, which are provided on the school websites:

<http://www.ironactonprimaryschool.co.uk/wp-content/uploads/2017/02/Anti-Bullying-4.pdf>

<https://hawkesburyprimaryschool.co.uk/wp-content/uploads/2017/02/Anti-bullying-Policy-A0319-R0321.pdf>

Bullying will not be tolerated at The Pinnacle Schools Federation and we recognise that it is not confined solely to relationships between young people but all members of a school community. It is the right of everyone to be able to work and learn in a safe and happy environment where bullying does not take place. The school ethos should reflect a place where individuals have respect for themselves and each other.

All members of our school community work together to ensure and mitigate the risk of bullying of vulnerable learners at our school. An annual weekly focus on anti-bullying involving staff, governors, parents and children ensures that all children including our most vulnerable children are educated about the various forms that bullying can take including physical, verbal, emotional and online. Children are presented with strategies for tackling bullying issues within school.

At The Pinnacle Schools Federation we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. Our Child Protection policy can be found on our websites:

<http://www.ironactonprimaryschool.co.uk/wp-content/uploads/2021/02/Child-Protection-Policy-1.pdf>

<https://hawkesburyprimaryschool.co.uk/wp-content/uploads/2021/02/PSF-Child-Protection-Policy-A1220-R1221.pdf>

Reviewing the Policy

The SEND policy will be reviewed on an annual basis by the SENCO and Head Teacher alongside the governing body and ratified accordingly.

This policy should be read in conjunction with the school's Equal Opportunities (gender, age, race, sexual orientation, religion and belief and disability), Child Protection and SEND Code of Practice (2014). The school also refers to South Gloucestershire Guidance on Pastoral Support Programmes.