

SEND Policy and Information Report
November 2023 – Approved



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1. Aims

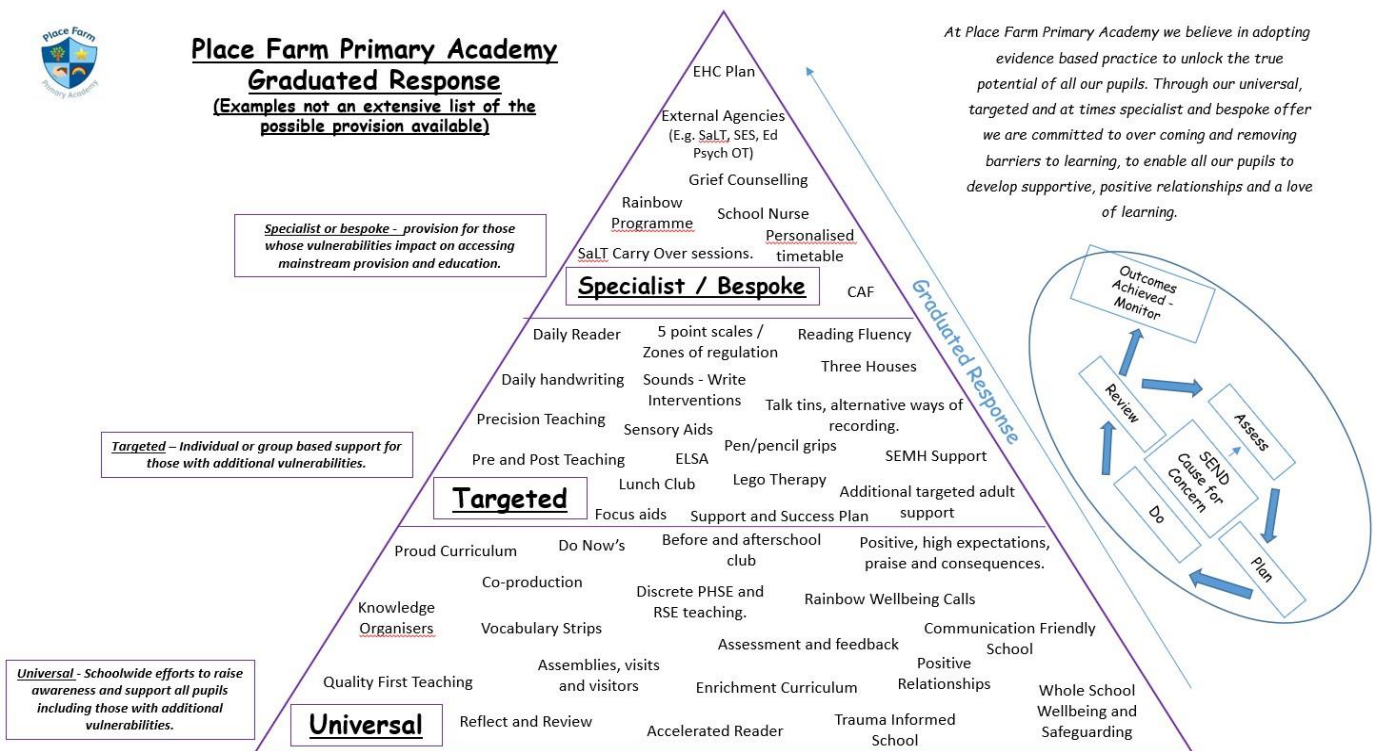
Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Identify and explain the vision, values and broader aims for pupils with SEND at Place Farm Primary Academy.
- Explain the involvement of parents of pupils with SEND throughout the process and pupils' time at Place Farm Primary Academy.

Our vision, values and broader aims for pupils with SEND at Place Farm Primary Academy:

Our vision is for Place Farm Primary Academy to be an excellent school, where best practice, high achievement, equality and well-being are at the heart of everything we do for our children and for our staff.

We believe in quality first teaching and deploy this across the school through our PROUD Curriculum and universal offer. Through concise planning, use of choice and challenge, scaffolding and in addition to, we enable pupils to make their best progress. We understand that there may be occasions when a pupil requires additional support to achieve their best, and we endeavour to tailor the provision available through our graduated response to enable pupils to access the curriculum and learning opportunities available, so that they are able to achieve what they are truly capable of. The support available at Place Farm Primary Academy extends beyond the child and may support the whole family in accessing and implementing both internal and external advice and guidance.



2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association provided by the Unity Schools Partnership.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is *Mrs L Kidd*.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND Governor is *Mrs J Dawkins*.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The Executive Headteacher is *Mrs J Sendall*.

The Head of School is *Mrs L McConnell*.

The Executive Headteacher and the Head of School will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for -

Our school currently provides additional and/or different provision for a range of needs (Please see SEND in a Nutshell Document for specific details about the SEND profile of Place Farm Primary Academy), including:

- Communication and Interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties,
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEND and assessing their needs

In line with quality first teaching strategies, we will assess pupils' skills and attainment on a regular basis. This includes assessing each pupil on entry and building on previous settings, year group and Key Stage attainment information.

Regular assessments include:

Academic Focused: Baseline assessments in EYFS; Phonics Screening in Year 1, and again in Year 2 if required; PIXL Assessments in Reading, GPS, Mathematics; No More Marking Assessment in Writing; SATs assessments at the end of KS1 and KS2.

SEMH Focused: Motional, WellComm and Jigsaw assessments enable progress in areas other than academic attainment to be reviewed and monitored, so that a child's Social, Emotional, Mental Health and Sensory attainment levels can be assessed.

Vigorous tracking allows for teachers, leaders and the SENCo to identify those whose progress:

- 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, but will result in a SEND Cause for Concern being raised and additional observations, assessments and screenings being completed (possibly including, but not exclusively, an observation by the SENCo, BPVS, Sandwells Numeracy Assessment or Dyslexia Screening, WellComm, NELI, SPENCE Anxiety).

The school's Graduated Response process will be followed, with collaborative Assess, Plan, Do and Review Cycles being implemented and being used to inform decisions with regards to what level of in addition tos, scaffolding and special educational provision is required.

Through an 'Assess, Plan, Do, Review' Cycle we will explore whether SEND is present and identify the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed via our targeted offer. Desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents will all be considered and form part of the assess, plan, do and review cycle.

Additions to the SEND register will be considered on a case by case basis, with information collected during cycles of assess, plan, do and review used to inform this decision. If appropriate the pupil will be added to the SEND register.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents, when identifying the targeted support and in addition tos that may be required. This early discussion will initially be with the class teacher and may form part of an 'Assess, Plan, Do, Review' cycle.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns and views.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

If quality first teaching, scaffolding and 'in addition tos' within the classroom are not helping to improve a pupil's learning and progress, a further discussion between the pupil, the pupil's parents, the pupil's class teacher and the SENCo will be arranged and will form part of an 'Assess, Plan, Do, Review' cycle.

This discussion will consider:

- What the barriers to a pupil's learning appear to be.
- The pupil's, teacher's and parents' views about the pupil.
- Next steps in terms of in school observations and assessments by the SENCo.
- A discussion surrounding strategies to try in class and at home to reduce a pupil's barriers to learning.

Notes of this discussion will be added to the pupil's record and given to their parents.

Class teachers, parents and the SENCo will monitor the child's progress and meet to discuss progress and whether it would be appropriate to add the pupil to the SEND register, based on the information collected and the pupil's progress.

When considering whether a pupil should be added to the SEND register, the class teacher's, SENCo's and parents' opinions will be taken into account. Assessment data will be shared with parents and, if all are in agreement, the pupil will be added to the SEND Register.

All pupils on the SEND register will have a Support and Success Plan and an Individual Learning Plan. The Support and Success Plans identify individual targets for the pupil to work towards and strategies and/or additional interventions to enable the pupil to achieve these targets. They enable pupil progress and the impact of 'in addition to's' and tailored scaffolding to be closely monitored. These targets are shared with pupils and visible in pupils' learning areas. We will formally notify parents when it is decided that a pupil will be added to the SEND Register.

Parents can contact the class teacher or SENCo at any time during the academic year and throughout this process, to discuss concerns they have regarding their child. This can be done by phoning the school, visiting reception, emailing, making an appointment for Parents' Evening, talking to the class teacher at the end of the day or messaging them via Class Dojo.

There will also be occasions where it is appropriate for a child to be removed from the SEND register. This may be the case if the pupil has:

- Closed the attainment gap between themselves and their peers.
- Made accelerated progress.
- No longer requires additional interventions or support from outside agencies such as SaLT.

In this case, the SENCo will liaise with the pupil, parents and class teacher and a discussion will be had to celebrate the child's progress. If it is felt the child no longer needs to be on the SEND register, a letter will be sent to formally record this.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess:

The class or subject teacher will work with the SENCO and parents to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and knowledge of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Additional screening and assessments delivered by SEND trained staff in school.
- Advice from external support services, if relevant.

Plan:

Following assessments, observations and discussions with others, the SENCo will feed back to all involved and further strategies and support will be agreed. Both pupil and parent voice will inform these decisions.

Do:

Actions and strategies will be identified and appropriate time frames will be provided as part of an Assess, Plan, Do Review meeting. While the class teacher remains responsible for the implementation and progress of all pupils in their class, the SENCo will support and oversee the implementation of the actions identified. Where interventions involve group or 1:1 teaching away from the main teacher, the class teacher still retains responsibility for the pupil's

learning, though the delivery and impact of these will be monitored by the SENCo and tracked by senior members of staff.

Review:

The effectiveness of the support and pupil progress will be reviewed regularly.

As part of the Assess, Plan, Do, Review Cycles and co-production, meetings dates will be set to review the actions identified and the impact and outcomes they have had on the pupil. Reviews will include the pupil, parents, teachers and other professionals where appropriate. The outcome of assess, plan, do and review cycles may result in further cycles of Assess, Plan, Do, Review, additional targeted support, the involvement of specialist support or agencies, addition to the SEND register.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support required, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Pupils being investigated to join the SEND register will go through this assess, plan, do and review process at least once, before it being decided whether they should be added to the SEND register. These cycles will be recorded and stored in pupils' SEND records on CPOMs. Parents will be involved in this process and a copy of the completed assess, plan, do, review cycle will be shared with parents at the end of each cycle, and next steps discussed. Pupils on the SEND register will have a Support and Success Plan and an Individual Learning Plan. This document enables all teachers and support staff who work with the pupil to be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Success and Support Plans will be reviewed and updated at least once per term. Parents, Teachers and the SENCo will consider the effectiveness of the support and interventions and their impact on the pupil's progress, before deciding on next steps and whether new or additional targets, strategies, investigations or interventions are required.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition into school, and at important Key Stage changes, can be a time of anxiety for children with SEND and their parents/carers. It is recognised that all transitions offer the opportunity for parents/carers to discuss the needs of their children, and any concerns with the receiving school staff. It is recognised that parents/carers know their children best, and therefore transition is considered the start, or continuation, of a partnership.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition from Pre-School to Place Farm Primary Academy:

Early Years staff will liaise with pre-school settings to gain an understanding of children's skills, so that strengths can be built upon and any gaps addressed.

Early Years staff will feed back to the SENCo who will endeavour to observe pupils with SEND and meet with their parents and existing educational setting prior to commencing at Place Farm Primary.

For very young children, early identification of SEND and timely assessments and interventions are essential, to prevent difficulties escalating and impacting negatively on their self-esteem and long-term attitudes to learning.

Advice and guidance may be sought from the health visitor for children under the age of 5.

Transition between classes and Key Stages within Place Farm Primary Academy:

At Place Farm Primary Academy, teachers will meet each other and complete a handover where pupil Support and Success Plans and Individual Learning Plan will be shared. Teachers will share examples of pupils' best work, so that expectations will remain high on return to school in the Autumn Term.

The SENCo will offer drop-in sessions for teachers before and following transitions to discuss pupils with SEND and provide any support, guidance and advice.

Additional transition support between years will be offered to all pupils who are particularly anxious or who have complex needs. Parents will also be involved in preparing their children for change. Meetings with the receiving teacher will be offered and resources may be specifically prepared, to be shared over the long summer holiday. Pupils transitioning back into their mainstream classes following a period of time in the Rainbow Program will have a tailored transition at a pace appropriate to each individual. Time in their mainstream class will gradually increase as will the range of lessons they attend. In the first instance pupils will be supported from staff from the Rainbow Program and then from the mainstream class LA.

Transition to another primary school:

When a pupil transitions to or from another primary school with a SEND, the SENCo will make contact with the previous / next school and share information regarding the pupil's Support and Success Plan and Individual Learning Plan. The pupil's SEND file will be sent securely to the receiving school. The school's in year admissions / in year transition process will be followed.

Transition between Primary and Secondary School.

We have close links to our secondary schools in the local area and within the Unity Schools Partnership.

The SENCo and Year 6 Teachers liaise closely with secondary schools in the academic year running up to transition to secondary school.

Children with EHC Plans have early annual reviews in the Autumn Term of Year Six and, where appropriate, the Secondary School SENCo will be invited to attend.

Information is shared prior to any transition visits, to enable secondary school staff to be made aware of pupils' needs and strategies used, in preparation for transition experiences.

Pupils will have the opportunity to attend additional transition visits, either on a one to one or small group basis, as well as participating in the main transition event in the Summer Term of Year Six.

Once secondary school places have been confirmed, pupils' SEND records will be transferred securely to the secondary school they are attending.

5.6 Our approach to teaching pupils with SEN

At Place Farm Primary Academy, we firmly believe that all children should have access to our full, broad and balanced PROUD curriculum. Children should be encouraged to develop a love of learning from an early age and take pride in their achievements. We believe children should have the opportunity to participate and learn in class, alongside their peers, and feel part of our school community. Developing and building pupils' self-esteem, and developing a positive view of themselves as an individual and as a learner, is key for us at Place Farm Primary Academy.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with a SEND, and we have a deep-rooted culture across the school, from the Senior Leadership through Middle Leaders and Teachers to Support staff, of the responsibility we have to all of our children.

Quality First Teaching:

High quality teaching is part of our universal offer and our first step in responding to pupils who have a special educational need or disability. Through concise planning, scaffolding, in addition to, learning aids, choice and challenge, we tailor lessons, learning activities and resources to meet the needs of our pupils.

There are occasions when some pupils will need additional support to that which is available in the classroom day to day. This may be to overcome barriers and support a pupil's next steps in learning, or to help them access the curriculum effectively by removing barriers. The school's targeted responses, in addition to and learning aids, may be delivered by a teacher, a learning assistant or a specialist. Strategies may be embedded in the classroom, delivered in small groups or on a 1:1 basis. All pupils accessing targeted support will be regularly monitored and progress will be

reviewed on pupil's Support and Success Plans. Parents will be informed about the interventions offered and the progress their child is making.

Our graduated response informs our targeted offer. Appropriate provision is identified to enable learners to have their needs met and, in turn, progress, access and achieve across a broad and balanced curriculum. Learners' level of support and the extent of the scaffolding and 'in addition to's' in place may fluctuate, according to their needs and alongside consultation with the child or young person and their parents.

The SENCo and SEND Working Party delivers training to staff with regards to supporting learners with SEND and works with teachers to identify and implement strategies and best practice to support learners and continue to develop the quality first teaching evident throughout the school.

Embedded within the Classroom:

The class teacher will discuss with parents the progress of their child and plan to provide additional support from themselves or from a Learning Assistant within the classroom, to help secure progress and close gaps in learning. Support will be closely monitored. The class teacher will monitor this support and, if no progress is made, they will discuss next steps with the SENCo. Parents will be informed by the class teacher about any outcomes and next steps. Examples of this support may include:

- Use of writing frames
- Greater level of scaffolding of tasks set
- Vocabulary aid on desk / Vocabulary Visuals Support
- Additional use of concrete resources
- Pencil / Pen Gripper
- Writing Slope
- Check-in from the Learning Support Assistant or Teacher
- Use of repeating instructions back
- Review and recap sessions within the classroom with additional practice time
- Additional reading and quizzing opportunities
- Focused handwriting and spelling practice at times within the classroom
- Daily reader
- Use of timers
- Talk Partners
- Visual timetables.

Target Focused Input:

If it is felt that a child needs additional support to what is happening within the classroom, the class teacher, with the SENCo, may plan extra interventions to support learning or assign pupils to interventions implemented within the school (e.g. Easy Read, Precision Teaching). This could be in the form of extra support from a Learning Assistant, personalised resources, pre-teaching or extra time to develop and practice key literacy, numeracy, learning or social skills. Parents will be informed about this provision, and their child's progress will be monitored by the class teacher and overseen by the SENCo or senior members of staff. Interventions identified and implemented at Place Farm Primary are evidenced based.

Examples of this support may include:

- Progress Group Sessions in Literacy or Numeracy
- Additional group phonics intervention
- Small Group Speech and Language input
- Social Skills Group Interventions (ELSA)

- Invite to Lunch Club (SEMH Intervention)
- Sounds Write Phonics
- SEMH 1-1 support
- ELSA
- Reading Fluency Group

Specialist / Bespoke Provision:

If a child continues to make little or no progress over a period of time, the SENCo will seek advice from outside agencies. In this case, parents will be consulted in a meeting and asked to give written consent for external agencies to work with their child. The external agencies and school will then work together, to devise the best ways to support the child.

Examples of the specialist provision accessed in school:

- Rainbow Program
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- School Nurse
- Special Education Services (Previously - County Inclusion Support Service (CISS), Dyslexia Outreach Team (DOT), Special Educational Needs and Disability Advice Team (SENDAT)
- Inclusion Support Meetings with a specialist from the SES
- Solution Circles with the Local Authority.

Multi-Agency Assessment Centre Programme

In a minority of cases, where the child continues to make little or no progress, or is struggling in mainstream school, but there is no clear picture of the cause of their difficulties, then the school can request an assessment at the Multi-Agency Assessment Centre. This is where professionals come together from a variety of agencies to discuss current support and the progress of the child. This may then move towards an assessment for an Education, Health and Care Plan (EHCP).

Education, Health and Care Plan

The Education, Health and Care (EHC) plan is a way of working that puts parents, children, young people and families at the very centre of the assessment and planning process, to make sure that your views are not only heard but also understood. It is a statutory recognition that a learner needs specific support in their learning. The EHC plan is for children and young people who have special educational needs and disabilities, and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.

5.7 Adaptations to the curriculum and learning environment

We strive to ensure that all of our classrooms are inclusion friendly. Through quality first teaching, we aim to teach in a way that will support all children. We make the following adaptations, to ensure that all pupils' needs are met:

- Quality First teaching, including additional scaffolding throughout the curriculum to ensure that all pupils are able to access and progress, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Running progress group sessions in Literacy and Numeracy.
- Using visual resources to support learners, where appropriate.

- Displays and vocabulary boards to support pupils' learning and vocabulary development.
- Where appropriate, adapt physical environments (turn lights off, adapt light bulbs) and provide additional resources (e.g. ear defenders, dark glasses) to accommodate pupils' sensory needs.
- Ensure that all areas of the school are accessible (Use of lifts, disabled toilets). See school Accessibility Policy.

Access Arrangements:

In Year Six, teachers may make additional arrangements to allow pupils with specific needs to take part in KS2 SATS. These arrangements will be based on normal classroom practice. They are not designed to provide an unfair advantage, but to compensate for disadvantage.

A range of Access Arrangements are available, including the use of a reader, scribe, laptop or having extra time. For some pupils, enlarged papers and voice activated software are provided. Access Arrangements are only granted to pupils when this is their 'normal way of working'.

5.8 Additional support for learning

At Place Farm Primary Academy, we have a vast array of resources and staff to provide additional support for learning.

Learning Assistants:

We have a team of approximately seventeen Learning Assistants, who work an average of 25 hours each throughout the week.

Our Learning Assistants take direction from our teachers, SENCo and Senior Leadership Team. Their duties involve;

- Supporting pupils in class,
- Supervising and leading play activities at breaks and lunchtimes,
- Leading interventions and carrying out assessment packages they have been trained in,
- Supporting pupils with their social, emotional, mental health and behavioural needs.

Our Learning Assistants receive an induction programme on arrival and access additional training through CPD and in-house training sessions, led by the SENCo. Some of our Learning Assistants are specially trained to deliver and carry out interventions and assessments such as:

- Dyslexia Screening (GL RAPID)
- British Picture Vocabulary Scale Assessment
- Sandwells Maths Assessment
- Boxall Assessment
- GL COPS and LASS (Learner profiles)
- NELI

The Learning Assistants' role is to help pupils to develop independent learning skills and manage their own learning. Learning Assistants may be deployed to deliver high-quality one to one and small group support, through providing pre and post-teaching opportunities and targeted, time-limited, structured interventions. Learning Assistants may support teaching staff through making additional resources for individual pupils. Only in very exceptional cases will a Learning Assistant work with an individual pupil for extended periods during the day. Learning Assistants will work in partnership with class teachers, enabling all learners access to quality first teaching.

SEMH Support Team:

Our SEMH and Family Support team is headed up by Sue Bavester, who has been in role for more than 15 years and has a good knowledge of and relationship with the children and families at Place Farm Primary Academy. The team includes two Learning Assistants, who support children to develop positive behaviour strategies and work with pupils to develop their SEMH needs, so as to prevent these areas becoming a sustained barrier to learning. The team work

closely with pupils, parents and staff to develop a collective approach, to enable the pupil to demonstrate good learning behaviours and achieve in school.

SEMH interventions offered in school include:

- Trauma Informed Schools Practitioner Status in Progress
- ELSA
- Three Houses
- Reflect and Return Space

The Wellbeing Room:

This is an area that pupils with an SEMH need can use. Pupils may work in here with a school member of staff or an external specialist for one to one or small group interventions. Pupils will work on difficulties and identify and learn strategies to support them and address areas which are or may be causing barriers to their development and learning. (E.g. self-esteem, worries and concerns, bereavement.)

Rainbow Program: Nurture Provision at Place Farm Primary Academy

Rainbow class is a medium term (maximum of 3 terms) bespoke provision for children with Special Educational Needs who require additional input and support to access the curriculum. Pupils may have a number of barriers to learning across the four areas of need identified in the Code of Practice and require a highly differentiated curriculum to meet their specific needs and enable learning and progression.

The Rainbow Curriculum draws on the National Curriculum outcomes from EYFS to KS2, across the full range of Primary National Curriculum subjects. The Rainbow Program outcomes include:

- To provide a setting in which children feel safe, secure and happy.
- To provide an environment that enables children to explore their identity and develop their self-awareness, self-esteem and self-confidence and promotes independent learning behaviours.
- To provide opportunities for children to achieve and succeed, enabling them to hold a positive view of themselves and those around them.
- To enable children to develop emotional awareness, emotional understanding and the skills required for self-regulation.
- To enable children to develop positive relationships with their peers and adults.
- To provide an accessible curriculum enabling children to develop their Literacy, Numeracy and SEMH skills.
- To help children feel fully involved in Place Farm and enjoy being at school.
- To create a strong bond between children, parents and school.

Learning is led by our Nurture Teacher and a Learning Assistant and overseen by our SENCo. The environment is very much nurture-led and teaching parallels the school's PROUD curriculum and curriculum schemes adopted across the school (CUSP, Maths Mastery, Sounds Write, Jigsaw). Learning is tailored to meet the child's needs and the long-term goal is to provide the child with the range of academic and SEMH skills they require to access learning in their mainstream classroom.

Pupils' learning and progress is tracked closely with all small steps being recorded and evidenced in pupil's personal growth folders. We use a range of assessment tools to identify pupil's areas of need and monitor and record their progress. Including formative assessments, SpLD screenings, SEMH assessments, teacher observations and pupils progress files.

Progress will not always be linear and our recording system allows for the small steps of progress to be recorded, monitored and celebrated.

Outcomes are recorded in a range of ways to enable pupils to demonstrate their knowledge and abilities. High expectations and the desire to promote resilience, independence and a love of learning underpin the implementation of the Rainbow Curriculum.

Rainbow Class is medium intervention program and we would expect children to be returning to their mainstream class at least part time within three terms. Transition back to the mainstream class environment will be carefully planned, supported and monitored. It will be personally tailored to individual children's strengths, with time in class being gradually increased.

Rainbow Plus Program:

Pupils who have made the transition back to their mainstream class full time graduate into our Rainbow Plus Program.

Pupils will continue to work with the Rainbow Program staff on a bespoke program tailored to the support they require. Regular pick-ups and weekly interventions will continue as will close monitoring of their progress within the mainstream classroom. The SENCo and Rainbow Program staff will continue to offer support and work collaboratively with the class teacher to ensure the best outcomes for pupils.

5.9 Expertise and training of staff

Expertise and training of staff both at Place Farm Primary Academy and within The Unity Schools Partnership is of great importance. We believe and apply a practice of live coaching and upskilling staff to be the best version of themselves they can be.

SENCo:

Our SENCo, Mrs Kidd, joined us in September 2023. She qualified as a teacher in 2006, is passionate about supporting children with SEND, and has 11 years' experience of writing EHCPs for many different councils up and down the country. She has achieved the NPQLT qualification.

The SENCo attends regular CPD sessions delivered by the Suffolk SENCo Forum. These include guidance to the specialist support and services available in Suffolk and how to access these, strategies and in addition to shared by specialist practitioners, knowledge of best practice and how to implement the role of the SENCo effectively. The SENCo has also attended the SEND Unity Conferences and Local Authority training, led by Judith Carter.

Unity SEND Advisors:

Unity SEND advisors Lucie Calow and George Ellis are on hand to support with the development of the Trust SEND provision and support our SENCo if required.

Pupil and Family Support Manager:

Our Pupil and Family Support Manager, Sue Bavester has completed the Trauma and Mental Health Informed Schools Practitioner Status Qualification and has been at Place Farm Primary Academy for more than 15 years.

SEND Working Party:

The implementation of the SEND Working Party has increased the capacity of the SENCo with experienced staff being able to work with and share best practice across the school with regards to supporting learners with SEND.

Staff Expertise and Training:

Our staff come from a range of backgrounds and some have specialist training on arrival or receive this once in role in key areas such as Makaton, British Sign Language, ELSA and Sounds Write.

Formal staff training occurs weekly for teachers and cover supervisors. While at least one staff training session per term is allocated to SEND, the importance of supporting pupils with SEND is embedded across the school and this is evident throughout staff training in other areas.

Previous focused SEND sessions have included:

- An overview of SEND
- Guidance for updating and reviewing Success and Support Plans
- SEND documentation and protocols in place at Place Farm Primary (ECTs)
- Dual Coding
- SEND scaffolding and support in History and Geography
- Deployment of Learning Support Assistance within the classroom (video).

External training sessions are and have been accessed by a number of teachers and learning support staff and these have included:

- Speech and Language Training
- Trauma Informed Practice
- ACEs Training
- Sounds Write Training

The SENCo plans to deliver training to Learning Assistants once per term, to enable them to continue to develop the skills required to successfully support children at Place Farm Primary Academy.

The SENCo runs an open-door policy and is happy to share and signpost Teachers and Learning Assistants regarding knowledge and skills to develop their understanding of different SEND needs and strategies to use in the classroom and beyond to support children in their class.

All staff have access to the SEND notice board, OneDrive information folder and the termly SENCo bulletin. All are updated regularly with articles and information about different SEND and strategies for supporting children with SEND.

5.10 Securing equipment and facilities

Higher Needs Funding (HNF)

On a termly basis, pupils can be referred for High Needs Funding. This process involves completing a provision map with costs relating to the support being received in school. Depending on how much over the £6000 per child allocated this comes to, determines the band of HNF a child can be entered for and the amount they are entitled to receive.

Once a child has been allocated a band, this band will remain with the child. It is the school's responsibility to assess this termly and to inform the Local Authority of any changes in provision which may trigger either a downgrade request, or an upgrade request, with additional evidence to support, as appropriate.

The Local Authority will be conducting visits to schools to check the accuracy of bandings, and evidence of the support being received by each child, to ensure that it matches what has been provided on the provision map document. Notice will be given to each school prior to the visit.

Examples of how funding for pupils with SEND may be spent includes; specific tailored resources, staffing, additional assessments from outside agencies and professionals.

5.11 Evaluating the effectiveness of SEN provision

The SENCo, Executive Head and Head of School regularly review and meet to discuss the SEND provision at Place Farm Primary and its next steps. The PFFPA SEND self-review document is annually reviewed and quality assured by the Trust SEND advisors during their annual SEND audit in school.

The SENCo meets with the SEND governor to share this self-review document and identify the school's strengths and next steps with regards to supporting and ensuring the best outcomes for learners with SEND.

In October 22 we had our Ofsted inspection and the following comment was made in the final report.

*'Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). **Effective approaches ensure pupils' support needs are identified and met.** Leaders train staff well to offer this support in a range of ways according to pupils' needs. This means that **pupils with SEND achieve well across the curriculum**' PFFPA Ofsted – October '22*

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term.
- Reviewing the impact of interventions.
- Monitoring by the SENCo in the form of overseeing Support and Success Plans, Pupil Data, Lesson and Interventions observations and book looks.
- Using provision maps to record provision and its cost effectiveness.
- Holding annual reviews for pupils with EHC plans.

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Liaising with and taking feedback from parents of children on the SEND Register.

- Liaising with the Governing Body, specifically with the SEND Governor.
- Working closely with the Unity Schools Partnership SEND Advisors Lucie Calow and George Ellis.
- Participating in Unity Schools Partnership Trust review of Place Farm Primary Academy's SEND Provision.
- Participating in external reviews, most recently OFSTED in October 22.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Place Farm Primary Academy, we adopt inclusive practices.

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and afterschool clubs. Pupils with SEND are encouraged to be part of the School Council, the Eco Club and take part in experience activities and sporting events with their class.

All pupils are encouraged to go on our residential trips, and additional alternative support is put in place to enable this to happen. E.g. additional staffing, length of trip or travel arrangements.

All pupils are encouraged and expected to take part in sports day/school plays/special workshops or activities.

Our Accessibility Plan is reviewed regularly and environmental alterations are made to accommodate pupils with physical or sensory needs.

As identified in the Unity Schools Partnership SEND Policy, we endeavour to offer all of pupils' equal opportunities to participate fully in school life, including after-school activities and school trips. Schools in the Trust follow the requirement of the SEND Code of Practice to make 'reasonable adjustments' to the environment, curriculum and timetable; to address all pupils' needs by alleviating substantial disadvantage and being fully compliant with equalities legislation. This includes a duty on schools to provide auxiliary aids and services to pupils with physical disabilities, ensuring that the dignity and modesty of pupils with physical disabilities, requiring personal care, is maintained.

5.13 Support for improving emotional and social development

Place Farm Primary Academy puts its children at the centre of all it does. We are a trauma informed school and follow our PROUD curriculum in all that we do, upholding a caring and supportive ethos throughout the school. Our five pillars identify the importance of supporting children's emotional and social development as being at the core of our vision. In addition to upholding high expectations of all in the school, staff, parents and children, and offering a broad range of pastoral support to all pupils, we also provide support for pupils to improve their emotional and social development in the following ways:

- Dedicated SEMH team to support pupils SEMH needs
- Reflect and Review Provision
- Wellbeing Room
- Pupils with SEND are encouraged to be part of lunchtime club, to promote teamwork/building friendships and develop social skills
- Specific emotions teaching and use of five point scales and Zones of Regulation to help pupils to monitor and manage their own emotions
- Designated leads and scheduled teaching and learning time for PHSE and RSE throughout the curriculum (Jigsaw Curriculum)
- Small group and one to one interventions, focused on emotions and appropriate responses to different emotions. E.g. Time to Talk, The Red Beast, ELSA
- Stories are used to support the teaching of our golden rules and explore their emotions and feelings through stories

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- Staff-led activities at break and lunchtime
- Rainbow Program

Weekly Whole School, Key-stage and Class Assemblies covering a range of SEMH topics.

If teachers are concerned with regards to a pupil's SEMH they can complete a SEND Cause for Concern form or speak to either the SENCo or the Pupil and Family Support Manager. Through the graduated response and in co-production with parents and the pupil an assess, plan, do and review cycle may be implemented. As above a pupil's needs will be assessed, strategies identified, implemented and in turn reviewed.

Where required, external specialist services may be requested. This may be in the form of an Inclusion Support Meeting, a Solution Circle Session or a referral to Suffolk's Specialist Educational Services Team. We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

At Place Farm Primary Academy, we may need to access support from other agencies to meet the needs of our children and their families with SEND. These agencies will be contacted by an appropriate staff member, usually the SENCo or a member of the safeguarding team. Except in certain specific circumstances, parents will be involved in any discussions about involving external agencies and will be asked to sign to give permission.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- School Nurse
- Specialist Education Services (Previously - County Inclusion Support Service (CISS), Dyslexia Outreach Team (DOT), Special Educational Needs and Disability Advice Team (SENDAT))
- Educational Psychologist
- Education Welfare Officer
- Attendance Officer
- CAF Team
- Early Help

Advice will be taken from all agencies and medical reports received regarding a child. Information, diagnosis and strategies received will be added to a pupil's Success and Support Plan and strategies and guidance implemented. At all stages, the pupil, their parents, the class teacher and SENCo will work together to ensure that the pupil is participating in and experiencing the full range of activities on offer, with their peers, as part of the school community.

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If for any reason they are unable to solve the issue, they will direct you to the SENCo who will then be able to inform you of the school's complaints policy if the concern is still not able to be solved.

Unity Schools Partnership expects that, before seeking to use the formal policy, the complainant:

- a) will have raised the matter with a relevant member of staff, if the matter relates to a pupil;
- b) will have made reasonable attempts to seek an informal resolution.

The Chair of Governors shall have a discretion, which will be exercised reasonably, not to allow a complaint to be pursued where this precondition has not been met.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal, if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Contact details of support services for parents of pupils with SEND.

At Place Farm Primary Academy, we believe that good communication is vital and appointments can be made to meet with the class teacher, SENCo and our family liaison team, through the main reception. Parents can also access details of support services from the following websites or by contacting Mrs Kidd or Mrs Bavester at Place Farm Primary Academy.

SENDIASS: <https://www.suffolksendiass.co.uk/>

Suffolk Local Offer: <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Disability Alliance: <http://disabilityalliance.org/about-us>

5.16 Contact details for raising concerns

Concerns regarding your child regarding SEND should be made through their class teacher in the first instance.

Mrs Kidd (SENCo) will be happy to assist you further with your concerns if contact with the class teacher has been unable to resolve the concern.

01440 702836

Admin@placefarm.org.uk

5.17 The local authority local offer

Our contribution to the local offer is:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=uj4slQDMQ74>

Our local authority's local offer is published here: <https://www.suffolk.gov.uk/children-families-and-learning/sendand-the-local-offer/>

6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCo and Senior Leadership team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

High expectations are in place for all pupils including pupils with SEND. While the highest standards are expected and will be supported and encouraged, we appreciate that for some of our learners with SEND a reasonable degree of adjustment in expectation and support in line with individual needs will at times be required. Consequences for lapses in appropriate behaviour will also at times be adjusted to be in line with individual understanding, maturity and SEND need.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

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- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

