



SEND POLICY AND INFORMATION REPORT 2024-25

Pear Tree Mead Academy

Part of the Passmores Co-operative Learning Community

SEND Policy and Information Report

Pear Tree Mead Academy



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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.

We are an inclusive school where our motto is ‘all pupils matter’. Our belief is that every child has equal access a high-quality broad and balanced education regardless of, gender, disability, race, social and cultural background.

We are committed to removing barriers to learning and promoting accessibility for all pupils. We provide an inclusive educational environment that identifies, recognises and meets the diverse needs of all our pupils, including those with special educational needs and disabilities (SEND). This enables all pupils to be fully included in all aspects of school life.

We work closely in collaboration with parents, carers, external agencies, and professionals to create individualised learning plans that identify and supports the individual needs of each pupil with SEND.

Our dedicated staff receive ongoing training and support to deliver high-quality first teaching and implement effective interventions that promote inclusive learning, independence, and success for all learners in our school community.

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.
- Equality Act 2010
- Keeping children safe in Education 2016

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has to 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 for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SEND Team

At Pear Tree Mead we have a designated SEND Team

Ms Kim Littlechild PCLC Inclusion Lead, Mrs Christine Peden named SENDCO, Mrs Katrina Thurgood Inclusion Manager, and Miss Natalie Taylor Assistant SENDco.

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.
- Attend area SENCO network meetings and training as appropriate.

4.2 The Nurture Team

Mrs Papaphilippou, Nurture Group lead and our two Nurture learning support assistants provide a Nurturing provision every afternoon for our children Who have social, emotional and communication needs, they use the nurture principles to enable children to develop socially and emotionally throughout all adapted learning. In addition, they provide personalised targeted intervention support for the children attending nurture groups. The nurture provision curriculum is linked to the KS1 objectives.

We provide support for pupils to improve their emotional and social development in the following ways:

- **Boxall profile assessment**
- **Zone of regulation Intervention**
- **Speech and Language intervention**
- **Outdoor learning opportunities**

- **End of Year Nurture group report**

4.3 The SEND governor

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 SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.4 The headteacher

The headteacher will:

- Work with the SEND TEAM 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 SEND.

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support 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 SENDCo 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, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), 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
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs.

We are committed to early identification of SEND and adopt a graduated response to meeting SEND needs in line with the Code of Practice 2015.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. 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.
- 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.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. One Plan Review meetings will take place every term to support the graduated approach. Children's targets are recorded through their Individual Learning Plan on EduKey. This is accessible by all school staff and parents. Any relevant information to support the graduated approach is recorded via EduKey (for example, One Page Profiles, Reviews, target updates and interventions).

The class teacher will work with the SEND Team to carry out a clear analysis of the pupils' needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and 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
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and Learning support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, 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.

5.5 Supporting pupils moving between phases and preparing for adulthood.

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

We prepare pupils for transition in the following ways:

- Transition plans/meetings.
- Attending meetings/inviting new school to One Plan Reviews
- Learning Mentor lead Transition sessions.
- Taster sessions
- Extra transition sessions where needed.
- Transition support for home (transition books, Tapestry videos, etc)

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND and at Pear Tree Mead Academy we place great emphasis on the importance of Quality First Teaching. This will be adapted for individual pupils. Teacher will make reasonable adjustments in the classroom to support children, for example, the use of sensory tools or specialist equipment.

We will also provide a wide range of interventions. Precision teaching, WELLCOMM, Colourful semantics, time to talk, Lego Therapy, Six bricks, Attention Autism.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please refer to our Accessibility Plan for more information.

5.8 Additional support for learning

Learning support assistants will support pupils on a 1:1 basis or in small groups depending on the support needed. Small group work may be more suitable when supporting learning that has recently taken place to further embed understanding. 1:1 support may be more beneficial when a pupil has gaps in their learning or an area of particular focus (e.g. phonics or SAL interventions).

Our team of SEND LSAs are experienced in delivering a range of interventions such as colourful semantics and have good knowledge of supporting a range of needs in a personalised way. Our class LSAs also deliver interventions such as precision teaching and have a good knowledge of supporting Quality First Teaching.

The SENDTEAM deliver more specialised interventions such as Alpha to Omega and Nessy.

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

- Speech and Language Therapists
- Educational Psychologist and Inclusion Partner
- Occupational Therapists
- Young Carers Key Workers
- Child Development Centre
- CAHMS
- Health Visitors
- GROW

5.9 Expertise and training of staff

The Inclusion Manager has worked at Pear Tree Mead since 2007. She works full time and oversees the SEND team in overseeing the day to day running of the SEND provision and Nurture group. She has a wide range of experience in supporting children with Special educational needs. She meets regularly with the PCLC Primary Inclusion leader who is a qualified SENDCo. The Headteacher is the named SENDCo but delegated the day to day running of SEND to the Inclusion Manager.

The Assistant SENDCo works full time and supports the Inclusion Manager in delivering SEND support and in providing interventions. She has a wide range of experience in an early year setting.

We have a team of SEND learning support assistants who work across the 4 phases. They have a wealth of knowledge through training and support to support a range of needs.

5.10 Securing equipment and facilities

The SEND team works together to budget resources and equipment for each academic year using information from Annual Reviews, One Plan Reviews and EHCPs to provide support for identified children.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Analysing year group data
- Monitoring by the Inclusion Manager
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Annual questionnaire to parents

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Kingswood.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

Please see our Accessibility Plan for more information.

5.13 Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, school roles and children's Wellbeing Team
- Nurture group for identified children with higher needs.
- Our learning mentor works with children who need support in individual or group sessions.
- Our Family Support Team work together to support children with SEMH needs.
- Local visits for identified children (for example, a visit to the local shops to buy ingredients)
- Educating all children on neurodiversity and mental health and wellbeing

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies.

The SEND teamwork with a wide range of agencies to support varying needs. The SENDCo and Assistant SENDCo have systems to support referrals to other agencies and make regular contact with agencies who are working with pupils.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Please refer to the Essex Local Offer - <http://www.essexlocaloffer.org.uk/>

5.17 Contact details for raising concerns

If a parent has a concern, they should raise this firstly with the class teacher and then a meeting may be made with the Inclusion Manager or Assistant SENDCo if necessary.

6. Monitoring arrangements

This policy and information report will be reviewed by the Send 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 board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions