

## SEND

At Hethersett Woodside, we are an inclusive school, where we want all children to reach their full potential regardless of any barriers to learning.

We strive to provide an education to all our children in line with [Norfolk's Local Offer](#).

### What is SEND?

A child may have Special Educational Needs and Disability (SEND) for any number of reasons. These are the categories of SEND that we make provision for at our school:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We view SEND as when a child's ...

*learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age*

SEN Code of Practice 2015

### How do we keep track of SEND?

Once a child has been identified with SEND, we keep track of their progress and plan for the best possible outcomes in our school. A register of these children is kept in school and, depending on the level of support that we need to consider, these pupils will be monitored within three different categories:

- SEND Monitoring
- SEND Support
- Education, Health and Care Plan (EHCP)

A child may be in the **SEND Monitoring** category of the register, if a class teacher is concerned about a child's progress in school but they do not yet qualify as having SEND. They also may fall into this category if they once had SEND, but their progress means that their teacher is now able to meet their needs without extra provision. It is perfectly normal for a SEND Register to develop like this.

**SEND Support** is the group of children with SEND who the school has to make special provision for. This might be designed by class teachers or by other professionals from outside agencies who specialise in certain areas of SEND.

An **EHCP** is a document drawn up at county level which identifies a child's need in great detail and sets targets for a child to reach. These are written in collaboration with the child, parents, teachers, educational specialists and healthcare professionals. This document is reviewed annually with parents.

All children in the **EHCP** and **SEND Support** categories of our school's SEND Register will have a **Provision Map** implemented and reviewed, at least twice throughout the year.

## Identification

In any class, there will be a broad spectrum of different abilities and we embrace this diversity at Hethersett Woodside. There will be children operating at a level well above what we might expect and those who are well below age-related expectations. This might be for a number of reasons. For example, it could be in terms of their ability; the way they communicate or how they are able to manage their emotions.

It is important to point out that a child with a low ability does not necessarily have SEND. Challenging behaviours are also not necessarily a SEND. However, there are children in which there is an identifiable difficulty and for these pupils, we need to do things a bit differently.

With regards to pupils living with sensory and/or physical disabilities, there may be adjustments to the school environment that we have to make, that are additional to those that we might normally provide.

If any of these instances is true of a child, then we consider them to have SEND.

In most cases, it is immediately obvious to a class teacher which pupils have SEND because their physical disability might call for a change to the school setting, for example, or they may be working at a level well below where we would expect them to be for their age, for instance.

Class teachers are able to gain lots of valuable assessments of your child in the classroom. From observations to formal assessment tests, teachers can judge how a

pupil is performing. Importantly, these assessments will be an important part of the provision that we plan and how effective it has been.

This is the first part of a process called provision mapping.

## Provision Mapping

The process: **Assess. Plan. Do. Review.**

Throughout this process, teachers, parents and the child (with the help of outside agencies, in some cases) work together. All have different roles to play.

## Teachers

Once the teacher has identified a child as having SEND and they have made their initial **assessments**, they will draw on their experience; seek guidance from colleagues such as previous class teachers or the SENDCo or use the advice from outside agencies to **plan** what adjustments they will make for a particular child. The period after this is where we '**do**'. This will be the time where a child will receive any assistance or adjustment that will help them make progress. This usually lasts for half an academic year.

When we have tried a cycle of provision, class teachers need to evaluate how effective it has been. This is the **review** part of the process. In this part, we will often assess again and then refer back to our initial assessments, in order to judge how successful the provision has been.

## Parents

We see great value in having parents involved in the whole cycle. We want parents to feel informed about how their child is performing and to be part of the planning process and the review is an excellent opportunity for parents to see how the provision mapping has worked.

Review meetings can be called at any time by parents and we encourage you to contact your child's class teacher if there are significant changes in your child's circumstances or if you are concerned about any aspect of their provision. As a minimum, however, you should expect two cycles of the *Assess. Plan. Do. Review*

process with a separate *Provision Map* documenting this. If it is possible, parents should try to attend the parents' evenings throughout the year. These are excellent opportunities to review provision.

Here is a time-frame in which each part of the cycle takes place.

|                  | <b>Assess</b> | <b>Plan</b>             | <b>Do</b> | <b>Review</b> |
|------------------|---------------|-------------------------|-----------|---------------|
| <b>Cycle One</b> | Summer 3.2    | Autumn 1.1 – Spring 2.1 |           | Spring 2.1    |
| <b>Cycle Two</b> | Spring 2.1    | Spring 2.2 – Summer 3.3 |           | Summer 3.2    |

Essentially, work on a child's *Provision Map* will begin in the previous academic year. Class teachers, forthcoming and current, will meet along with parents as a means of handing over important information and reviewing previous provision. A *Provision Map* is then drafted, ready for the start of the next academic year, based on this meeting. The first cycle is reviewed midway through the year at the spring term parents' evenings. The second cycle then sees us through to summer, where we come full circle.

### **Children**

We always strive to centre any provision on the child. When planning any provision, class teachers will gain a sense of how the child feels. This will help us to tailor any interventions or adjustments to the specific needs of the child.

### **Provision**

At Hethersett Woodside, we strive to deliver excellent quality provision for all our learners with SEND. Our whole-school provision map format is currently in development but you can find 2019/20's [here](#).

### **Evaluating Effectiveness**

When we map provision for our learners with SEND, the review process is our first look at how well this extra support has worked. Feedback from the child, parents and the classroom teacher is all recorded on our *Provision Map* templates.

These evaluations take place each term. In most cases we are able to judge how effective a particular intervention has been, for example, by the data that we gather before and after it has taken place.

The SENDCo's role is to monitor the provision maps running in school and to assess what the before and after data shows.

We also have an internal data tracking system which records and analyses teacher assessments, on a term-by-term basis. This is able to isolate particular groups of interest to the school, such as those pupils with SEND. In this way we are also able to track the attainment and progress of children with SEND.

SEND provision is also a part of termly Pupil Progress Meetings, which are conducted by the Head Teacher.

### **Emotional and Social Development**

Our inclusive agenda and our commitment to providing a safe place to learn for all our children, should result in developing emotional and social well-being. Our aim is for all children to feel encouraged to come and talk to all adults because they will be listened to. This is no different for children with SEND.

Anti-bullying is something that we take very seriously at Hethersett Woodside. Our behaviour policy sets out our priorities on this.

We do not have a designated pastoral support worker, but special arrangements have been put in place in order to use named adults in order to provide a 'feelings check in' or to off-load to in instances of distress.

### **Teaching and Learning**

The teaching of children with SEND will vary depending on the child and we tailor provision to individual needs. However, as a school, we strive to be inclusive. There may be interventions; work or projects that will take place outside of the classroom but we want all children to feel integrated and our provision takes this into account.

At least one Learning Support Assistant (LSA) is attached to each class, who will assist children with SEND in order to access the curriculum. In certain cases, an LSA is

dedicated to meeting the needs of specific pupils whose SEND warrants a greater degree of support.

Learning environments are also adapted in order to limit barriers to learning for those children with sensory difficulties or physical needs. Access arrangements; care plans; classroom adaptations are also made to cater for those with physical disabilities.

### **Skills and Expertise**

The professional development of all our staff is ongoing and both teachers and teaching assistants have taken part in numerous training linked to meeting the needs of children with a range of SEND.

### **Specialist Expertise**

At Hethersett Woodside, we work alongside many different professionals who specialise in a particular aspect of SEND. These professionals are an invaluable resource. Their input varies from individualised, regular programmes of intervention to in-class observations of children, followed by a formal report.

Firstly, teachers will utilise our SENDCo for support. At Hethersett Woodside, we have regular SEND-themed senior leadership team meetings in which priorities are discussed. Here we decide when and who to call on. This might be from a range of different specialists, from educational psychology to speech and language specialists.

### **Moving Up. Moving On.**

Once children have been identified with SEND, they are placed on a school register. Throughout their time with a class teacher, these particular children will be monitored closely and their provision will be planned and recorded using the 'Provision Map' formats mentioned earlier.

When a child with SEND changes year groups, all the monitoring data and assessments, as well as the previous provision maps, will be passed on to the new class teacher. There will also be a discussion between professionals around the needs of the child and advice on how best their needs can be met. The same

formal process applies to transition between phases, except where a child moves between KS2 and KS3.

In the instance of transition to secondary school, the SENDCo will be the link in order to pass on any views, advice, assessments and provision maps.

Please note, the process is slightly different for a child with an EHCP. In these cases, we hold a formal transition meeting with parents and professionals connected to both the current and new schools.

### **When We Get It Wrong**

There may be times when you feel like we could have done things better and we welcome any dialogue between parents and school. Please always feel welcome to get in contact with your child's class teacher to discuss any issues. We really value the partnership we have with families.

If you wish to discuss the matter with someone more senior, the next best person to contact is the school's SENDCo: Mrs Pugh.

Tel: 01603 810674

You can also contact the Head Teacher to talk over any concerns.

If you wish to make a formal complaint, please follow the guidance provided in our *Complaints Procedure Policy*. This can be found on our website [here](#).

### **Working in Partnership**

We hope the information provided here has been helpful, giving you a clear picture of how we monitor and communicate. We really do value working in partnership with families and if you have any feedback or queries for us, please feel welcome to get in touch.