



Phoenix
Learning Alliance
"Be the best you can be"

SEND Information Report

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30/8/2022	Rawdon Cowley	Updated to reflect name change	1.0
01/03/2023	Alison Walker & Kim Hoodless	Updated for new academic year, and ratified at Standards Committee	1.1

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 (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Enable all pupils to access and be involved in all areas of school life to Believe, Engage, Succeed and Try and Be the Best that they can be.
- Accept that special education provision is: educational provision, which is additional to, or otherwise different from, the provision made generally for the children of the child's age in maintained schools
- Give opportunities for everyone to succeed
- Make learning accessible for all children regardless of learning style, gender, ability, medical need, disability, family, ethnic group, linguistic or cultural background.

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.

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

3. Definitions

A child 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 for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo will:

- Work with the Head of School and SEND board member 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 Head of School and Trust Board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Act as the Designated Teacher for Children Looked After with strategic responsibility for the inclusion of those who are adopted or in local authority care.

4.2 The SEND Board Member The

SEND Board member will:

- Help to raise awareness of SEND issues at Trust Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Trust Board on this
- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School The

Head of School will:

- Work with the SENDCO and SEND Trust Board member 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 child 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 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, 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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and end of key stage data, where appropriate. We monitor children's progress closely and use ongoing assessment to enable us to quickly identify children who may need additional help alongside high quality first teaching. At this point, teachers discuss concerns with the Special Educational Needs & Disabilities Co-ordinator (SENDCo) which may result in further assessment. This may include observations, discussions with children, reading, writing and/or maths assessments and conversations with parents. We may also seek specialist advice where needed to support both the school and parents. We will make referrals for statutory assessments in consultation with parents and/or carers.

Children may need additional support for many reasons such as:

- They are struggling socially, emotionally or behaviourally
- They are finding it difficult to keep up with their peers / national expectations
- They are not making as much progress as expected • They are not making progress despite interventions • They are not meeting their full potential.

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

Slow progress and low attainment will not automatically mean a child 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, as well as the views and the wishes of the child 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 child 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
- The child is at the heart of discussions and that their views are heard
- Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are

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

5.4 Assessing and reviewing pupils' progress towards outcomes

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

Class teachers are responsible for drawing up a Support Tracker for a child who has any additional support whether that be at an additional support, My Plan, My Plan+ or EHCP level.

The class teacher is responsible for the writing of SMART targets on the Support Trackers and ensuring that all the interventions are tracked and logged on the Support Tracker. They are responsible for reviewing and writing new targets.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the child
- 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

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We closely track the progress of children on the inclusion register to ensure that progress is being made and that the provision is meeting the child's needs. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress on their Support Tracker.

5.5 Supporting pupils moving between phases

When a child joins us, we will endeavour to find out as much information about them as possible, through contact with parents and other settings or services who might have been involved with your child previously.

As part of the transition into school from pre-school settings, staff attend a transition meeting to meet with all preschool providers to share information about the children who will be starting school. Reception teachers and/or the SENDCo will then visit any children in their pre-school setting to gain as much information as possible to ensure a successful transition. Should there be a specific need, we will pre-train staff, visit other settings to meet staff and children and take careful advice on how to support your child.

When children move on to a new setting, we will ensure all information is shared with the relevant people. We are continuing to develop close links with our local secondary schools to ensure a smooth transition for pupils moving up to year 7. Thorough handover meetings with our feeder secondary schools allow us to share information with the school, or other setting the child is moving to. Additional transition visits can also be arranged for those who may need additional support.

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 first teaching is our first step in responding to pupils who have SEND and part of our good practice in making teaching and learning accessible to pupils learning at different rates. Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes adapting learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

The Senior Leadership Team (HoS, AHoS, SENDCo's) carry out regular monitoring and work scrutiny to ensure individual needs are being met.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations and reasonable adjustments to the curriculum and/or learning environment to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can 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 and scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- In considering what adaptations we need to make, the SENDCo works with the other members of the Senior Leadership Team and school Trust Board to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

5.8 Additional support for learning

Within school, we have:

- 1:1 or small group interventions based on need
- Teaching Assistants trained in specific areas to support children with SEND
- Teaching Assistants trained to support learning in our classes
- Adapted work set at appropriate levels through the planning process.
- Pastoral systems in place led by the Inclusion Team

We work with the following outside agencies:

- Educational Psychologist
- Advisory Teaching Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Consultant Paediatrician
- GP
- Children Services
- Families First

5.9 Expertise and training of staff

All staff will be trained in how to best support all learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

We have staff training led by outside agencies e.g. Occupational Therapist, Educational Psychologists, Speech and Language Therapists.

The SENDCos hold the mandatory National Accreditation for Special Educational Needs Co-ordinators and they attend regular SENDCo cluster meetings and Trust SEND Meetings.

Each school has a Thrive Practitioner and whole staff teams have had training around this approach.

All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

5.10 Securing equipment and facilities

We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education, Health & Care Plan (EHCP), we will ensure the provision specified in Part 3 is provided. We make every reasonable adjustment possible for our children and very much tailor our approach depending on areas of need that arise. We have a fully accessible building that allows full access to all areas of the site.

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 targets each term
- Reviewing the impact of interventions
- Using child voice
- Monitoring by the SENDCo 's
- Using Support Trackers, My Plans and My Plan+ to set targets and measure progress
- Holding annual reviews for pupils with EHC plans

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

We actively encourage our children to participate fully in the broader life of the school. All children are given the opportunity take part in leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules or impacted on the safety of others.

We make every effort to include all children in school trips. If an individual risk assessment is required, we will write this in order to ensure that everyone can participate fully. We also prepare all children for any changes in their school day, such as outside visitors, trips and different activities.

At Phoenix Learning Alliance, we want all our children to be as successful as they can be in all aspects of life. We want to see all of them achieve well, enjoy social times and demonstrate a positive attitude towards their learning and play.

We have four Learning attitudes that underpin everything we do. The values relate to the word BEST:

- Believe (Believe in themselves and others, show respect)
- Engage (Engage with learning, rules and with others/ teamwork)
- Succeed (Succeed, aspire and achieve)
- Try (Try, effort, persistence and resilience)

Everyone is expected to display these learning attitudes.

5.13 Support for improving emotional and social development

We are Restorative schools and use this approach to encourage pupils to think about how their behaviours affect others, both staff and pupils. This helps children to develop respect, responsibility and honesty.

If a child in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the Restorative Approach, it allows ALL parties to have their say AND be listened to. Where appropriate visuals will be used to support these conversations. We believe that by using this approach, we are giving pupils the skills to independently repair and restore relationships and encourage children to make better choices in the future.

We embrace the Thrive Approach. Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs. Thrive support takes place as a whole class intervention, in a small group or 1:1 basis providing the tools, skills and insights needed to help children become more emotionally resilient. <https://www.thriveapproach.com/>

5.14 Working with other agencies

Our school will identify sources of support as part of the Local Offer. This is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

- Gloucestershire Early Help Partnership
- Children and Young People Gloucestershire (CYPS)
- Educational Psychology Service
- SENDIASS Gloucestershire (Special Educational Needs and Disability Information, Advice and Support Service)
 - Advisory Teaching Service
- Outreach Teams
- Local NHS services, including but not limited to School Nursing, Speech and Language Therapy, Occupational Therapy, Physiotherapy, etc.
- Virtual School (for Looked After Children)
- Education Inclusion Service
- Early Years SEN support service
- Multi-Agency Safeguarding Hub

In accordance with the SEND Code of practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with SEND in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a child are very specific (e.g., autism, visual impairment etc).

We have a clear point of contact within the school who coordinates the support from outside agencies for each pupil. Most often this will be SENDCo/Designated Teacher for LAC, but in some cases, it can be another member of staff who we have identified as a key worker.

5.15 Complaints about SEND provision

If you have a concern or complaint with any aspect of your child's SEND provision, please contact your child's class teacher in the first instance. If your concerns are not addressed, please consult the SENDCo so that we can try to resolve the issue. If your concerns are still not addressed, please contact the Head of School. The complaints procedure is available on our Trust website.

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

As well as contacting the Inclusion Team for advice about special educational needs, the following impartial services can also offer support:

Educational Psychology Service: Contact Number: 01452 328004 <http://www.gloucestershire.gov.uk/eps>

Speech and Language Therapy (Children): Contact Number: 0300 421 8937 <http://www.glos-care.nhs.uk/index.php/our-services/children-young-people/slt>

Children's Occupational Therapy Service: Contact Number: 0300 421 6974
<http://www.glos-care.nhs.uk/index.php/our-services/children-young-people/children-s-occupational-therapy>

Parent Partnership Service: Contact Number: 0800 158 3603 <http://www.glospps.org.uk/>

SEND Early Help Service, Gloucester: Contact number: 01452 328076
<http://www.gloucestershire.gov.uk/early-help-for-families>

Virtual School (for Looked After Children): Contact number: 01452 328360
<http://www.gloucestershire.gov.uk/vschool/article/112537/Home-Page>

Schools Outreach Support:
<http://gloucestershireoutreachservice.co.uk/index.php/participating-schools/>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

5.17 Contact details for raising concerns

The name and contact details of the SENDCo & Designated Teachers for Looked After Children:

Robinswood: Mrs R Godwin & Mrs R Ford-Thomson (Assistant SENDCo)

Waterwells: Mrs J Burgess

Moat: Mrs L. Clark

Grange: Mrs E Jones

Hunts Grove: Mr S Keyte

They can be contacted via the main admin offices of the individual schools.

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo's every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Phoenix Learning Alliance Trust Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour & Restorative Practice Policy