



**Luston & Shobdon Primary Community
Primary Schools Federation including
Luston Nursery**



SEND Policy and Information Report

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1. Introduction

The Federation comprises Luston and Shobdon Primary Schools. In both, there is a personalised approach to including all pupils through the adjustment of planning, provision, support and challenge as appropriate.

The Governors and staff understand that all children have a right to a broad, balanced, relevant and adapted curriculum. They aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent learners. They promote the inclusion of all pupils within the broader life of the school, enabling all pupils to develop their physical, intellectual, social and emotional capabilities. They establish a co-operative and constructive partnership between the school, the pupil and the family.

Some children may need special educational provision to be made for them that is additional to or different from that which is made generally for children of the same age. This may mean that the child has a significantly greater difficulty in learning than the majority of children of the same age, or a disability that means adjustments need to be made in order for him or her to access facilities within the school.

The Federation collaborates with external providers to support in identifying and addressing difficulties of those pupils with special educational needs, considering the views of the child and his/her family.

2. 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

3. 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 plans (EHCPs), SEN co-ordinators (SENCOs) and the SEND information report

4. 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 are considered to 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities: People who support children with special educational needs/difficulties with learning

5.1 The SENCO

The SENCO/Inclusion Lead is Rhiannon Thomas who can be contacted at Shobdon Primary School (rthomas@shobdon.hereford.sch.uk) on Tuesdays by telephoning 01568 708386 and at Luston Primary School (rthomas@shobdon.hereford.sch.uk) on Mondays and Wednesdays by telephoning 01568 615753.

Miss Thomas has completed a Masters in Issues in Applied Psychology (Educational and Developmental Pathway) through the University of Worcester. She is also part of the Federation Leadership Team.

She 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 EHCPs.
- 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, for example, Speech and Language Therapy, Educational Psychology Service, Occupational Therapy, SEMH (Social, Emotional and Mental) Team and the Local Authority.

- Liaise with potential next providers of education, for example, primary and secondary schools, 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

5.2 The SEND governor

The governing body has regard to the current Code of Practice for Special Educational Needs and Disability (SEND) when carrying out its duties. Governors will be kept informed of the work being carried out with pupils with SEND through regular meetings with the SENCo and regular reports from the Executive Head teacher and the Lead Governor for Special Needs, Helen Jones.

The SEND governor, Helen Jones, will:

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

5.3 The Headteacher

The Executive Headteacher, Mary Freeman and Heads of Schools, Sarah Turner and Kim Kilby at Luston and Georgina Morgan at Shobdon, 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

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring every pupil in their class has access to high quality teaching and a curriculum adapted to the pupils' individual needs
- Ensuring all members of staff working with pupils in their class are aware of their individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
- 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

6. SEND information report

6.1 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 and speech and language difficulties
- Cognition and learning, for example, SpLDs, learning difficulties, development disorders
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and emotional regulation
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes

6.2 Identifying pupils with SEND and assessing their needs

We are committed to the early identification of special needs so that provision can be put in place to help the pupil make accelerated progress and overcome barriers to learning. There are rigorous assessment and tracking procedures in place across the school.

When identifying Special Educational Needs, we take account of:

- Observations of social, emotional and mental health.
- Teacher assessment and experience of the pupil
- Pupil view
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress and attainment.
- Standardised tests and assessments
- Assessments by a specialist service, such as Educational Psychology
- A child's early history or parental concern
- Requirement of specialist material/equipment or support for sensory/physical difficulties

Assessment data is analysed at the end of each term by the Senior Leadership Team, including the SENCo, at pupil progress meetings. If it is considered that a child is under-achieving against expected levels of attainment, or making less than expected progress, staff will consider the need for additional support.

We will 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 and emotional needs.

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

Pupils for whom English is an additional language will not automatically be recorded as having SEND. Staff will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

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 school's core offer, or whether something different or additional is needed.

6.3 Consulting and involving pupils and parents

Before a child starts school, we will invite them and their parents/carers to visit school and meet with key staff (Executive Headteacher/SENCo/Head of School). If other professionals are already involved, a Multi-agency meeting may be held to discuss the child's needs, share strategies used, and ensure provision is put in place prior to the child starting. We may suggest adaptations to the setting to help a smooth transition.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- School staff and parents/carers will work together to support pupils identified as having special/additional needs with everyone developing a good understanding of the pupil's areas of strength and difficulty
- Take into account 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.
- Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and parents/carers feel clear about the action to be taken and the way in which outcomes will be monitored and reviewed. We avoid using jargon and acronyms with parents and we make each stage of the process clear and transparent.
- We will formally notify parents when it is decided that a pupil will receive SEND support.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.
- When a child no longer needs additional support parents are informed.

The voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued. Their wishes and views can be captured as part of their SEN Reviews.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Children's progress is continually monitored by his/her class teacher and reviewed formally every term. At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and results are published nationally.

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

- The teacher's assessment and experience of the pupil
- The pupil's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The pupil'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 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.

6.5 Supporting pupils moving between phases (transition)

We recognise that 'moving on' can sometimes be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

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

- Children joining Reception

Luston Primary School has its own nursery while Shobdon Primary School has a close working relationship with Shobdon Arches Pre-school. Children also join Reception from other pre-schools.

At both schools, teaching staff visit pre-schools prior to pupils starting to observe the children in play and discuss learning and emotional needs. Towards the end of the summer term, prior to starting Reception, school staff will visit the child and parents in their home to meet informally and chat more about individual needs. Any concerns will be brought to the attention of the SENCo, as appropriate.

Transition meetings are held in the summer term where children meet their new teachers and become familiar with the Reception class environment. There is also an opportunity for parents to visit the school and be introduced to the routines and expectations of the schools with an introduction booklet/prospectus and admission forms made available.

- When moving classes in school:

Information will be shared with the new class teacher in advance as part of transition planning, including SEND needs. Children will have the opportunity to meet their new teacher and to visit their new classroom in the summer term. Parents, of children moving classes, are also offered an opportunity to attend a Parents event, in the summer term,

where they can learn about the expectations of the new class, meet their new teacher and raise any concerns they may have.

- Children joining other year groups

Class teachers of children joining from other schools will receive information from the previous school. Any SEND concerns will be discussed with the child's previous school SENCo.

- Children moving on from Luston or Shobdon

When children transfer from Luston or Shobdon to other primary schools or to secondary school, copies of school records will be forwarded giving details of particular needs and additional provision made. The SENCo will discuss the specific needs of a child with the SENCo of the secondary school.

Children will receive support to ensure their understanding of the changes ahead. Where possible, children will visit their new school and, where possible, staff from the new school will visit transitioning children in their current school.

6.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The Federation has a range of approaches to supporting children with special educational needs.

All children benefit from quality first teaching in the classroom which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals, including those with additional needs.

Sometimes this is enough to ensure a child is on track but sometimes a provision map will be needed with individual targets and strategies to support progress. This will be put in place in discussion with parents/carers and, where appropriate, the child. Support could mean additional work with a child on a small group or 1:1 basis to carry out specific interventions, working towards achieving individual targets.

The SENCo works with class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs.

The following is a list of interventions we may provide at school, however this list is not exhaustive:

- Numicon
- 1st Class @ Number
- Catch up (Maths)
- Visual Skills Builder
- Memory Magic
- Language For Thinking
- Precision Teaching
- Write from the Start handwriting programme

- Jungle Journey fine motor skills
- Words First
- Read Write Inc
- Dyslexia Gold
- Nessy
- SNIP
- Wellcomm Early Language Intervention
- Thrive & ELSA
- Emotional Literacy Assessment & Intervention

Bespoke interventions, e.g. interventions to support individual gaps in learning; supporting a child's individual SLCN (by following the child's speech and language therapy programme)

6.7 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 children with similar needs, 1:1 work, style of teaching, lesson content, etc. The group may be taught by the class teacher or a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo if further advice is needed.
- Implementing strategies and recommendations from outside professionals, e.g. speech and language therapy programmes.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, Now and Next boards, larger font, etc.
- Adapting our teaching to cater for individual learning styles

For further information, please see the Federation's Accessibility Plan

6.8 Additional support for learning

A child receiving SEND support will be included on the class overview of interventions. Most SEND children will have an Individual Education Plan (IEP).

This document forms an individual record for the child and contains assessment information, a summary of the child's additional needs and action taken to meet them, regular reviews, including any advice sought from outside agencies.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving provision which is additional to or different from that made generally for children of the same age, over a considerable period, the child continues to have significant needs which are not being met. Where this is the case, a decision may be made to seek advice from other professionals (Please see list in 6.14)

Education, Health and Care Plan (EHCP)

For a child with complex, long- term needs who is not making adequate progress despite a period of SEND support, and in agreement and consultation with the parents/carers, the school may apply to the Local Authority for an EHC Plan.

If an EHCP is issued, Annual Reviews are held to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

6.9 Expertise and training of staff

The SENCo attends regular partnership meetings through Herefordshire County Council to update and revise developments in Special Needs Education and Inclusion.

The SENCo is given time and training to develop the expertise and knowledge and understanding to support pupils with special educational needs.

There are a number of teaching assistants, including higher level teaching assistants (HLTAs), who are trained to deliver SEND provision.

The provision of SEND is included in the School Development Plan, which includes the SEND Action Plan. Whole school and individual professional development is matched to these targets and also as identified at Performance Management reviews.

Training may also be provided where a need is identified for an individual pupil or whole class. Training may be delivered by professionals in school, online or through external providers.

6.10 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an EHCP, and those in receipt of Top Up funding, will have an amount of funding to be used to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support required.

A range of coloured overlays, laptops, pencil grips, adapted scissors and rulers are available when required or advised by specialist services. Specialist equipment and resources may sometimes be loaned by specialist services such as Occupational Therapy

ICT for some children with SpLDs, motor skill difficulties or visual impairments can be sought as well as individual work stations for some children.

6.11 Evaluating the effectiveness of SEND provision

The effectiveness of the Federation's SEND policy and provision is evaluated through:

- Monitoring of planning and classroom practice by the SENCo and subject co-ordinators
- Tracking and analysis of pupil data and test results
- Calculating progress measures for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor
- Federation's self-evaluation and development plan
- Reviewing the impact of interventions is evaluated through careful assessment, for example, by using standardised tests as well as assessing against age related

expectations. Pupils' individual progress towards their goals is recorded in their IEP (Individual Education Plan).

- Holding annual reviews for pupils with EHCPs

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

We will endeavour to make sure there are no barriers to pupils with SEND enjoying the same activities as other pupils in the Federations Schools.

All of our extra-curricular and enrichment 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 trips

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The schools are accessible to children with physical disability via a sloped entrance and we have disabled toilet facilities in the main areas of each school

We ensure that equipment used is accessible to all children

The schools' Accessibility Plan is available on the website.

6.13 Support for improving emotional and social development

The Federation has adopted the Thrive Approach which seeks to support staff in meeting the emotional and social needs of children.



The two schools have a number of staff who are Thrive trained and form part of the dedicated pastoral team offering support to children and families.

The Federation has a Mental Health Lead who has undergone training (2023)

Luston School is supported by Herefordshire and Worcestershire Wellbeing and Emotional Support Team (WEST) through provision of a Trainee Educational Mental Health Practitioner from Spring 2023.

The Federation adopted a Relational approach to supporting behaviour in September 2022 which follows a Trauma Informed and Attachment Aware approach.

We also provide support in the following ways:

- Close links between school, parents and external agencies
- ELSA support
- Pupils with SEND are encouraged to be part of the school council, Eco team, library team, IT helpers and to become young sports leaders.
- We have a zero tolerance approach to bullying.

6.14 Working with other agencies

The SENCo liaises frequently with a number of other agencies to help meet pupils' SEND needs and to support their families, for example:

- Herefordshire Council Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy (OT)
- Herefordshire Council SEMH (Social Emotional and Mental Health) Team
- Herefordshire Council Additional Needs Service: Physical And Sensory Support (PASS)
- Herefordshire Council Additional Needs Service: English as an Additional Language (EAL)
- Pediatricians at Herefordshire Child Development Centre (CDC)
- Herefordshire Virtual School for looked-after children
- Herefordshire Council Additional Needs Service: Gypsy, Roma and Traveller (GRT)
- Social Services
- Attendance Officer
- Community Pediatrics
- School Health Nurse
- Autism Outreach (through Hampton Dene School)
- Child and Adolescent Mental Health Service (CAMHS)
- Butterflies and Strong Young Minds
- Melo

These are some of the many professional organisations supporting pupils with SEND set out in the Herefordshire County Council 'Local Offer' (details can be found in section 6.18)

6.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. Parents have access to the Complaints Policy through the website or school office.

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

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

As well as through school, parents are also able to seek support, guidance and advice through SENDIAS.

SENDIAS Herefordshire is a confidential, impartial and free statutory service that provides information and support for parent/carers of children who have special education needs (SEN) and/or disability

Herefordshire's SENDIAS can be found published here:

sendias@herefordshire.gov.uk

https://www.herefordshire.gov.uk/info/200207/family_support/826/sendias



6.17 Contact details for raising concerns

In the first instance, please speak with your child's class teacher

Georgina Morgan, Head of School at Shobdon Primary School 01568 708386

Sarah Turner or Kim Kilby, Head of School at Luston Primary School 01568 615753.

Mary Freeman, Executive Head of both schools

A list of governor names is available from the Luston or Shobdon school office and can be found on the Federation website.

6.18 The local authority local offer

Herefordshire local authority's local offer can be found published here:

<https://www.herefordshire.gov.uk/localoffer>

<https://www.facebook.com/HfdsSEND>

 Herefordshire SEND Local Offer



<https://www.wisherefordshire.org/local-offer-special-educational-needs-and-disabilities-send/>

7. Monitoring arrangements

This policy and information report will be reviewed by Rhiannon Thomas, SENCo, 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.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Promoting Positive Relationships and Supporting Behaviour Regulation Policy
- Complaints Policy
- Equality Policy

- Attendance Policy
- Supporting pupils with medical conditions