

What are the aims of our provision in regards to pupils with special educational needs and/or disability?

The aims of our policy and practice in relation to special educational need and disability at Sycamore Short Stay School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At Sycamore Short Stay School the definitions used for SEND are those present in the SEND Code of Practice (2015). This provides the following explanations:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Special educational needs and disabilities (SEND) for which provision is made at the school (Schedule 1: point 1)

- As a Short Stay School, Sycamore will provide education to pupils with varying SEND needs, some of who may not have an Education, Health and Care Plan (EHCP). Some pupils may come to us without an EHCP but during their education at Sycamore may be assessed and deemed in need of an EHCP.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or

- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Assessments, such as those completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.
 - Behaviours indicate that they have additional needs.

What should a parent do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning or inclusion then please contact the SENDCo at Sycamore, Mrs. Shelley Molloy on 01384 818 237 or email Smolloy@sycamore.dudley.sch.uk.

All parents will be listened to. Their views and their aspirations for their child will be central to the understanding, assessment and best possible provision whilst attending Sycamore.

How will Sycamore support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

All pupils will be provided with Quality First Teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team and local authority personnel.
 2. Ongoing assessment of progress made by pupils with SEND
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
 4. Teacher meetings with the SENDCo to provide support and guidance on meeting the needs of pupils with SEND
 5. Pupil and parent feedback on the quality and effectiveness of teaching and the interventions being provided through termly review meetings
 6. Attendance, behaviour, safeguarding, and medical/health records
- All pupils have individual national curriculum targets set in line with national outcomes to ensure high expectations and progress. Parents are informed of these via the termly reports, meetings and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using Pearson and IASSEND and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the subject teacher, middle leader and a member of the senior leadership team and if appropriate, the pupil themselves.

■ Additional action to increase the rate of progress will then be identified and recorded, which will include a review of the impact of the differentiated teaching being provided to the pupil, and if required, support to the teacher of additional strategies, differentiation, aids, interventions and outside agencies to further support the success of the pupil.

■ Where it is decided in this early discussion that special educational provision is required to support the needs of the pupil, parents/carers will be contacted and informed by Sycamore that their child may require SEND support and that their partnership will be essential to improve attainment and the best outcomes for their child.

■ Action relating to SEND support will follow an assess, plan, do and review model:

1. Assess: Data on the pupil held by the school will be collated by the subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENDCo.

3. Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of Quality First Teaching, high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Mental Health Support Team
3. Early Help/Family Support Worker
4. Social Services
5. Health partners such as School Nurse and Child & Adolescent Mental Health Service
6. Local Authority Support Services
7. Inclusive Pathways Team
8. GP/Medical/Optical/Auditory
9. Therapies – i.e. Occupational Therapy, Speech and Language Therapy etc.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being requested.

How will pupils be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)

Sycamore uses *Provision Maps* (part of TES and Bett Award Winner 2019). It is a process of gathering information from teachers, support staff, any outside agencies involved and most importantly the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken

by the school to reduce barriers to learning and achieve personal and educational success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' baseline assessments completed on induction into Sycamore to inform their planning and differentiate to meet each pupil's curriculum needs, but also to ensure progress in their personal, social, emotional and behavioural needs for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum successfully.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT equipment, aids and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

■ Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Meetings.

Parents are encouraged to arrange an appointment to discuss their child's progress with subject teachers, the SENDCo, a member of the senior leadership team at any time if they feel concerned or have information they feel they would like to share that could impact on their child's success and well-being.

Please contact the school office where the Admin Officer will arrange an appointment for you. The contact number is 01384 818237.

How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- The termly newsletter includes a section that identifies links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

How will the school evaluate the effectiveness of the SEN provision made for pupils? (Schedule 1: Point 3)

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and will also be judged by external moderators such as Ofsted.

What support is available to develop the pupils' overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
 - Timetabled mentoring sessions with the pupils' keyworkers.
- Pupil and Parent voice questionnaires are used to gather views or concerns and are monitored for effectiveness by the Management Committee responsible for this area.
- Individual/small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.

Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

What specialist services are available at the school? (SE7 Q6)

Sycamore has access to a range of specialist support that are identified in (6) above.

What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

- Regular training is provided both in house, online and external for all staff.
- Termly training from our Educational Psychologists working with our SEND pupils.
- Supervision from SLT, SENDCo and Educational Psychologists when and where needed to support any staff needs.

How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

The following adaptations have been made to the school environment:

- There are parking spots located next to the school reception entrance for ease of access for any visitors with a need or disability.
- Visitors enter the school reception by way of a ramp. This ensures that the site is accessible to all.
- One toilet in the main reception area has been adapted to ensure accessibility for visitors with a need or disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections and any other medical needs.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information that is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned induction programme is delivered on an individual basis to support thorough baseline assessments and integration into Sycamore or to support transfer for pupils to a SEND provision or reintegration into mainstream.
- Parents/carers and child are invited to a meeting at the school and are provided with a range of information to support them in understanding Sycamores' ethos, rules and expectations and to support their child in making a fresh start and settle into the school routine smoothly.
- The SENDCo meets with parents of pupils who are known to have SEND to allow concerns to be raised and solutions to be found for any perceived challenges prior to entry. This will be discussed and a plan of support put in place with parents/carers and CYP.
- Previous school records will be requested and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school (Schedule 1: Point 12)

- The transition programme in place for pupils aims to provide pupils and parents with the opportunity to meet staff in the new school/provision. These opportunities are further enhanced for pupils with SEND and will be planned carefully between Sycamore and the next school/provision.
- A designated member of staff may attend the initial visit with the parents and pupils, where necessary.
- All pupil information, provision map, assessments, behaviour and safeguarding records of the pupil will be passed to the new school in order to ensure a smooth transition.
- On-going weekly visits from the pupils key worker, teacher, partnership or SLT to the next school/provision may be put in place for a set period of time to continue that transition support and ensure that it is successful for the pupil.

After school:

- The school adheres to the guidance in 'Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges - July 2021'. <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer <https://www.dudley.gov.uk/resident/localoffer> published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job. The local offer is also there to support parents/carers, teachers and professionals to inform them of what other local support is available. Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs and disabilities? (SE7 Q11) (Schedule 1: Point 6)

Sycamore receives funding to respond to the needs of pupils with SEND from a number of sources that include:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation, this is now being decided by the application of the new SEND Matrix grid in Dudley.
 - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 2. In class, adult or peer support aimed at increasing skills in specific areas of need (learning, social, behavioural, organisation, etc.)
 3. Out of class support (relationship building, personal, social, emotional, and behavioural skill development,)
 4. Individual/small group/in class interventions to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiology, and emotional needs etc.)
 6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
 7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
 8. Access to the school nurse and wider health professional support (responding to medical, mental, emotional and physical health issues, speech, language and communication needs, hygiene, motor control and mobility needs)
 9. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Phase Trust) and community sources (e.g. Youth and Church groups, local businesses)
 10. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support/ Family Support/Early Help/Switch/CAMHS.
- In addition:
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
 - If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENDCO or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEND, but without an Education Health and Care Plan, the decision regarding the support provided will be taken at joint meetings with the SENDCO, teacher and parent who will follow guidance provided by the Management Committee regarding SEND Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced and then reviewed annually.

How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- Discussions with teachers, SENDCO or senior leadership team member
- Parents' Voice meetings
- Meetings offering parent/carer/family support and involvement of external agencies.

In addition, our school has a forum for parents and carers of children and young people with SEND. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or disabilities and are unhappy about any issues regarding Sycamore's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCO
- The Headteacher
- For complaints, please contact the Management Committee Member with responsibility for SEND. Her name is Jayne Corns. She can be contacted via email at jaynecorns@outlook.com.

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/special-educational-needs-disability-tribunal>

Where can I find the Local Offer for Dudley Council? (Schedule 1: Point 11 and 13)

The Local Offer for residents with the Dudley Local Authority can be found at: <http://www.dudley.gov.uk/resident/localoffer/>

Take a look! ☺ This is a great source to find out what is available to you locally as a parent/carer, child/young person, school or agency to support SEND.

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Supporting pupils at school with medical conditions Sept 2014.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

SE7 Local Offer: Framework and Guidance. <https://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)



SEND Information Report

Date of Policy: September 2nd, 2021

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Date of Review: September 4th, 2022