



SEND POLICY AND INFORMATION REPORT 2025

Pear Tree Mead Academy

Part of the Passmores Co-operative Learning Community

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Contents

1. Aims and objectives.....	3
2. Vision and values	3
3. Legislation and guidance	4
4. Inclusion and equal opportunities	4
5. Definitions.....	5
6. Roles and responsibilities.....	6
7. SEN information report.....	9
8. Our approach to SEND support.....	17
9. Attendance.....	19
10. Safeguarding	19
11. Expertise and training of staff	20
12. Links with external professional agencies	20
13. Admission and accessibility arrangements.....	21
14. Complaints about SEND provision	21
15. Monitoring and evaluation arrangements	22
16. Links with other policies and documents	22

1. Aims and objectives

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.

The aims of Pear Tree mead SEND Policy are:

- To ensure that the special educational needs of children are identified, assessed and provided for
- To provide curriculum access for all pupils with SEND
- To make reasonable adjustments through our best endeavours so that pupils with SEN and disabilities are not put at a substantial disadvantage.
- To provide pupils with the skills to reach their full potential.
- To meet individual needs through reasonable adjustments and a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all pupils with SEND and ensure that staffing deployment, resource allocation and choice of intervention is leading to good progress and learning outcomes.
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- 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.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- To ensure that parents are informed of their child’s special educational needs and provision, and that there is effective communication between parents and school

2. Visions and values

Our mission is to inspire children to set and achieve their own high aspirations. We are an inclusive school serving families from the local community and are part of the Passmores Cooperative Learning Community (PCLC) Academy Trust with Purford Green Primary School, The Downs Primary School, Potter Street, Passmores Academy and Stewards. We believe that every child is entitled to a high-quality education delivered at a level appropriate to their needs regardless of gender, disability, race or social and cultural background

Every teacher at Pear Tree Mead is a teacher of pupils with SEND (Special Educational Needs) and therefore teaching children with SEND is a whole school responsibility. Where a child has a recognised special need, we will make all reasonable adjustments to accommodate their needs in school. Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEND. Teachers will have high expectations of pupils with SEND, we strive to support all children to enable them to achieve their full potential in all areas of the curriculum. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and/or carers when a child enters our school. We make sure that additional needs are identified early, and we offer a range of provision according to identified needs. The first step provision for pupils who may have SEND is through high quality first class teaching, adapted appropriately for individual pupils. We also work with a range of other professionals to make sure that all children receive the support they need to achieve their full potential.

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We are committed to removing barriers to learning and promote 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 Pear Tree Mead school life.

3. Legislation and guidance

Compliance

Pear Tree Mead Academy makes provision for our students with SEND in accordance with the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [academy trusts](#) which sets out 'trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding using all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions (through individual discussion or class circle time), particularly trauma or stress, and to take part in learning.
- Promoting positive mental health and wellbeing with a Growth Mindset

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SEND Team

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 Lucy Thomas the PCLC Director of primary Inclusion, Lucy is a senior member of staff that has extensive experience with SEND. The Headteacher is the named SENDCo but delegates 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 school SEND settings

We have a team of 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

In line with the recommendations in the SEND Code of Practice 2015, the SEND team will oversee the implementation of this policy in the following ways:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 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 provisions made to support individual pupils with SEND, including those who have EHC plans,
- Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support.

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
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- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 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 group. 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.**

6.3 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.4 The SEND link governor

The SEND link governor is Charlene Brettell. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and Director of Primary Inclusion/SENCO to determine the strategic development of the SEND policy and provision in the school

6.5 The headteacher

The headteacher, Mrs C Peden will:

- Work with the Inclusion Manager and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Manager and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Inclusion Manager has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Inclusion Manager, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the Inclusion Manager, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Inclusion Manager and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO/Inclusion Manager to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Communicating with parents/carers regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.8 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

7.1 The areas of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs. The Code of Practice (2015) refers to four broad areas of need:

- **Communication and Interaction:**
Children have difficulty in communicating with others. For example, those diagnosed with autistic spectrum disorder and speech and language difficulties.
- **Cognition and Learning:**
Children with learning difficulties will learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs from moderate learning (MLD) to children with Profound and Multiple Learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health**
Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, or eating disorders. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs,**
These children may require special educational provision because they have a disability that needs specialist support and/or equipment. For example, those with visual impairments (VI), hearing impairments (HI), and multi-sensory impairment (MSI).

7.2 Identifying pupils with SEND and assessing their needs.

Class teachers will make regular assessments of progress for all pupils. 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.

A Graduated Approach

STAGE 1: Well-differentiated Quality First Teaching, including, where appropriate, the use of small group interventions.

All learners will have access to High Quality teaching/Quality First Teaching.

- All learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.

- All learners with SEND have their interventions tracked and monitored. This enables the school to: Plan strategically to meet pupils' identified needs and track their provision; Audit how well provision matches need; Highlight repetitive or ineffective use of resources; Cost provision effectively; demonstrate accountability for financial efficiency; Demonstrate to all staff how support is deployed.
- Inform parents, LA, external agencies and Ofsted about resource deployment.

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "Wellcomm" assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, planning, action, and review.)
- Discussions and liaison with parents and following up parental concerns,
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer,
- information from previous schools,
- information from other services,
- Tracking and monitoring interventions to clearly identify pupils receiving additional SEND support from the school's devolved budget or in receipt of High Needs funding. Intervention monitoring is updated half termly.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Using the Essex Ordinarily Available guidance to support identifying individual additional needs and to support quality first teaching.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching.
- Use of whole school provision map (see Appendix 1)
- Use of Essex Ordinarily Available Guidance
- Evidence based approaches to addressing needs (this may include targeted group work, 1:1 support or time limited interventions)
- Pupil progress meetings
- One plan review meetings

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Discussions with teaching staff

- Discussions with the child and parents
- Classroom observation by the Inclusion Manager, Assistant SENCO, senior leaders and subject leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny on a termly basis.
- Scrutiny of planning.
- Pupil progress meetings.
- Informal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring progress and targets of One Plans, evaluating the impact of provision on pupils' progress.
- Attendance records and liaison with Educational Welfare Service.
- Termly Inclusion Manager report to governors.

Stage 2 SEND Support:

We expect children's needs to be met through Quality First Teaching in the classroom. However, some children may need additional support at times. We do not provide one to one support for children, instead we aim for additional support and interventions/adjustments to still take place in the classroom as much as possible, so that children are accessing the curriculum at a level appropriate to them,

Our approach to ensuring children's SEND Needs are met is as follows:

- Discussions with parents about child's needs
- Children are placed on our SEND register so their provision and support can be effectively tracked and monitored.
- Pupils will be offered additional SEND support within the classroom whenever appropriate. Such support may be "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- All children in receipt of additional SEND Support will have a One Page profile and/or a short term plan known as a 'One Plan'.
- Our One Plans will only record information which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of the provision for all children. Targets will be SMART and address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more math".
- Our individual One Plan meetings are held once a term and are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended. We use a graduated response following an 'assess, plan, do, review' cycle.
- Implementation of advice, reviews and visits from outside specialist SEND Services if involved (e.g. Education Psychologist. Speech and Language, Inclusion development Partner etc.)
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support but their progress will continue to be monitored to ensure their needs are met appropriately.

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Stage 3 High Needs/Education Health Care Plan:

- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Essex Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, progress and impact will be reviewed at least three times a year.
- We ensure we meet the statutory requirement for delivering provision for children with Education, Health and Care Plans in line with the Children and Families Act (2014), the SEND Code of Practice (2015) and the Equalities Act (2010)

7.3 Consulting and involving pupils and parents

. At Pear Tree Mead, we believe that parents/carers are an integral part of meeting the needs of the children and as a result we are committed to working in partnership with all parents/career. We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. We will notify parents when it is decided that a pupil will receive SEND support.

At Pear Tree Mead we ensure children's involvement at every stage of their learning. The pupil's voice is vital to the improvement and well-being of our learners and we aim to be good listeners. We have different ways of gathering and assessing what our pupils say or feel about being in our learning community.

- We consult with our pupils through the Education Health and Care Plans (EHCP) Annual reviews and One Plan review meetings
- The School SEND Governor consults with SEND pupils through pupil perception interviews and other Governors consult with pupils, including SEND pupils, on a range of other relevant matters
- The Student Council enables student concerns or views to be shared with Senior Leadership
- Individuals are able to talk or disclose to any staff concerns or worries they have, and these will be followed up through the school's established procedures.
- Regular survey of learner's views and attitudes are conducted and collated by the Senior Leadership team for action.
- Each learner provides feedback through their response to marking.
- All pupils have opportunities to learn how to articulate their wants and needs through PSHE sessions and support from a Learning Mentor.

7.4 Assessing and reviewing pupils' progress towards outcomes

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

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

- The pupil's own views
- Parent views
- 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
- Additional assessments that analyse any specific needs
- Advice from external support services, if relevant

A 'One Page Profile' and a 'One Plan' will be created to decide upon the targets needed for the child to make progress in their area/s of need. The plan will be reviewed regularly; at least three times per year. Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding; An Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

All teachers and support staff who work with the pupils 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. In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it may be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that their needs may be more suitably met within a Specialist Placement. A careful assessment of the needs of each pupil would take place in constructive conversation with parents and other agencies.

7.5 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 have plans in place to support the transition of all pupils including SEND pupils between phases.

Transition to EYFS from Pre-school: We have an induction program for all new intake pupils, including transition visits and home visits. During this time pupils with special needs are identified in partnership with feeder preschools and parents and, if need be, additional arrangements are made to suit their needs.

- **Transition through the school:** During the last week of the summer term 'Change over' takes place in the new class with the new teacher. Teachers also provide information, assessment data and books for receiving teachers including children receiving intervention work and outcomes of these programs.
- **Transition to Passmores Academy:** Since we are a member of the Passmores Cooperative Learning Community most of our year 6 transfer to this school. Our year 6 team work together with the Passmores transition team, meeting and passing on information and records during Year 6. A program of events and lessons are designed to make a smooth transition into our partner secondary school. Additional visits are arranged as needed for those who would benefit e.g. during lunchtimes. Those pupils with an EHC Plan will have a Transition Review Meeting to discuss transition provision. The child, parents, Class Teacher, Inclusion Manager/Assistant SENCo and members of the Passmores school SEND team will be present at this.
- **Transition to other Placements (Secondary and Specialist):** The relevant Year Group Team and Inclusion Team work closely with the transition teams of the receiving school. Additional visits are arranged where appropriate, an information handover takes place and individual adjustments and resources are agreed with all stakeholders to ensure a successful transition. Those pupils with an EHC Plan will have a Transition Review Meeting to discuss transition provision. The child, parents, Class Teacher, Inclusion Manager Assistant SENCo and members of the receiving school SEND team will be present at this.

7.6 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 SEN. This will be differentiated for individual pupils.

We will also provide interventions according to the needs of the child such as:

- Precision monitoring; EPS math; WELLCOMM; targeted phonics; , mentoring and specific speech and language programs.

7.7 Adaptations to the curriculum and learning environment

In order to continue raising standards the school believes in early intervention. Through the identification of individual and group needs, adjustments are made to the school development and improvement plan and funding for resources to meet these needs is identified and made available.

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

- Differentiating 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
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specialist resources such as reading resources for reluctant readers at different ages are available. We also have a range of equipment such as easy grip rulers, tri-faceted pencils, coloured overlays for visual stress, sit-and-moving cushions and writing slopes.
- Our school is also fully accessible for children with physical needs as we are equipped with two disabled toilets, access to the school via ramps. (See separate Accessibility Plan)

7.8 Additional support for learning

We have a number of Learning Support Assistants who are trained to deliver a range of interventions as detailed above.

We are always aiming for independence and do not specifically offer 1:1 support for pupils, based on evidence-based research. Learning Support Assistant's can support pupils through hover support and/or small groups according to need and outcomes set out in individual One Plans or EHCP's. We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist (EP)
- Essex Inclusion Partner
- Physiotherapy,
- Occupational therapy,
- Speech therapy,
- Essex Inclusion Partners

These are all funded by Essex County Council through the delegated budget or EHC plan. These agencies support us to ensure the school staff have the necessary skills and programs to positively affect student progress and development. They also ensure that equipment and the learning environment is adapted and appropriate to support the learner's access to the curriculum.

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

A thorough risk assessment and access plan is conducted where needed.

All of our extra-curricular activities and school visits are available to all our pupils,

All pupils are encouraged to go on our residential trips

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 or disability.

7.10 Support for improving emotional and social development

At Pear Tree Mead we have a learning mentor and counsellors who work closely with identified pupils to improve their social and emotional needs.

In addition to PSHE lessons, we provide specific support for pupils to improve their emotional and social development in the following ways:

- Partnership working with parents/carers and outside agencies as appropriate
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to learn and use the school values to promote self belief, respect, being inquisitive, resilience, togetherness and aspiration.
- Support from the school Learning mentor who provides a nurturing environment to enable children to discuss and explore their feelings or worries.
- Access to lunchtime club, according to need
- Pupil health and Wellbeing Champions
- Invitation to Breakfast club according to identified need.
- Nurture group for identified children with higher needs.
- Our Family Support Team work together to support children with SEMH needs
- Educating all children on neurodiversity and mental health and wellbeing
- We have a zero-tolerance approach to bullying and racism.

For a tiered overview of our wellbeing support, please see our mental health policy

7.11 Working with other agencies

We, the school and governors, value every child and family which make up our school community. We promote a partnership model working together with outside agencies and the family to support a child's needs. Through early interventions we aim to ensure that all of our children, regardless of need or ability, feel successful and valued.

We believe in informed choice, and we want information to be available to allow young people and their families to know what their choices are and to respect them when they are made.

A SEN governor is identified each year to work with the school, to give feedback to the governing body and ensure that this is so.

7.12 The local authority local offer

Our local authority's local offer is published here: Please consult Essex County Council where information about the Local Offer can be found: <http://www.essexlocaloffer.org.uk>

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Inclusion Manager to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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 and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the Inclusion Manager/AssistantSENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the Inclusion Manager will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, EduKey, and will be made accessible to staff in a One Page Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Inclusion Manager will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the Inclusion Manager will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Learning Walks and Book Scrutiny
- Observations and audits
- Reviewing pupils' individual progress towards their steps to outcomes each term
- Reviewing the impact of interventions after 6-12 weeks (according to the intervention)
- Using pupil and staff questionnaires
- Monitoring by the Inclusion Manager and SLT
- Using provision maps, outcomes of One Plans, intervention monitoring systems and assessment systems such as Pre Key Stage statements, Early Support Development Journal and Engagement model (Sept 2020)
- Holding annual reviews for pupils with Education, Health, and Care plans

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Our Director of Inclusion, Lucy Thomas, is a senior member of staff and has extensive experience with SEND. She has the NASCo Award and over 20 years' experience of working with children aged 0-18 with SEND in a range of educational settings including, MLD, Complex needs, Independent and Mainstream schools. Our SENCo Christine Peden is the Headteacher and has worked at the school for over 20 years. Katrina Thurgood Our Inclusion Manager is highly experienced working with children with SEND and is currently completing training with the Autism Education Trust. Stephanie Thurston-McGowan is the Assistant SENCO. The school dedicates time to train teachers and support staff on send.

Teaching staff and all support staff (Learning Support Assistant's and Inclusion Team) are constantly updating their skills through a program of continuing professional development (CPD) linked with our school's development plan. This indicates school priorities and individual training plans and throughout the year staff undergo training both in school, on training days and after school sessions, as well as at a variety of training venues where external providers add to the range of expertise that staff can access.

All support staff adhere to a set of standards which promote best practice and are used as a framework for annual appraisal. Annual performance for all staff is used to identify training needs. As well as supporting in the classroom, some support staff have additional training in literacy development, intervention phonics and math booster sessions.

All school staff have annual training in safeguarding and new teaching staff complete a comprehensive induction program.

We have a team of learning support assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff receive up to date SEND training each academic year. Such training may focus on Speech and Language, Reading, Writing, SEMH or physical needs and reasonable adjustments.

Training will regularly be provided to teaching and support staff. The headteacher and the Inclusion Manager will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists

- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Essex Inclusion Partners
- Autism Education Trust – advisory service

13. Admission and accessibility arrangements

13.1 Admission arrangements

Admission to the school for pupils with Education Health and Care Plans (EHCPs) is through the West Essex Statutory Assessment Service. A consultation process takes place and, if the school is deemed able to provide appropriate provision, is 'named' on the statutory paperwork. All pupils identified as needing Additional Intervention Support come through the general admission process in line with our Admissions Policy.

13.2 Accessibility arrangements

- A thorough risk assessment and access plan is conducted where needed.
- All of our extra-curricular activities and school visits are available to all our pupils,
- All pupils are encouraged to go on our residential trips
- 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 or disability.
- Please refer to the schools 'Accessibility Plan' which can be found on the school's website.

14. Complaints about SEND provision

It is natural that parents may, from time to time, be concerned about some aspect of their child's education or welfare at school. We welcome enquiries from parents and are confident that, in most cases, we can reassure you by explaining our policies and practices, and how they affect your child.

Wherever possible, we prefer to resolve any concerns informally so if you have any concerns at all about your child's education or welfare at school, please speak to your child's class teacher in the first instance through a letter, , email, phone-call or in person. We aim to resolve any issues swiftly, coming to a mutual understanding and agreement.

If you are still concerned contact the Inclusion Manager (Mrs.Katrina Thurgood) via the school office to arrange a meeting or by phoning 01279 836181 to agree a way forward.

If you are still not satisfied, the school office can arrange an appointment to discuss your concerns with the Head Teacher. We will then explain what action we can take to help to resolve the problem.

From time to time, situations can arise where parents feel that they must state their concern more formally. If this is the case you will need to refer to the Complaints Policy. This policy can be found on our website:

<http://www.peartreemeadacademy.com/>

Should none of these stages resolve your complaint then you can contact the Local Authority who retains responsibility for your child's education and the educational part of the EHC Plan. They can be contacted through Essex SEND Information, Advice and Support Service by e-mail: send.iass@essex.gov.uk or by phone: 03330138913

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 child. 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

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

The Local Governing Body are consulted on the Policy and it is ratified by the Trust Board.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers
- Outcomes from our Annual SEND review

15.2 Monitoring the policy

This policy and information report will be reviewed by the Director of Primary Inclusion **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the full Trust Board.

16. Links with other policies and documents

This policy links to the following documents

The local offer	Accessibility plan
Behaviour policy	Equality information and objectives
Supporting pupils with medical conditions policy	Attendance policy
Safeguarding and child protection policy	Complaints policy
Intimate care policy	Suspension and exclusion policy
Teaching and learning policy	Pupil well-being policy
Mental Health Policy	

Appendices

Pear Tree Mead- Whole school provision

Map-Inclusion

Waves	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
Quality First Teaching (Wave 1) Effective inclusion of all pupils in high quality everyday personalised teaching. Approaches like these are the best way to reduce the number of children who need extra help with their learning or behaviour.	A use of multi-sensory teaching to support visual, auditory and kinaesthetic learners • Personalised planning of lessons taking different learning styles and needs into consideration • Personalised seating plans • Adapting lessons to ensure each child is clear on the learning objective and how to be successful • Targeted and effective questioning • Guided group teaching with teachers and TAs • Precise formative and summative assessment • Efficient performance management of support staff • Consistent spelling and reading screening to assess and monitor progress • Visual aids to support learning • Working walls to scaffold day by day learning			
Additional Support (Wave 2) Specific, additional, and often time-limited interventions are provided for some children to enable them to work at or above age-related expectations.	<ul style="list-style-type: none"> • Precision Teaching – Number bonds/Multiplication facts/High Frequency Words/CEW • Use of SEN equipment (e.g. talking 	<ul style="list-style-type: none"> • Wellcomm • Social skills support/groups (Talkabout/Time to Talk/Socially Speaking) • Spring into Speech • Speech and Language Group – Language for talking 	<ul style="list-style-type: none"> • Emotional management/Selfregulation skills support – Learning mentor • Nurture/Wellbeing support • Self Esteem/Confidence support/groups 	<ul style="list-style-type: none"> • Additional Handwriting support (Teach Handwriting) • Fine motor skills program – group • Gross Motor skills program – group • Sensory adaptations (e.g., ear defenders,

Often targeted at a group of children with similar needs.	postcards/coloured overlays/coloured books) • Number stacks	Thinking/Language Framework <ul style="list-style-type: none"> • Talk Boost • Social Stories/Comic Strip conversations 	<ul style="list-style-type: none"> • Social skills support/groups • Wellbeing 'check ins' • Movement breaks 	fidget cushions, weighted blankets) • Individual Workstation <ul style="list-style-type: none"> • Visual adaptations (sitting closer to the whiteboard etc.) • Hearing adaptations (sitting closer to the teacher ect)
High Needs (Wave 3) targeted provision for a minority of children where it is necessary to provide highly tailored intervention	<ul style="list-style-type: none"> • Additional Phonics • Individualised timetable requiring adult support. • Daily reading • Individualised curriculum • Higher frequency/intensity of Wave 2 interventions 	<ul style="list-style-type: none"> • Individual Speech and Language (SALT advice) • Attention Autism • TEEACH activities • Individual Communication system (PECS/Objects of reference etc.) • Intensive Interaction Approach 	<ul style="list-style-type: none"> • Positive behaviour contract/report • School Counselling service • CAMHS • Risk Management Plan – individualised strategies of support • External agency involvement (EP/GROW provision etc.) • MIND 	<ul style="list-style-type: none"> • Auditory Aids • Fine motor skills – bespoke, individual program from OT/Physio • Gross motor skills – bespoke, individual program from OT/Physio • Individual adaptation of learning resources due to sensory impairment (increase font size, braille etc.) • Adult support for physical/sensory/ self-care needs. • Adaptive technology (radio microphones etc.) • Specialist Mobility Equipment

Appendix 2

