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Fairfields Primary School

Policy for Special Educational Needs and Disability (SEND)



Inclusion Coordinator: Sarah White
SLT Member

Qualification Status: Currently completing the National Award for SEN Coordination

The Special Educational Needs Coordinator (SENCo) in Fairfields Primary School is encompassed within the role of the Inclusion Coordinator, (INCo).

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This policy reflects the SEND Code of Practice 0 – 25 Guidance.

Fairfields Primary School



Fairfields Primary School is a mainstream school in the heart of Basingstoke. Pupils with special educational needs and / or disability (SEND), share with all pupils, entitlement to the greatest possible access to a broad and balanced curriculum, which embraces the National Curriculum. This entitlement is an integral part of the school's equal opportunities policy. All children should be given access to educational experiences of the highest quality and have the opportunity to develop into confident and independent learners. The achievements of children who have SEND are celebrated equally with those who find success easier to attain. We aim to ensure that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision are positively valued and accessed by all staff. At Fairfields Primary School, every teacher is a teacher of every child including those with SEND.

Contents:

1	Compliance	<i>Page</i>	4
2	Aims and objectives		5
3	Identifying Special Educational Needs		6
4a	A Graduated Approach to SEND Support		7
4b	Managing Pupils' Needs on the SEND Register		8
5	Criteria for Exiting the SEND Register		9
6	Supporting Pupils and Families		9
7	Supporting Pupils at School with Medical Conditions		10
8	Monitoring and Evaluation of SEND		10
9	Training and Resources		10
10	Roles and Responsibilities		11
11	Storing and Managing Information		13
12	Reviewing the Policy		13

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Inclusion Coordinator and approved by school governors in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND.

Section 2

Aims:

- To raise the aspirations and expectations for all pupils with SEND.
- To provide high quality opportunities for all pupils.
- To ensure that all pupils strive to achieve their full potential.
- To provide appropriate support for all pupils with Special Educational Needs and/or disability.
- To provide a safe and secure working environment which is welcoming and offers inspiration.
- To build good relationships between the school and the community.
- To create an environment where parents and families feel that they can play a valuable part in their child's education.
- To encourage pupils to be open, honest, caring and thoughtful.
- To encourage all members of the school community to respect the rights and feelings of others.
- Enable all pupils to partake in a broad and balanced curriculum which embraces the National Curriculum and wider aspects of school life.
- To offer opportunities for moral and spiritual development.
- To make successful transitions between phases of education.

Objectives:

- **Pupils with SEND will be identified and assessed as early as possible.**
Formative assessment will be gathered from teachers, parents, and education, health and care services including early years settings to gain an accurate, holistic picture of a child's needs. For greater levels of need, Fairfield's Primary School works closely with, and in support of, specialists from external agencies. In such instances, professionals from Children's Therapy Service, North Hampshire Trust and Hampshire's Educational Psychology Team are drawn upon to ensure accurate identification of need.
- **To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs.** All pupils have access to high quality classroom teaching. Further to this, appropriate 'additional to and different from' provision is made to overcome all barriers to learning to enable pupils to access every area of the National Curriculum. For pupils who have higher levels of need, weekly personalised plans are produced by the class teacher tailored to individual requirements.
- **Continuous monitoring of all pupils and those with SEN informs teachers in setting specific, measurable, achievable and timely targets.** A pupil's progress is regularly reviewed to ensure the provision in place is effective in meeting individual needs.
- **To work within the guidance provided in the SEND Code of Practice, 2014.**
- **To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEN Inclusion Policy.** At Fairfield's Primary School, the role of the SENCo is incorporated within the role of Inclusion Coordinator, (INCo).
- **To provide support and advice for all staff working with special educational needs pupils.** To ensure that teachers are equipped to meet the vast range of special educational needs through regular continued professional development.

Identifying Special Educational Needs

Under the Special Educational needs and Disability Code of Practice, there are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical needs**

While the four areas of need broadly identify aspects of primary areas of need for children and young people, at Fairfields Primary School we identify the needs of pupils by considering the needs of the whole child.

*There are other factors that may impact on progress and attainment that are **NOT SEND**:*

- *Disability if it does not affect learning and progress (the Code of Practice outlines “reasonable adjustment” duty for all settings and schools provided under current Disability Equality Legislation. These alone do not constitute SEN).*
- *Attendance and punctuality*
- *Health and Welfare*
- *EAL*
- *Being in receipt of a Pupil Premium Grant*
- *Being a looked after child*
- *Being a child of a serviceman/woman*

Class teachers, supported by the senior leadership team make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

A Graduated Approach to SEND Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that ongoing needs are matched with continuous support. This SEND support takes the form of a four part cycle:



- **Assess**
- **Plan**
- **Do**
- **Review**

Support for all pupils starts in the classroom with 'quality first teaching', differentiated for individual children. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff.

At Fairfields, we regularly and carefully review the quality of teaching of all pupils, including those at risk of underachievement. If a pupil is not making progress in line with their peers, despite access to quality first teaching, the class teacher and INCo, in collaboration with the child's parents, start to make specific assessments to identify if there is a special educational need.

Assess

We assess pupils in a variety of ways and using various standard assessment tools and information:

- Contact with pre-school groups where children's needs are discussed. Liaison meetings in the summer term before the child begins in the autumn term where, if appropriate the pre-school leader, parent and member of a professional support agency attends.
- Children are assessed on entry to the school. Information from *The Foundation Stage Profile* is used to set learning and social targets. Parents are aware at a very early stage if we feel that their child has learning needs.
- Teacher assessment and regular assessment activities are an alert that a child may not be progressing, as they should. Evidence of underachievement is passed to the INCo in the form of annotated work, diaries of behaviour and assessment details. Expert advice from professionals in outside agencies may be drawn upon at this point and further observation may take place. The child is added to the SEND register and may be given an IEP (individual education plan).

Fairfields Primary School Special Educational Needs policy

- As well as on-going assessment, children with IEPs will have their specific targets reviewed each term and amended to reflect the progress that they have made. Children may be removed from the SEND register if the additional provision in place enables them to close the attainment gap.

Plan

Where it is decided to provide a pupil with SEN support, parents are formally notified in line with Code of Practice regulations. The teacher and INCo, agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Where possible, parental involvement is sought to reinforce, or contribute to, progress at home.

Do

The class teacher remains responsible for delivering quality first teaching with the child on a daily basis as well as for the interventions delivered by other adults. They work closely with Learning Support Assistants to plan and assess the impact of support and how they can be linked to class teaching. The INCo supports the class teacher in any further assessments of the child's needs and problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parent. This evaluation feeds back into the pupil's needs and the support is revised in light of the pupil's progress.

Section 4b

Managing Pupils' Needs on the SEND Register

The majority of pupils identified as having a special educational need are supported under one category, **SEN Support**. Where a pupil has more complex needs and a higher level of support is required, they are supported with an **Education and Health Care Plan (EHCP)**. Where a pupil has an EHC plan, the local authority must review the plan at least every twelve months. All pupils recorded on the Register of Special Educational Need are given an Individual Education Plan which is reviewed and shared with parents termly. IEPs contain SMART, Specific, Measurable, Achievable, Realistic and Timely, targets; personalised targets that are carefully written to ensure individual pupil progress.

Pupils on the SEND register will have an individual education plan (IEP) outlining how and by whom additional support is offered. The IEP will be drawn up by the class teacher drawing upon advice from the INCo. The class teacher is responsible for updating the plan and is accountable for evidencing the progress towards the objectives. Once a term, the plan will be reviewed and a new plan written by the class teacher. The role of the INCo is to ensure that appropriate targets are being set and that appropriate strategies are being used to remove barriers to learning. The level of provision is based on need.

Section 5

Criteria for Exiting the SEND Register

Children with IEPs have their specific targets reviewed each term and amended to reflect the progress they have made. It is sometimes recognised that a child no longer needs to be on the SEND register if they have made adequate progress.

Children's progress will be regarded as adequate when it:

- Closes the gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Matches or betters the child's previous rate of progress.

Section 6

Supporting pupils and Families

Parents, particularly those of children with SEN, are supported and given opportunities to be active partners in decisions relating to their child's education and to participate in encouraging the development of their child.

Fairfields Primary School works with other agencies to support children with SEN. These outside agencies include:

- the school nurse
- occupational therapists
- locality team
- EMTAS
- Speech and language therapists
- Educational psychologists
- Paediatrician
- Specialist teacher advisers and
- Maple Ridge Outreach Team

Details for all local external agencies can be found on the Hampshire Local Offer Website.

To access the Local Offer, please follow the link below:

www.hantslocaloffer.info/

We have specific induction arrangements for new pupils to the school. The home school link worker has regular "Tea with Terri" which is open to all parents. Transition arrangements are in place between local secondary school for children at Year 6 and if necessary extra visits can be organised.

In Foundation Stage visits are arranged in June/July for children who are starting at the school in September and the staff visit main feeder pre-schools.

When pupils transfer between phases of education, we will consult with parents and carers about how best to support their child. We will liaise closely with the new school to support the transition, ensuring that we pass on all necessary information. Where appropriate we will arrange additional visits to the new learning environment.

Section 7

Supporting Pupils at School with Medical Conditions

- At Fairfields, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and / or disability (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information on how the school supports pupils with medical conditions, please refer to the 'Medical Conditions at School policy.

Section 8

Monitoring and Evaluation of SEND

At Fairfields, we regularly and carefully monitor and evaluate the quality of provision we offer to all pupils. Monitoring and Evaluating is conducted in the following ways:

- Teaching and Learning Observations
- Planning Scrutiny
- IEP reviews
- Pupil progress meetings
- Interventions data Scrutiny
- Tracking of attainment
- Attainment scrutiny
- Interventions Observations
- Pupil confidence interviews
- Resource provision review

Section 9

Training and resources

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo/INCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and

Fairfields Primary School Special Educational Needs policy

development. The type of expert support that pupils need varies depending on their special educational need. Teaching staff receive generic, in-house training to develop effective strategies in known areas of SEND, for example dyslexia. Careful monitoring of the specific areas of SEND within the school sometimes give rise to a need for more targeted specialist training which is then booked for the appropriate members of staff.

- Our Inclusion Manager (Sarah White) is a qualified teacher, who is working towards the Masters Level National SENCo Accreditation. Sarah regularly attends the Las SENCo network meetings in order to keep up to date with local and national updates in SEND.
- We have 2 qualified Emotional Literacy Support Assistants.
- We have received training from the Educational Psychology service on cued spelling and paired reading.
- The school nurse has provided epi-pen training.
- We have also had training on effective questioning.

This school uses the resources of: -

- The Child Guidance service
- Behaviour Support Team
- Educational Psychologist
- Education Welfare Officer
- Physiotherapist
- Speech and Language Therapist
- Occupational Therapist
- The advice of other specialist teachers from other schools and resourced units
- Child Health Services – school doctors, nurse and child and family services
Children's Services
- Open door policy to consult with headteacher, SENCo, class teacher or other appropriate member of staff at any time

Section 10

Roles and Responsibilities

Role of the SENCo

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. (*Code of Practice, 6.89*)

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND

Fairfields Primary School Special Educational Needs policy

- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support¹⁰⁹
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The Governing body

The governing body will seek to discharge its statutory duty towards pupils with SEND by:

- Supporting the school in its aims to provide the best possible provision for children with SEND
- Determining, in consultation with the headteacher, (through the school improvement planning process) staffing and funding arrangements to provide for children with SEND
- Evaluating the effectiveness of its policy and the provision it makes for pupils with SEND by receiving reports each term about the work of SEND in the school, and identifying an SEND governor to undertake moderation activities. The governors will also receive reports from moderation and monitoring activities carried out by the LEA and other educational bodies
- Ensuring that relevant information on pupils with SEND is made available to all those involved with that child, particularly parents/carers
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND
- Consulting with the LEA and the governing bodies of other schools when it seems necessary or desirable in the interests of co-ordinating special educational provision in the area as a whole
- Report annually to parents on the school's policy for pupil's with SEND
- Ensuring that pupils join in school activities with pupils who do not have SEND, so far as is reasonably practical and compatible with pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- Having regard for the code of practice when carrying out their duties towards all pupils with SEND

Fairfields Primary School Special Educational Needs policy

- Hearing complaints from parents of a child with SEND who may feel that the type and/or amount of provision is not appropriate

Role of SEN Learning Support Assistants

Learning Support Assistants will:

- Deliver any programmes or differentiated work to the best of their ability
- Provide regular feedback on children's progress to the class teacher
- Liaise with SENCo and outside agencies when appropriate

Designated Teacher for looked after children: **Sarah White**

Pupil Premium Manager: **Mr. N. Pagram**

Section 11

Storing and Managing Information

The policy for SEND is stored in line with school policy on Information Management and the school's confidentiality policy.

Section 12

Reviewing the Policy

Fairfields Primary School review the policy for SEND annually with teaching staff, governors and Senior Leadership Team (SLT) and parents of pupils with SEND.

Complaints procedure

Occasionally there may be a difference of opinion about the provision that is being made for a child and the views of the parents of that child. Parents of children with special needs and the school should work together to try to resolve these differences. If this does not solve a problem then the parent is welcome to discuss their views with a member of the governing body. Parents should ask for the school's complaint policy in which is described, the correct procedures and the next action to take.

GLOSSARY OF TERMS

SEND

Special Educational Needs and / or disability (which affect educational progress)

LEA

Local Education Authority

SENCo

Special Educational Needs Co-ordinator who has been discharged responsibility for managing SEND

INCo

Inclusion Coordinator

Parents

This general term refers to those individuals who have responsibility for the child

Individual Education Plan IEP

A plan of work that incorporates up to five achievable targets for a child with SEND. These are smaller steps than a child without special needs is required to make. IEPs are reviewed regularly.

Fairfields Primary School

Guidance for SEND Provision in Early Years Education Settings

To be read alongside the school's policy for SEND

- Children's progress will be carefully monitored throughout the foundation stage. Where a child appears not to be making progress in any of the six areas of learning or in a specific aspect of learning, it may be necessary to present *different opportunities* or use *alternative approaches* to learning.
- Ongoing difficulties or lack of adequate progress may indicate the need for a level of help above that which is normally available for children in early years.

Adequate progress

This could be progress that;

- Closes the attainment gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment level, but less than the majority of other peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour
- Teachers will consider the age, maturity and previous experiences of the child and from this information determine realistic expectations for progress. Where progress is not adequate it will be necessary to take additional action to enable the child to learn effectively.

Early Years Action

Strategies employed to enable the child to progress should be recorded within an IEP; this should include information about the child's needs and short-term targets set for the child. There should also be description of the teaching strategies, the provision put in place, when the plan is to be reviewed and the outcome of the action taken. The IEP only records that which is additional to and different from the differentiated curriculum plan that is in place as part of normal provision. The IEP should be focussed and concentrate on small, achievable targets. IEPs should be discussed with the parent and the child. They should be accessible to the child and so may need to be presented pictorially.

Early Years Action Plus

Fairfields Primary School Special Educational Needs policy

Involvement of external agencies who can help Early Years educational settings with more advice on new IEP targets, provide more specialist arrangements, give advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Statement

Few children in Early Years Education Setting have a statement of special educational needs. Where this is considered appropriate outside agencies consult with the parents and the school.. The County SEN office will take the advice of these professionals.