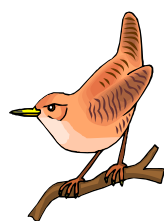


The Ferncumbe Church of England Primary School
Special Educational Needs and Disability (SEND) Policy



1) Name & address of the premises	The Ferncumbe C of E Primary School The Green Hatton CV35 7EX
Person Responsible for day-to-day management of the premises	Miss Sally Morris, Executive Headteacher Mrs Tracey Webb, Head of School
Date policy produced	December 2023
Responsibility for the policy	Mrs Victoria Irvine SENDco and Jo Blake Governor
Next Review at Meeting	December 2024 - Autumn 2 Meeting
Folder found in	Policies – SEND

The Ferncumbe Church of England Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

At The Ferncumbe Church of England Primary School we make provision for children with special educational needs in order to raise attainment for all pupils and promote inclusion.

The Ferncumbe Primary School is an inclusive mainstream school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. **Our Vision is** 'Sharing love and learning, to grow in dignity, respect and wisdom, inspired by the teachings of Jesus,'
Enjoy, believe, achieve.

How do we define SEND in our school?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."(The SEN and Disability Code of Practice: 0 to 25 years, 2014.) The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment

in specific subjects fall significantly outside the expected range may have special educational needs.

A child therefore has special educational needs if he or she has a learning difficulty, disability and/or behaviour which calls for special educational provision other than that which can be met through Quality First Teaching and an adapted curriculum.

All children, whatever their needs, have an equal entitlement to a broad and balanced curriculum.

All children who have special educational needs must have those needs addressed. Children's special educational needs are best met within the classroom setting unless there are specific reasons for withdrawing groups or individuals.

We have high expectations of adults and children alike. Children with special educational needs, as with all other children, will be encouraged to meet achievable targets.

This SEND policy and Local Offer details how The Ferncumbe School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are to be made known to all who are likely to teach them. The school adheres to the guidelines set out in the "Special Educational Needs and Disability Code of Practice" DfES, (2014) and to LA guidance.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head or school, SENCO and the Inclusion Manager, all other members of staff have important day-to-day responsibilities. Teaching such children is therefore a whole school responsibility.

Every teacher is a teacher of SEN.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in

their children's education. Parents of all children on the SEND register will be invited to a termly review meeting. Parents will actively participate in discussions about provision for their children.

Children with special educational needs often have a unique knowledge of their own needs. Children need to be aware of their targets and they will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs. When appropriate Communication in Print symbols will be used to make information accessible to the children.

Access

The school is able to cater for children with physical disabilities. There are ramps to entrances; an accessible toilet and the building can be accessed on one level. Children with special dietary requirements can usually be catered for.

Identification, Assessment and Provision

Teachers will identify those children who have a special educational need as early as possible and inform the SENDco, Inclusion Manager and parents. Early identification is paramount.

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have social, mental or emotional health needs (SEMH) which are affecting their ability to engage in learning activities.

After discussions with school staff at termly Pupil Progress Meetings, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.

The views of the pupil or young person about their support will be given consideration at this stage.' This additional support is documented in a class provision map or pastoral support plan.

Short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured.

Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Impact is measured termly and shared with parents at SEN review meetings.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure each child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Children identified may show signs of difficulty in one or more of the following broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

Assessment and Record Keeping

The school will assess each child's levels of attainment on entry (baseline assessment) in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting.

It is the class teacher's responsibility to keep accurate records and assessments and track children's progress so they can quickly identify if a child has a special educational need. Should a child be identified, teachers should begin to keep a diary

of incidents/concern and then complete a Record of Concern Sheet which should be given to the SENDco. The SENDco will then consider the teacher's concerns and feedback. If it is decided that intervention is necessary, the SENDco and the child's class teacher will use this information to identify and make appropriate provision.

Learning Plans

The Learning Plan will detail further and specific support. It will include information about:

- The child's area and description of need
- Current provision and support strategies
- A record of review meetings including input from outside professionals/school/parent/child
- SMART targets

The Learning Plan will record provision that is additional to, or different from, the adapted curriculum. It will be reviewed three times a year and parents' views on their child's progress will be sought. The child will also take part in the review process and be involved in setting the targets. Parents will be given a printed or emailed copy of the Learning Plan.

Responsibilities and Management

The Local Authority is responsible for the monitoring and development of schools' strategic SEND planning and practice, including the setting of audit criteria and the statutory assessment of and provision for, children whose needs are 'severe and complex,' (children with an EHCP)

The Governors have a statutory duty to ensure that the school has regard to the Code of Practice (2014). They are also responsible for designating an SEND governor.

The **Head of School** is responsible for:

- Keeping Governors informed about relevant SEND issues within and concerning the school (in conjunction with the SENCo) A SEND section is within the Head of School's Report to Governors.
- Deployment of teaching and support staff (support staff in conjunction with SENCo and Inclusion Manager) to best meet the needs of the child.
- Overseeing the SEND budget.
- The strategic management of all aspects of the school, including the provision made for pupils with SEND.
- Giving responsibility to the SENDco and class teachers but still being accountable for ensuring that a child's needs are met

The **SENDco** is responsible for:

- Supporting staff with concerns about particular children who are not making expected progress.
- Writing EHCPs when needed.
- Liaising with external professionals. (STS, ED Psych, IDS, Autism Team, CAMHS Early Help Officers, Family Support Worker, Speech and Language support, Counsellor etc)
- Contributing to in-service training of staff.
- Ensuring that the school's policies and procedures are up to date and adhere to the SEND Code of Practice.
- Dissemination of SEND information to staff, including the termly SEND and monitoring register.
- Reporting to the Governing body, meetings with SEN Governor and completing the SEND section on the Headteacher's report.
- Maintaining the SEND register and overseeing the records on all pupils with special educational needs;
- Liaising with parents of children with special educational needs along with the class teacher;
- Arranging review meetings and overseeing the dissemination of accurate minutes and reports;
- Maintaining, cataloguing and purchasing SEND resources;
- Completing or collating school responses to a formal request for information from the LA.

Class teachers are responsible for:

- Analysing and managing interventions regularly and assessing their effectiveness
- The day to day planning and implementation of an adapted curriculum (Quality first Teaching)
- Keeping accurate and up to date assessments as detailed in the school's assessment policy;
- Writing a class provision map, which is adapted each term in terms of interventions taking place. Making sure there are targets, which can be measured at the end of each half term in order that the impact of the intervention can be measured. Checking on the progress of each child and identifying, planning and delivery of any additional support.
- Communicating with parents over any concerns about children in the class; Ensuring parents are aware of any additional support their child is receiving.
- Communicating with the SENDco over any concerns about children and completing a Record of Concern sheet;
- Maintaining and updating Learning Plans for children in the class who are on the SEND register and setting SMART targets to be discussed with parents at the termly SEN meetings.
- Holding Learning plan reviews with parents of children on the SEND register.
- Writing a report on the progress of children in their class with an EHCP prior to annual reviews;
- Directing any Learning Support Assistants (LSAs) who are delivering specific interventions, or supporting individual.

Role of the SEND Governor

- Supporting the school to evaluate and develop both quality and impact of provision for pupils with SEND across the school.
- Making sure that the school has an up to date SEND policy

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure a child achieves his/her potential in school

Referral for Statutory Assessment

If a child needs more help than is given it may be appropriate to consider a referral for Statutory Assessment. It is the stage at which the Local Education Authority considers whether or not a child needs an Educational Health Care Plan (EHCP).

When we ask for the authority to consider this, we provide evidence about the child in the School Referral Document. A plan do review cycle will have been put in place and monitored.

We will also ask formally for parental comments in the Family Conversation document and send them with our advice. Specialists who have worked with the child will also be asked to submit a report. The LA has to complete the process within 26 weeks. Parents are entitled to ask the LA to carry out a statutory assessment; if parents are considering this, we can advise and support them.

Educational Health Care Plan

If an EHCP has been agreed, the review processes and specialist help continue but much more intensively. While full time individual adult help is very rare, there is likely to be much more individual attention than in earlier stages. To help the school to provide properly for this, the LA may allocate additional higher needs funding.

Placing a child on the SEND register

The protocol for registering a child on the Special Educational Needs and Disability register and for gaining more support is contained within the Teacher's Handbook and outlined below:

Evidence needs to have been collected over a period of time - usually half a term - with the exception of children who are in Reception or new to school. These children

are those who are significantly below the expected levels of achievement for their year and cannot be reached through normal adaptations (24 months below expected). If teachers are putting a child on the register because of learning difficulties, evidence of the child's work and assessments to support concerns will be required.

These should be discussed with the SENDco and Head of School. Parents must be informed if their child is going to be put on the SEND register. This should be done with great sensitivity. Parents should always feel hopeful and reassured.

General Teaching Principles

Adapting teaching to meet the needs of children with SEND (including groupings and interventions)

- Teachers are expected to adapt quality first teaching to meet the diverse range of needs in each class.
- Daily planning takes into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Teaching staff and additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills.
- Monitoring takes place to avoid pupils becoming over reliant and dependant on this adult support.
- Provision for the children with special educational needs should be planned for and documented on Class Provision maps.
- Every classroom will have resources available to children which foster independent learning.

- The progress of each child on the SEND register should be reviewed every term at either a Learning Plan meeting or a Parents Evening Meeting.
- The progress of each child on the SEND register will be monitored each term and results shared during the progress meetings with the Inclusion Manager.
- If appropriate, a programme for pastoral support should be devised and adhered to by those working with the child. Parents need to be kept informed of this.
- Parents, and children should be aware of Specific Measurable Attainable Relevant Timebound (SMART) targets.
- Where LSA's are working to support children, close liaison between teacher and assistant before and after lessons will be required. It is crucial that support staff are aware of the targets for all SEND children in the class in which they are working. All LSA's have access to copies of Learning Plan's, class plans, lesson plans, guidance notes etc. It is the responsibility of the class teacher to assess the work of all the children in their class.
- When anyone is coming into school to make observations of their child and appropriate consent forms signed.
- Staff adhere to the 'MATCH' principle to enable SEN children to have success each lesson.

Support Services

On occasions we need to work with other agencies, for example, linked to the Health Authority or Social Services.

When we contact support services, parents will be informed in advance and their wishes recorded, unless an emergency arises or there is a child protection issue. In either case, the Head of School would assume the responsibility for the action.

Confidentiality

All school teaching and support staff takes confidentiality seriously.

Children's individual SEND records are kept securely.

Individual names of children on the SEND register are never disclosed beyond the involved teaching and support staff.

Parental Involvement & Support

Parents will always be informed about special needs arrangements for their child. We always try to work with parents as partners in their child's education and we believe this is particularly important when a child has special educational needs. Parents will be invited to attend review meetings and can arrange to speak to the class teacher, SENCo, Inclusion Manager, Head of School or SEND governor at any time.

Arrangements for Tests

In Reception, all children's Speech and Language is baselined- this information is used to put in direct support where needed. This is closely monitored and a Speech and Language referral is made if no progress is made following the intervention.

Progress is also monitored termly in terms of RWinc knowledge, which allows children with SEN to be grouped in accordance with their ability.

In Key Stage One, children undertake formal assessments. In Year One, this is the National Phonic Screening. In Year Two, this is the Standardised Assessment Test (SATs). Where a child has significant needs, school can decide that a child should be withdrawn from either of these assessments if this is appropriate. For children who have less significant SEN needs and will take part in these assessments, the school will make additional arrangement to suit individual needs, such as having maths questions read to them, or taking the tests in more manageable chunks.

In Key stage 2

Children have SATs in Year 6 and these can be adapted for children with significant SEN difficulties in terms of extra time, movement breaks, scribes, maths and grammar tests read or enlarged texts.

We also use tests to monitor progress each year. SEN children are set the test appropriate for their level of ability and understanding.

These all provide a measure of progress and focused intervention strategies.

Resources

The SENDco is allocated one and a half days per week to fulfil the role.

The Inclusion Manager supports aspects of SEN, including SEMH needs.

The school has designated funds for meeting SEND from the LA.

Currently, the following support services and agencies are used: -

Speech and language service (NHS trust)

IDS

Educational psychology (subscription)

Specialist Teacher Service (subscription)

Autism support team

Compass school nurse

Family Support Worker

CAMHs / RISE

Counselling Service

Family Intervention Service

Liaison with feeder, secondary and other receiving providers

We liaise fully with pre-school providers and schools that our pupils with SEND transfer to, whether this is at the end of Key Stage 2 or at other times. Members of staff from the secondary schools visit us to gather information about transferring children in the summer term prior to entry. The Inclusion Manager from the relevant secondary school, or one of the team, is always invited to Year 6 summer term reviews. All current Learning Plans and EHCPs are sent securely to secondary schools in September.

In-service training and professional development

The SENDco attends appropriate training and meetings. Where appropriate this information is disseminated to class teachers and support staff.

All teaching and classroom support staff are encouraged to attend training related to SEND and their own interests, subject to funding related to the current priorities identified in the school development plan.

Complaints procedure

For our up to date complaints procedure please contact the School office.

Terms and abbreviations, which may be used

The following terms and/or abbreviations may be used in the assessment, description and support of children's needs:

ADD Attention Deficit Disorder

ADHD Attention Deficit and Hyperactivity Disorder

ASC 'Autistic spectrum condition'

CLA/CPLA Looked after or previously looked after child

CAMHS Child and Adolescent Mental Health Service

Developmental delay A child's needs are thought to be merely because of delay

Dyspraxia Often poor co-ordination and/or difficulties with motor skills

Dyslexia "Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy Learning at the 'word' level and implies that the problem is severe and persistent despite appropriate Learning opportunities"

British Psychological Association October 1999

EAL English as an additional language

EBD 'Emotional/behavioural difficulties'

EBSA Emotionally Based School Avoidance

EHCP An Educational Health Care Plan- a formal document issued by the Local Education Authority specifying support for a child whose needs are 'severe and complex' (about 2% of all children); the LA may provide extra resources as a result.

EP Educational psychologist

Fine motor skills e.g. writing, drawing, and cutting

GLD 'General Learning difficulties'

Gross motor skills e.g. walking, running, balancing

IDS teaching and Learning 'Integrated disabilities service' Teaching and Learning

LSA Learning Support Assistant

SALT Speech & language therapist

SENDco Special Educational Needs and Disabilities Co-ordinator

SpLD 'Specific Learning difficulties' (dyslexia-literacy, dyscalculia-maths)

STS Specialist Teacher Service