

# Ford End Primary School SEND Policy

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

- Equality Act 2010
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (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 (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was written by the school's SENCo in liaison with the Senior Leadership Team and staff.

## Introduction:

Ford End Church of England Primary School is a small, friendly, family village school with a strong Christian ethos. Our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. Our children develop enquiring minds well equipped for life-long learning and success.

## What are Special Educational Needs and Disabilities (SEND)?

At Ford End C of E Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

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

**Disability:** "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term Health conditions such as asthma, diabetes, epilepsy and cancer."

## What is NOT SEN but may have an impact on progress and attainment?

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under the current Disability and Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a looked after child (LAC)
- Being a child of a Serviceman/woman

## **Who is responsible for the provision for children with SEND at our school?**

### **Executive Head Teacher**

Mrs Elizabeth Maycock is responsible for the day to day management of all aspects of the school including the provision of pupils with SEND.

### **Head of School**

Mrs Sarah Cottee, under the leadership of Mrs Maycock, is jointly responsible for the day to day management of all aspects of the school including the provision of pupils with SEND.

### **Special Educational Needs Co-ordinator (SENCo)**

Miss Deborah Rudkin is responsible for co-ordinating provision for children with SEND, developing the school's SEND policy and knowledge of current and local and national initiatives and policies that support pupils with a range of different needs. She has recently obtained the National Award for SEN Co-ordination.

### **Class Teachers**

Every teacher is a teacher of every child including those with SEND and is responsible for ensuring each child in their class experiences quality first teaching, suitable differentiation according to their needs and has access to a broad and balanced curriculum.

### **SEND Governor**

Mr Bishop ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The SENCo and governor for SEN meet on a termly basis to gain information about the provision made for pupils with SEND and to monitor the implementation of the SEND policy.

## **What are our aims for children with SEND?**

At Ford End C of E Primary School we value all children as individuals with a range of abilities, aptitudes and needs. We are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities.

All pupils share a common entitlement to a broad, balanced and relevant curriculum, inclusive of the National Curriculum. We respect the fact that children have differing needs and that children will require different strategies for learning and a range of different teaching approaches and experiences. Pupils will be supported with their learning within their classrooms. However, there will be times when spending time outside the classroom on an individual or small group basis will be more appropriate. When this happens, the class teacher will be fully aware of what new skills each child is learning and will aim to incorporate these skills into their everyday learning in the classroom.

We aim to raise the aspirations of and expectations for all the children with SEND, in order for them to become independent life-long learners. Our aim is always to focus on outcomes for children and not just hours of provision or support.

## **How will we achieve our aims?**

- By identifying needs, as early as possible and providing for pupils who have SEND.
- By working within the guidance provided in the SEN Code of Practice.
- By providing a qualified SENCo.
- By providing support and advice for all staff working with pupils with SEND.
- By working in close partnership with the pupils with SEND and their parents/carers.

- By working with and in support of outside agencies when a pupil's needs cannot be met by the school alone.

### How do we identify SEND at our school?

We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through discussions between teachers and parents. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASCD (Autism Spectrum Condition / Disorder) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning** – support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).
- **Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming 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, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## What should a parent/carer do if they think their child may have Special Educational Needs?

If parents/carers have concerns relating to their child's learning then they should initially discuss these with their child's class teacher. Parents may also contact the SENCo or the Head Teacher directly if they feel that this is more appropriate, and can do this by contacting the school office to arrange an appointment.

## How do we implement a graduated approach to SEN support?

Our class teachers continuously monitor all of the children in their class and track their progress carefully. If, despite accessing high quality teaching which is differentiated for individual pupils, a child is identified as having a potential special educational need, the class teacher, alongside the SENCo, will begin the following process for identifying and managing the needs of the pupil in close consultation with the child's parents/carers.

The class teacher will:

- Complete a 'What's Working/What's Not Working' form in consultation with the child and their parents in order to gather all information/evidence relevant to the child's needs.
- Share the form with the SENCo along with a '4+1 Questions' form to establish what has already been tried to support the child.
- Be supported by the SENCo to muse the Essex Provision Guidance Toolkit to decide whether the child would benefit from additional intervention and support in the form of a 'One Plan'.
- Create an action plan based on outcomes for the child alongside the SENCo, and in consultation with parents/carers. This is reviewed termly.
- Meet with the SENCo and the child's parents/carers to discuss whether the pupil be added to the SEN register in order to receive SEN support.
- Decide alongside the SENCo whether it is appropriate at this stage for outside agency advice to be sought.

The school works closely with a range of outside agencies including:

- Educational Psychologists
- School Nurse
- Speech and Language Therapists
- Specialist Teaching Teams
- Occupational Therapists
- YMCA Family Support Service
- Learning Mentor Scheme
- EWMHS (Emotional Well-being and Mental Health Service)

## How do we monitor progress and manage the needs of our pupils on the SEN Register?

Once a child has been identified as having a special educational need, their progress and support is monitored using a four part cycle: Assess – Plan – Do – Review:

**Assess** – the child needs are assessed each term by the class teacher in consultation with the SENCo.

**Plan** – the teacher and the SENCo create an action plan, in consultation with the parent and the pupil. This clearly states the long term outcomes for the child, targets to help those be achieved and the interventions and support to be put in place in order for this to happen. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are kept fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

**Do** – the class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain the responsibility for the child. They work closely with any teaching 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 SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review** – the impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCo, revises the support in the light of the child's progress and development and decides on any changes to the support and outcomes in consultation with the parent and child. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

The views of parents and pupils are actively sought in this four part process during termly meetings with school staff.

We also monitor progress and evaluate SEND provision through:

- Pupil progress meetings held termly involving all staff members.
- Twice yearly parent/teacher consultation meetings.
- Regular observations of the work of our teaching assistants carried out by the Head of school and SENCo as part of her role as their line managers.
- Monitoring visits by the SEN Governor.
- Annual parent views questionnaires.
- Annual questionnaire for pupil of SEN.
- Termly monitoring of teachers' record keeping and progress information of pupils with SEND.

For a very small percentage of pupils whose needs are significant and complex and where the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs, in consultation with parents/carers. This may result in an Education, Health and Care (EHC) Plan being provided by the local authority.

### **Referral for an Education, Health and Care Plan (EHCP):**

Some children may require a statutory assessment to support their needs, in line with the Local Authority criteria; this is usually requested by the school but can be requested by a parent. This may result in an Education, Health and Care Plan (EHCP). The decision to make a referral for an EHCP will be taken at a One Plan meeting. Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Parents have the right to make a request to the Local Authority for an EHCP at any time.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **What are the criteria for exiting the SEN register?**

A child may be removed from the SEN register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEN support. If a child is taken off the SEN register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

### **What training do the staff supporting children with SEND undertake?**

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of pupils with SEN. Our training programme is based on the needs of the pupils currently at the school and the needs of those pupils known to be transferring to Ford End C of E Primary School.

### **How do we support families of pupils with SEN?**

- At Ford End C of E Primary School we have an open door policy where parents are actively encouraged to share any worries or concerns they may have with school staff.
- Parents are encouraged to look on the school's website which contains the school's SEND Information report and other relevant policies.
- The Essex Local Offer provides can be accessed and its purpose is to improve choice for families by providing information about services available for children and young people aged 0-25 who have SEN/D. The Essex Local Offer can be accessed at: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

Links to other agencies that can support pupils and families can also be found on our school website: [www.fordend.essex.sch.uk](http://www.fordend.essex.sch.uk)

### **Transition arrangements:**

#### **Transition plan arrangements for transfer from pre-schools/nursery schools to Ford End Primary School:**

- We have strong links with our feeder pre-schools. Staff from our reception class visit feeder schools to discuss and meet with children in their pre-school setting. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting.
- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register at Ford End Primary School. All provision, programmes and outside agency support in place will continue.
- All children with SEND visit the EYFS classroom on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- The SENCo and Foundation Stage staff will attend pre-school TAF meetings prior to a child with SEN attending school if appropriate.
- The SENCo holds liaison meetings with the Foundation Stage teacher and LSAs to transfer information from nursery to school prior to the start of term.

#### **Transition plan arrangements for transfer from class to class:**

- Prior to the start of a new academic year, the SENCo will inform teachers and their LSAs about the SEN children in the class and provide them with any information about the child, including their One Plan and One Page Profile.

- Relevant courses will be arranged for the teacher and/or LSA.

**Transition plan arrangements for transfer from Ford End Primary School to another primary school or secondary school:**

- Where children are transferring to Secondary School, the SENCo will contact the SENCo of each secondary school to transfer SEN information.
- All SEN school records will be passed on to the secondary school or any other school the child may transfer to, regardless if the child has been removed from the register or is borderline to go on to the register in case the transition causes the onset of any problems.
- Parents of children who have a statement or EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review Meeting.

**Reviewing the Policy:**

This policy will be reviewed by the Governing Body and updated by the SENCo annually.

Date of next review: December 2019