Fourlanesend C P School

Policy for Special Educational Needs and Disabilities

Signed: Becky Ginger **(SEN Governor)**

Agreed: 9th November 2017

Date of review: November 2017 * *this policy will be reviewed annually*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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 (July 2014)*

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the state.

The SEND Code of Practice (p.4-5) states that 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 if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority. This may include sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

1. Aims and objectives

In providing for those children defined as having special educational needs and disabilities and to ensure that all children are valued equally, feel safe and secure and that all children make progress in relation to their learning outcomes, the staff and governing body aim to:

1.1 Ensure that necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the Children's Service Authority (CSA) that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

1.2 Work proactively with multi agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs.

1.3 Ensure all staff and governors in the school are aware of the importance of early identification and provision for those pupils who have special educational or additional needs.

1.4 Maintain and develop a range of expertise within the school including appropriate training for delivering interventions.

1.3 Work in close partnership with parents/carers and children and report annually to parents/carers on the policy and effectiveness of the school's work for pupils with special educational needs.

1.4 Include pupils with special educational needs and disabilities in all activities, so far as that is reasonably practical and compatible with the needs of the pupil receiving the necessary special education provision, the efficient education of other children in the school and the efficient use of resources.

1.5 Make links with other local schools to share expertise, information and resources to best support children with special or additional needs, especially with regard to transition.

1.6 Provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will oversee the implementation of the SEND policy and monitor, review and evaluate policy and procedures regularly (see Appendix 1).

1.7 Comply with the guidance provided in the SEND Code of Practice contained within The Special Educational Needs and Disability Regulations (2014).

1.8 Publish annually a SEN information Report and a Local Offer on the Fourlanesend Community Primary School website.

2. Responsible Persons

2.1 The person responsible for Special Educational Needs and Disabilities is Rebecca Norton (head). The named governor for SEND is Rebecca Ginger.
The person co-ordinating the day to day provision of education for pupils with special educational needs is Helen Illingworth (SENDco).

3. Admission and Inclusion

3.1 All the teachers in Fourlanesend Community Primary School are teachers of children with special educational needs. As such Fourlanesend Community Primary School adopts a whole school approach to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with education health care plans for their special educational needs and those others with less significant problems.

3.2 **Special Provisions for Disability**

In line with the Equality Act 2010, Fourlanesend Community Primary School follows the law on disability discrimination, in that it works in only one direction. It protects disabled people but not people who are not disabled. The school therefore is allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. This duty to make reasonable adjustments means that the school will:

- Take reasonable steps to try and avoid disadvantage when Fourlanesend Community Primary School does something that places a disabled pupil at a disadvantage compared to other pupils.
- Provide auxiliary aids or services for any disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. (When a child has a statement of special educational need/EHC Plan, the Local Authority has to provide auxiliary aids under current education legislation).

Fourlanesend Community Primary School uses the Equality Acts definition of disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' These children may not always have a statement of special educational need or EHC Plan.

3.3 **Other Specialist Provision**

There is easy access to the school for disabled persons; toilets and shower facilities are available as well as a wheelchair lift and full wheelchair access. There are also termly Educational Psychologist meetings.

4 Access to the Curriculum

4.1 A broad and balanced curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. Fourlanesend Community Primary School will make full use of classroom and school resources before drawing on external support.

4.2 Fourlanesend Community Primary School will make provision for pupils with special educational needs and/or disabilities to match the nature of their individual needs. The class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

4.4 Activities will be differentiated to meet the needs of individual pupils. Teaching styles and flexible grouping will reflect this approach.

4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

4.6 Tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5 Identification and Assessment – a graduated response

5.1 Identification of special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and Children's Service Authority forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher and as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs co-ordinator. Assessments allow the pupils to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the Local Authority Special Educational Needs and Disabilities Co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses.

5.2 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the SEN Code of Practice. EHCP reviews will be held termly, or updated beforehand, if appropriate. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation. This will include discussion with the parents and pupil.

5.3 Detailed records will be kept of the pupils receiving extra teaching support. These may include:

- Individual provision reviews
- Reading tests where necessary
- Maths assessments
- Diagnostic tests carried out by the SENDCo
- Spelling tests or phonic check-lists
- Regular administration of informal reading records, designed to provide a profile of reading achievements, phonics etc.

A summary of these will be passed to any receiving school/academy.

5.4 The child and parents/carers will be involved in consultations regarding provision at each stage of the graduated response. Teachers will outline provision that is in place for the individuals in their class on a Provision Map.

5.5 The progress of children with special educational needs will be tracked using this as well as the schools whole school tracking, to ensure they are making appropriate progress. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation. (Six monthly for children in Early Years).

5.6 As outlined in the SEND Code Of Practice 2014 (6.28-6.35) Fourlanesend Community Primary School may identify needs according to 4 main categories of need:

- communication & interaction,
- cognition & learning,
- social, emotional & mental health difficulties and
- sensory &/or physical needs.

These four broad areas give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action the the school needs to take and not to fit a pupil into a category. At Fourlanesend Community Primary School we identify the needs of pupils, by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

6. Providing the graduated response at "Lower Level of Need" and "More Complex Needs" (previously School Action & School Action Plus)

6.1 Lower level of Need

Fourlanesend Community Primary School offers a differentiated curriculum. When a pupil fails to make adequate progress despite good quality personalised teaching, differentiation and other arrangements/ interventions, and shows signs of difficulty in some of the 4 main categories of need then:

Class teacher/SENDCo will discuss, look at existing and if necessary, collect additional information and the school will place the pupil on the School Record of Need at the "Lower Level of Need."

An Individual Plan and provision map will outline support that is additional to and different from the differentiated curriculum provided in a range of ways including:

a) Classroom organisation and management
b) In-class support by teacher/teacher assistant
c) Withdrawal for individual/small group work
d) Home/school book
e) Emotional well-being – Thrive
f) Use of specialist equipment – ipads, coloured overlays
g) Alternative teaching strategies – talk for writing, kinaesthetic activities

Individual plans will include SMART (Specific, Measurable, Achievable, Relevant, Timed) personal targets. The resources allocated to pupils who do not have EHC Plans will be deployed to implement these plans as outlined in the 2014 Code of Practice. Parents and pupils will be informed and involved in decisions taken at this stage.

6.2 More Complex Needs

If a pupil does not make progress and pupil's achievement is significantly below their peers, despite the school taking the action outlined, then they will be indicated as having 'more complex needs' on the Record of Need. These pupils

may require different interventions and/or an increased level of support or advice may need to be sought from the appropriate support services including:
SEN Support Services
Educational Psychological Services
Behaviour Support Services
Dyslexia Support Service
Physical Disability Service
Autism Spectrum Team
Social Services
Speech & Language Therapy Service
Audiology Service
Service for the Visually Impaired
Health Service including: Speech & Language Therapists, Occupational Therapists, Physiotherapists
Early Years Team
Education Welfare Service
Education Out of School Services
Family Services
Early Support
Parent Partnership Service
Contact a Parent Service
AAC Augmentative and Alternative Communication Support
Children IN Care (CICESS)
Child Adolescent Mental Health Service (CAMHS)
Outreach from Specialist schools
Other agencies such as Dreadnought, Scallywags, CHalK.

All referrals are made through the SENDCo and/or Head. Parental permission and involvement is always sought, using joint multi–agency meetings when necessary and appropriate. The Individual provision plan will be amended accordingly and the pupil will be identified as having a "More Complex Need". The resulting new IEP should set out fresh strategies for supporting the child's progress. The delivery of interventions continues to be the responsibility of the class teacher but with increased advice and support from others. The SENDCo will routinely monitor the impact of interventions and provision. At both these levels of need staff apply the ASSESS – PLAN–DO–REVIEW cycle (See appendix 2). The level of support put in place will depend upon individual need. The provision that is currently available for pupils is outlined in the Fourlanesend Community Primary School Local Offer and in the SEN Information Report (See appendix 3), which reflect the graduated approach and inclusive ethos. These can be found on the school website. If, after these levels of support have been in place and a child progresses they can move down a level of need or if they have made progress and their level of achievement is in line with National Expectations they may be removed from the Record of Need but care needs to be taken to ensure that any support in place is removed in a planned way otherwise the child may well not cope with a sudden withdrawal of support.

6.3 **Education and Health Care Plans (previously called Statements**)
Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority to carry out an EHC needs assessment. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies.

7 Resources

7.1 Currently Fourlanesend Community Primary School has:
1 with an EHC Plan
*** children with a lower level of need
*** with more complex needs

7.2 Fourlanesend Community Primary School is allocated ****** Deprivation payment within the EFA GAG funding statement
The Local Authority makes ***** available per year to the school to support the pupils who are the subject of EHP's under the terms of the 1996 Education Act including ****** of 'top-up' funding *(**see Appendix 4**).* Additional costs to cover staffing, including lunchtimes and other resources, come directly from the school budget.

This is converted into:
*** teaching hours
*** ancillary hours
*** other specialist equipment

The number of children in each class with either SEN support or an EHC Plan will help determine the 'Provision Map' for Teaching Assistants and will be reviewed as necessary.

7.3 The principles which guide the governing body in allocating resources are the results of both continuous teacher assessment/recommendations and internal and external tests which determine numbers of pupils placed in SEN Support and EHC Plan categories.

8 Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

8.1 Regular liaison will be maintained with the above (6.2) outside agencies as appropriate for pupils with SEN Support or an EHC Plan.

8.2 Regular liaison is maintained with local secondary schools/academies particularly with regard to transition issues.

8.3 Our SEND Governor is Rebecca Ginger
SENDCo meets half-termly with the SEN Governor. A rolling programme of meetings with both teaching staff and Teaching Assistants to discuss pupils and SEN issues helps to inform provision mapping and the need for further staff professional development.

9 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is the same as for all complaints.
Fourlanesend Community Primary School takes all parental concerns seriously and works proactively to resolve complaints at an informal stage wherever possible.
In the first instance, complaints will be dealt with by the class teacher or SENDCo as appropriate.
If the issue remains unresolved then the parent/carer will be invited to discuss the concerns with the School Complaints Manager (Name******).
If the parent/carer remains dissatisfied then the issue will be referred to either the Headteacher or the Chair of Governors.

Parents will be invited into school to a meeting and the outcomes of the meeting recorded.
Parent/carers may then ask the school governing body to investigate their complaint and ultimately take their complaint to the Local Authority. (see also Complaints Procedure)

10 Staff Development

10.1 In-service training needs related to special educational needs will be identified by the head teacher in consultation with the staff and will be incorporated into the School Development Plan as necessary. The quality of teaching for pupils with SEN and the progress made by pupils should be a core part of the school's performance management arrangements.

11 Working with Parents

11.1 Fourlanesend Community Primary School will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs that the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEN Code of Practice. Communications between the parent and the school will be consistently maintained with at least three reviews a year.

11.3 As mentioned in '8' above, parents will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12 Pupil Participation

Fourlanesend Community Primary School will work to ensure that pupils are fully aware of their individual needs and the targets in their IEPs. Steps will be taken to involve pupils in decisions which are taken regarding their education by seeking their views when revising their IEPs.

13 Pupils' Welfare and Safety

The welfare and safety of pupils at Fourlanesend Community Primary School is paramount. We endeavour to create a friendly atmosphere of trust so that pupils feel safe.

13.1 It is the responsibility of all staff to:

- Monitor attendance
- Work with/listen to/discuss with pupils whose behaviour or personal welfare is a concern, either on an individual basis or in a small group
- Liaise and work with parents to promote good relationships
- Liaise with all other members of staff, as appropriate.

13.2 Children with Education Health Care Plans may be well-supported by Teaching Assistants whose on-going training is monitored and discussed during Teaching Assistant meetings with the Headteacher.

13.3 Members of staff attend regular courses for First Aid. The nominated staff member for First Aid is ******** Most members of staff hold a current First Aid Certificate.

13.4 We currently have **** members of staff trained in restraint procedures. (see Pupil Restraint Policy)

13.5 Incidents regarding a pupil's behaviour or any personal/social issues are recorded in a relevant class log book and/or SEN log book which are regularly monitored by the Headteacher and nominated governor, and shared with the parents as appropriate.

13.6 Our designated teacher for 'Children in Care' (Helen Illingworth) will liaise with the Children in Care Service as appropriate. The school currently has no children in care.

13.7 Our Designated Safeguard Lead is Rebecca Norton. She attends relevant case/core meetings. Information is then disseminated, as appropriate, to relevant staff.

13.8 Parents are asked to respond to an annual questionnaire to seek their opinions on standards and provision at Fourlanesend Community Primary School. This includes a question specifically for parents of children with special educational needs. We endeavour to implement appropriate changes when concerns are raised.

14 EVALUATING SUCCESS

14.1 This policy will be kept under regular review and amended as appropriate through consultation with staff, parents and the governing body. The governors will gauge the success of the policy by the achievements and previously agreed targets outlined in the pupils' IEP, progress review and/or annual review.

In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early age
- Impact of the statutory process in relation to the academic progress of pupils with special educational needs
- Improved behaviour of the children, where it is appropriate
- Consultation with parents
- Success of resources
- The value added data of pupil progress, where data is robust.
- The impact of training in meeting needs
- Pupils' awareness of their targets and achievements, where appropriate for their age
- Pupil attendance
- Number of exclusions
- Monitoring of class log books and SEN log book

The SENDCO will also report annually to the Governing Body concerning the effectiveness of the policy, the SEN Information Report and the Local Offer.

Appendices:

Appendix 1 – Role of the SENDCo
Appendix 2 – Assess, Plan, Do, Review Cycle
Appendix 3 – SEN Information Report
Appendix 4 – Special Needs Funding for Cornwall's Schools

Related policies:

- Admissions Policy
- Curriculum Policy
- Accessibility Plan
- Children in Care Policy
- Physical Restraint Policy
- Management of Medical Conditions Policy
- Behaviour Policy
- Exclusions Policy
- Anti- Bullying Policy
- Complaints Policy
- Child Protection and Safeguarding Policy

Appendix 1

Role of the SENDCO

The following information is taken from the relevant paragraphs in Section 5 of the Special Educational Needs and Disability Code of Practice 0 to 25 years.

Schools - The SENDCO must be a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment

Leadership Role - New SENDCOs need to fulfil the leadership role set out in the Code of Practice, the key features of which are:

- Overseeing the day-to-day operation of the school's SEN policy and/or provision described in the SEN Information report
- Coordinating provision for children with SEN
- Liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on a graduated approach to providing SEN Support including the assess, plan do review cycle
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN and ensuring that the voice of the pupil is heard
- Liaising with 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 LA and LA support services
- Being aware of Cornwall's Local Offer, contributing where appropriate and sharing its content with young people with SEND and parent/carers
    - Liaising with potential other providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
    - Working with the head teacher 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 or maintained nursery keeps the records of all children with SEN up to date.

Appendix 2

ASSESS PLAN DO REVIEW CYCLE

The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'.

This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

- individual children/young people at SEN support and those with an EHC plan receive the best possible provision and achieve positive outcomes
- SEN provision made by an educational setting evolves to meet the needs of all children/young people with SEN
- the EHC needs assessment, planning and review processes support children/young people, their families and educational setting

What happens at each phase of the 'assess, plan, do, review' cycle?

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review
- All planning will be pupil centred and targets focussed and recorded

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCO supports teachers in the effective implementation of provision

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

APPENDIX 3

SEN Information Report

There is a statutory requirement for schools and maintained nurseries to produce a SEN Information Report which describes what they offer children/young people with SEND.

The SEND Code of Practice states:

'6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.' (Page 106 Special Educational Needs Code of Practice)

What must be included in the SEN Information Report?

- Name and contact details of SENCO
- The range of SEN that you meet
- How you assess and identify needs
- How you evaluate the effectiveness of provision
- Arrangements for consulting and involving parent/carers and children/young people
- Adaptations to the learning environment and curriculum for children/young people with SEND
- Your approach to teaching and learning
- How you support emotional and social development including how children with SEND are enabled to be included in activities with children without SEND
- Transition arrangements - starting to prepare children/young people for adulthood early
- Expertise and training of staff and where you go to find specialist expertise
- How you involve outside agencies (health, LA, CVS, parents, the young person) handling complaints

A Cornwall SEN Information Report template has been designed by headteachers, SENCOs, parents and the local authority.

See:

localoffer@cornwall.gov.uk.

Appendix 4

Special Educational Needs Funding for Cornwall's Schools

Mainstream Schools (academies and LA maintained schools)

Funding is given to mainstream schools under three headings:

Element 1 – sometimes referred to as the **core funding or universal funding**. This is the amount of money that is allocated to schools for every pupil on roll. Nationally the element 1 funding is £4,000 per pupil. This varies between local authorities as the grant each authority receives is not allocated at a standard rate. In Cornwall we are not able to allocate £4,000 per pupil due to the level of the grant we receive. This funding is used to run the school and provide support for all pupils (including those with special educational needs – SEN) so that they can achieve good quality learning outcomes.

Element 2 – the school's **'notional SEN budget'** – sometimes referred to as **additional support funding**. Schools have an amount identified within their overall budget, called the notional SEN budget. This additional funding is used to meet the needs of pupils with SEN. It is referred to as 'notional' because it is a suggested amount and is not ring-fenced.
Pupils with SEN have varying needs, therefore, the amount of funding required to meet these needs will be different for each pupil. The government suggests that a school should spend up to £6,000 on provision for a pupil with SEN but the majority of pupils at SEN support can have their needs met for much less than this.
This funding is used for SEN provision that is 'additional to and different from' the provision made for all pupils. This is often referred to as targeted provision or targeted support.
A school must use its 'best endeavours' to meet the needs of pupils at SEN support using element 1 and 2 funding. School provision must be based on an 'assess, plan, do, review' cycle implemented in partnership with the pupil and family. Sometimes the provision may target a pupil but often shared provision is more preferable and meets the needs of the pupils' best. *For example, group work is very important when developing language and social skills.* More information can be found in the SEND Code of Practice 0-25 (pp 99 – 107)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Element 3 – top-up funding - Schools can receive top-up funding for pupils with a statement of SEN or an Education, Health and Care Plan when the provision described is above what is covered by Element 2. Top-up funding is allocated by the Local Authority from national funding called the 'high needs block'. The amount the school receives is updated each term to reflect which pupils are attending which school.
The funding is awarded on an individual basis and the amount depends on the pupils' level of need. An EHC plan describes the pupils' needs, agreed outcomes and required provision and the top-up funding is directly linked to these. This funding provides the additional individual support for the pupil to achieve the outcomes on their EHC plan. Schools will still be expected to use their E1 and E2 funding to support the package of provision required to meet a pupil with an EHCP