



FROXFIELD CE SCHOOL

Special Educational Needs and Disabilities Policy

Review Cycle:-	Annual	Date of Next Review:-	Nov 2020
Approver:- Chair of Governors	Signed:- Date:-	Approver:- Head Teacher	Signed:- Date:-

This Special Educational Needs Policy complies with the SEND Code of Practice 0-25, and has been written with reference to National and the Local Education Authority Guidelines, our school Special Educational Needs and/ or Disabilities Information Report and other relevant policies current within the school. Please also see the school SEN Information Report for more detailed information.

Mrs Jennie Asser is the school SENCO. Mrs Asser has the National Award for Special Educational Needs Coordination qualification, as well continuing to access the latest research and developments for children with SEND through half termly SENCo Circles SEND conferences, working closely with outside agencies and attending SEND training courses. Mrs Asser can be contacted via the school office.

Mrs Asser works closely with The Head Teacher Mrs Vickie Farrow who is the named member of Senior Leadership Team who is the advocate for pupils with SEND. The SENCO also has meetings and discussions with the governor responsible for SEND.

School Aims

Our School's fundamental aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. Our teachers have high expectations and our children are highly motivated learners.

It is our aim to ensure that all children have full access to the National Curriculum and all children:

- receive the appropriate level of support, to help them reach their full potential.
- receive educational provision that ensures barriers to learning minimised for all children with Special Educational Needs and Disabilities (SEND), including needs within: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Physical and/or Sensory needs.
- Have the opportunity for provision of support for significant long term SEND as well more focused support for a short period of time.

Our School

At Froxfield C of E Primary we are proud of our strong sense of community and nurturing environment. We work to raise the aspirations and expectations for all pupils. We value the individuality of all children and we are committed to giving all our children every opportunity to achieve the highest of standards. The school provides a focus on working to targeted outcomes for children. Quality First Teaching is paramount and children receive further support from adults across the school which is very much personalised. Our school encourages parents/carers to be involved in supporting their child's learning as much as possible. If a pupil has been identified as having a special educational need, they will have a Personal Learning Plan. PLPs are written in a meeting with the class teacher together with the pupil and parent/s / carers. Clear outcomes which the pupil will work towards within a set period of time, are discussed and agreed on. It is also discussed how parents can support their child in working towards the agreed outcomes. PLPs are then monitored closely. The PLP meetings involve teachers, parents and pupils. The pupil's progress towards outcomes are reviewed and the next steps are agreed. In collaboration with parents, a One Page Profile can be created to accompany PLPs. This document follows the child through the school and is updated regularly.

School Objectives

Children with potential SEND will be identified and assessed as quickly as possible, using a variety of in-school assessment procedures.

- Provision will be made by the school, in conjunction with the appropriate agencies and parents.
- The children will be closely monitored, with regular reviews and assessments undertaken, informing the PLP and One Page Profile which will be regularly reviewed.
- A multi-disciplinary approach will be utilised, with close cooperation and liaison between all agencies concerned.

The four areas of Special Educational Needs and Disabilities

These are identified in the SEND Code of Practice.

- Communication and Interaction - This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - This includes children with sensory, multi-sensory and physical difficulties.

Identifying Special Educational Needs

Class teachers make regular assessments of progress for all pupils. These 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, 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. Discussions involve the teacher, Head Teacher and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Pupils are only identified as having SEND if they are significantly behind the learning expectations for children of their chronological age and then do not make adequate progress once they have had some intervention/adjustments and good Quality First Teaching. If a child continues to make less than expected progress, the class teacher, Head Teacher and SENCO will work together to assess whether the child has Special Educational Needs (SEN), in conjunction with the pupil, their parents/carers, and any outside agencies required. Provision to support the child will continue to be put in place whilst this assessment takes place.

If a child is deemed to have SEN, they will be placed on the SEND register and have a Personal Learning Plan and may have a One Page Profile, clearly outlining the targets they are working towards, their strengths and how best to support them in the classroom. The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

If the child's rate of progress continues to remain a cause for concern, the cycle of planning, doing, and reviewing will be performed more regularly and further outside agency support will be sought. The school staff team – the teachers, LSAs, SENCO and Head Teacher constantly discuss children's individual needs and progress, monitoring, reviewing and adapting provision accordingly. Pupils and parents are also integral in this process.

Pupils may be offered small group support, or individual interventions if appropriate, to address their identified needs. A variety of forms of support mechanisms, either in class or for short periods of withdrawal, are used for children on the SEND register. Support in class includes consideration of the specific work set, resources provided, the working environment and use of adults. All interventions are carefully chosen to support each pupil's identified specific areas of difficulty. To support Communication and Interaction interventions could cover: language for thinking, speech sound work, and work on grammar, vocabulary, word finding, and narrative skills. For Cognition and Learning these could include interventions supporting: phonics, phonological awareness, high frequency words, reading, comprehension, spelling, writing, handwriting, and mathematics. Interventions to support Social, Emotional and Mental Health can include work on social skills, friendship, emotions including anger and anxiety management, independence, growth-mindset, bereavement and self-esteem. This could include work with our Emotional Literacy Support Advisor (ELSA). To support Physical and/or Sensory Needs interventions can involve: physiotherapy or occupational therapy programs working on fine and/or gross motor control.

Educational Health Care Plans (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school together with parents, will consider requesting an Education, Health and Care needs assessment from the local authority. If the local authority is in agreement, additional funding will be provided to enable further support to be put in place and are regularly reviewed.

Parents / carers

The school endeavours to build close relationships with all parents and carers. If the school or the parents/carers are concerned about any aspect of a pupil's progress, a meeting would be organised initially with the class teacher to discuss the concerns and identify the next steps. Relevant information from parents/carers will also be included on their child's PLP and one page profile. Parents/carers will be invited to attend any meetings with outside agencies such as an Educational Psychologist or Speech and Language Therapist, with the support of the SENCo. Parents are encouraged to have regular contact with the school, whereby parents can organise appointments to see their child's class teacher and/or the SENCo to discuss SEND support.

The SEND Assess, Plan, Do, Review cycle

- **Assess** – In identifying a child as needing SEND support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take any concerns raised by a parent seriously. These are recorded and compared to our own assessments and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already involved, the SENCO may contact them with the parents' consent.
- **Plan** – Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCO will 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. All children on the SEND Register will have a Personal Learning Plan (PLP). This will detail important information about the child, including their outcomes and steps taken to allow them to achieve. Class teachers, parents and pupils will all contribute to the PLP. The PLP is designed to be a working document used by the child, teacher, LSA and parents and it is updated to reflect the current needs of the child. The PLP can be accompanied by the One Page Profile. Class teachers are responsible for maintaining and updating PLPs. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers.

- Do – The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher will remain responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They must work closely with any learning support assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO and Head Teacher will support the class teacher in the further assessment of the child's particular strengths and needs, in problem solving and advising on the effective implementation of support.
- Review – Formal review meetings will take place at least once a term, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions must be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will then revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Roles & Responsibilities

Provision for pupils with SEND is a matter for the school as a whole, Governors, Head teacher, SENCO, Class teachers and LSAs.

Governors

The Governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed SEND Governor who has responsibility in this aspect of the school.

Governors ensure that:

- The necessary provision is made for any pupil with SEND;
- All staff are aware of the need to identify and provide for pupils with SEND;

- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- Staff have regard to the requirements of the Code of Practice for Special Educational Needs
- Parents are notified if the school decides to make SEND provision for their child and they are encouraged to be involved in creating and reviewing their child's Personal Learning Plan (PLP) within their child's SEND "plan, do and review" cycle.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

Head Teacher

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupil with Special Educational Needs;
- Keeping the governing body informed about SEND issues;
- Working closely with the SENCO;
- The deployment of all Special Educational Needs personnel within the school; and
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.
- Being the Designated Safeguarding Lead
- Managing the school's responsibility for meeting the medical needs of pupils.

Special Educational Needs and Disabilities Co-ordinator

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating the provision for pupils with special educational needs;
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other school staff;
- Helping staff to identify pupils with special educational needs;
- Carrying out assessments and observations of pupils with specific learning problems;
- Supporting class teachers in devising strategies and Personalised Learning Plans (PLPs);
- Supporting staff to set targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs;
- Monitoring and evaluating the effective use of materials and personnel in the classroom;
- Liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;

- Liaising with outside agencies eg Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists etc, arranging meetings and providing a link between agencies, class teachers and parents;
- Maintaining the school's SEND register
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc;
- Contributing to the in-service training of staff;
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other; and
- Taking part in county SEND moderation as necessary.

Class teachers

Class teachers are responsible for:

- Providing High Quality First Teaching and learning for all children in their class;
- Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants.
- Assessing the needs of pupils with SEND and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupils (in partnership with the SENCO, parents and pupil);
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for all children in their class, including working with the children with SEN on a regular basis;
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND; and
- Directly liaising with parents of children with SEND.
- To liaise with previous settings as necessary (e.g Pre-school settings/previous school) to discuss identified needs and to aid transition.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support pupils with SEND.

Learning Support Assistants

LSAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- Use the school's procedure for giving feedback to teachers about pupils' progress;
- Work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class; and

play an important role in implementing Personal Learning Plans and monitoring progress.

- Deliver personalised interventions to meet the needs of pupils with SEND, as directed by the teacher and SENCO,
- Meet regularly with the class teacher to evaluate the effectiveness of interventions and to measure impact.
- To develop use of and implement necessary resources
- To attend meetings with outside agencies and parents where necessary
- Regularly meet with the SENCO to discuss pupil's needs and progress, and to address training and resourcing needs.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions must 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. Some may also have special educational needs and/or disabilities (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. The school has a policy for Supporting Pupils at School with Medical Conditions.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision that we offer all pupils. (see section 4 for details of the monitoring and evaluating responsibilities of the Governors, Head Teacher, SENCO and class teachers). In addition, the school has regular audits, sampling of parent's views, pupil's views and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

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 development. Teachers and support staff will undertake induction on taking up a post and this includes a meeting with the SENCO or Head Teacher to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENCO regularly attends SENCO Circle network meetings, County SEND updates and SEND Conferences and specific SEND training in order to keep up to date with local and national updates in SEND.

Storing and managing information

Documents relating to pupils on the SEND register will be stored with their Pupil File. SEND records will be passed on to a child's next setting when he or she leaves the school. The school has a Confidentiality policy which applies to all written pupil records, and complies with GDPR.

Monitoring the school's SEND policy and SEND provision

The school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher, SLT and SENCO
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- Local Authority moderation process and OFSTED inspection arrangements

Reviewing the SEND policy

This SEND policy will be reviewed by staff and governors on an annual basis.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision

Related school policies and documents

- School SEND Information Report
- Behaviour policy
- Complaints procedure
- Safeguarding Policy
- Data Protection Policy
- Child Protection Policy