Farlow C. Of E. Primary School.

Special Educational Needs and Disability Policy

Introduction and rationale

This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools May 2014
- SEND Code of Practice: 0 to 25 years (January 2015)
- Schools SEND information report regulations (2014) (see www.sendgateway.org.uk)
- Statutory guidance on supporting pupils at school with medical conditions December 2015
- Safeguarding policy
- Accessibility plan
- Behaviour policy
- Intimate care procedures

This policy was written by the SENCo in consultation with the SEND governor. The SENCo is Mrs. Rachel Smith, who has the NASENCO award. The SEND governor is Mrs. Alex Daborn.

Definition of Special Educational Needs and Disability

A child has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age has a learning disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means:

- for children aged two or above, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.
- For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has SEND if they are likely to fall within the definition above when they reach compulsory school age or would do so if special

educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an additional language-EAL).

Children with disabilities:

Many children who have SEND may have a disability under the Equality Act 2010-that is "….a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities." The term 'long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between children with disabilities and those with SEND. Where a child with a disability requires special educational provision, they will also be covered by the SEND definition.

Our school and philosophy towards SEND

Farlow C of E Primary School is a small rural primary school with approximately 30 pupils taught in two mixed-age classes. Class 1 consists of Reception, Year 1 and Year 2 pupils and Class 2 consists of pupils in Years 3-6. The small size of the school enables staff to know pupils exceptionally well and respond quickly to emerging needs. Current priorities include Speech, Language and Communication Needs in Class 1 and neurodiversity-inclusive practice in Key Stage 2.

Our school is committed to a child-centred approach to learning, with emphasis on first-hand experience whenever and wherever possible. This philosophy is important for all children and especially for children with SEND. Whilst some children may always have special needs, it is also understood that many more children will have special needs at particular times in their lives. We recognise that every teacher is a teacher of every child, including those with SEND. In our school, the staff try to have flexibility in their practice, while ensuring continuity of learning. We are committed to the inclusion of children with special needs, but we recognise that there may be reasons for withdrawal in certain situations. As it is a central theme of the school's aims, working to help all children achieve their full potential, the school is committed to meeting the needs of the children through all possible means. We also encourage parents and carers to be fully involved in the education of their children as equal partners.

Aims

It is our aim to:

- provide the best possible education for all the children in our care.
- value each child as an individual regardless of social, cultural, gender or individual differences.
- encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to different learning styles and facilitate effective learning for all children.
- support every pupil to develop positive relationships, communication skills and a sense of belonging.
- provide all the children with a broad and balanced curriculum.
- encourage all children to become independent learners.
- enable children to appreciate their strengths and to value themselves and others.
- promote and maintain a happy, caring environment and foster independence, respect for others and the development of self-esteem.
- manage the behaviour of children experiencing difficulties so that they and their peers can benefit fully from opportunities offered.
- encourage parents and pupils to take responsibility for their own learning.
- identify and provide for pupils who have SEND and additional needs.
- work within the guidance provided in the SEND Code of Practice, 2014.
- operate a 'whole pupil-whole school' approach to the management and provision of support for SEND.
- provide a SENCo who will work within the SEND policy.
- provide support and advice for all staff working with pupils with SEND.

Identification

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age.
- Difficulties in communicating in different forms (verbal, written, gesture and expression)
- Difficulties due to emotional, social or mental health problems.
- Medical or health problems.
- Disabilities such as a physical or mental impairment.

In order to provide for an individual child's needs, the prerequisite is identification of those needs. This should be a positive process. We must account for the child's strengths and attempt to build on those areas to enable the child to work with confidence and understanding. Aspects which may impact on progress and attainment but are not considered as SEND are:

- Disability (though there may be some overlap with SEND)
- Attendance and punctuality

- Health and welfare
- Having English as an additional language
- being in receipt of Pupil Premium Grant
- Being a looked after child
- being a child of a serviceman/woman

Identification of a child with SEND can be made in a variety of ways.

Before they start school:

As soon as we know a child is starting at our school, we want to get to know them, so we can plan for their needs and ensure they settle into school happily and make good progress in lessons. This is done through:

- liaising with previous settings
- school visits and induction days before the child starts school
- reading reports from other professionals
- inviting parents to open evenings, where they have the opportunity to talk about their child/ren

For existing children in school:

- parent information evenings
- reading reports or talking to other professionals
- pupils talking to us
- talking to staff
- circle time
- parents telling us
- parents' evenings
- CPOMS
- during pupil progress meetings

All pupils' progress and achievement is assessed by all teachers in every lesson. Academic achievement and progress information is also collected for each pupil each term, in order to ensure that all pupils are making good progress and will achieve their targets.

To achieve these aims:

Graduated response

Our school follows the Assess-Plan-Do-Review cycle for children who may have SEND. When a concern has been raised about the development of a pupil:

- The class teacher will discuss this with the SENCo.

- The class teacher will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupils' strengths and difficulties.
- Agreed next steps and outcomes should be sought.
- The SENCo must be informed of the meeting; she will keep the record in a file and record the concern on the school log.

Prior to placing the child on the SEND register a number of factors will be considered:

- Quality first teaching-the role of the class teacher, planning and adjustments to support children.
- Provision and impact of wave 2 interventions (eg targeted group support)
- Family circumstances and external factors
- Engagement of outside services if necessary
- Other factors which may affect children's progress

Managing pupils needs on the SEND register

SEND support

The concerns will be recorded and the child placed at the appropriate stage on the SEND register. Extra provision may be given through small group teaching or the provision of resources. The provision will then be implemented and reviewed on a half termly basis.

Referral to outside agencies

If a pupil needs more specific provision, the class teacher and parents, in consultation with the SENCo and other involved adults, will discuss the child's needs and advise the parents/carers on how to access other professional services-for example speech and language therapy and occupational therapy. Referrals can be made via the school for some services, but some services can only be accessed from the GP. Advice and objectives from external professionals will be logged on the child's SEND record. Where therapists are involved, they will review outcomes at least annually.

Education, Health and Care Plans

If the school and parents, in consultation with external agencies, feel a pupil needs further provision, a request can be made to consider providing as Education Health and Care Plan (EHCP). Children remain at SEND support pending the outcome of the consultation. A child with an EHCP is given a level of need by the Local Authority. The school has to provide the first portion of funding (£6000) and the local authority (LA) will top up as is decided during the development of the EHCP. The pupil should continue with a provision plan identifying what is additional and different to their peers.

SEND records and provision maps

SEND records and provision maps show all of the targeted groups, supported sessions, resources, training and preparation implemented for children with SEND, as well as skills to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and children. The provision is reviewed half-termly and outcomes recorded. Provision can then be amended or changed according to the needs of the child. A provision map records all the extra provision that is additional to, and different from, quality first teaching and adjusted curriculum planning.

Review meetings

An EHCP is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the pupil discuss the termly and year's progress, amending the EHCP where necessary. The pupil will complete Pupil Voice activities to present at the annual review, which they may present themselves or choose an adult to present on their behalf. The EHCP targets are reviewed continuously with external professionals and school staff to monitor outcomes and the progress children are making. Reviews for pupils at SEND Support will be held each term with the class teacher and the SENCo. Sometimes, these reviews may not coincide with reviews by outside agencies and amendments may need to be made in the interim. Likewise, should a pupil meet outcomes more quickly or really struggle with goals, they may be amended in the interim.

Criteria for exiting the SEND register

During the year, some pupils will make enough progress in reading, writing or mathematics to close the gap with expected attainment levels for their age. This means they can be supported by quality first teaching to boost their learning further so that they can meet national expectations.

For pupils with Speech, Language or Communication needs, some will make sufficient progress with their speech and language targets that they no longer need intervention from therapists and are removed from the SLT caseload. Sometimes the child may still participate in SLT groups within school to help sustain their progress; this does not mean that they must remain on the SEND register.

For pupils with Social, Emotional and Mental Health needs, some may have made progress by reducing the frequency of incidents they are involved in or they may have started to feel more positive following therapy; they have begun to overcome their needs and they may be discharged from services such as the Primary Behavioural Services, Children and Adolescence Mental Health Services, Art therapy, counselling etc. Sometimes, children are supported by the ELSA (emotional literacy support assistant). Sometimes, children may be supported by taking part in social skills groups within school to sustain their progress.

Bullying

As a staff, we will use our own adult behaviour as a model of what we expect of our children. To minimise bullying, we aim to build on our schools' positive behaviour policy. We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and through worship. We actively promote a school ethos that encourages positive attitudes towards others and empathises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment. We will provide a safe and stimulating environment in which our children can learn and play. Children will be taught about internet safety and how to react to bullies. Through our inclusive approach, we feel that we foster children who are understanding and supportive of people with additional needs.

Supporting children at school with higher levels of need

To support children with higher levels of need, we will spend time getting to know the child and their parents/carers before they start in our setting, and we will also liaise with any previous settings. School staff and the SENCo will visit previous settings to get to know the child and to explore how the child's needs can be met effectively in our school. All staff are trained in Makaton to help with communication difficulties. It is our aim to ensure that children with higher levels of need are part of the class and are not routinely taken out of class for interventions. Barriers to learning will be considered and steps taken to remove them so that children with higher levels of need can be part of the class.

Supporting children at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Some pupils with medical conditions may be disabled, and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and an EHCP, which draws together a pupil's educational, health and social care needs. The SEND code of practice (2014) is followed. The school will only administer medication where a request to administer medication form has been completed by the parent/carer of a child. The form is to be completed prior to the child starting school, or, if the child already attends, as soon as the condition is identified. Following receipt of a request to administer medication form, the SENCo will discuss with staff the nature of the request and whether or not they are willing to administer the medication; they will also identify whether staff are competent to administer the required medication. Staff are deemed competent to administer medication in tablet or liquid form, but must have received training in any medical techniques required eg use of Epi Pens for anaphylaxis, insulin pens for diabetes. A Health Care Plan for the pupil will be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical

condition as is available. The health plan follows a standard format but will vary dependent on the medical needs, eg short term or specific condition. Usually, a health care plan will be drawn up with the school nurse, who will regularly review them. Health care plans will need regularly updating to ensure information is current.

Current Inclusion Priorities

At Farlow CE Primary School our current priorities are:

- Early language and communication development in Reception and KS1.
- Neurodiversity-inclusive practice across KS2.
- High-quality adaptive teaching for all pupils.
- Strong partnership with parents and external professionals.

Monitoring and evaluating SEND

The SENCO and headteacher monitor and evaluate practice and provision for pupils, including those with SEND, then discuss strengths and areas to develop with staff. This is done in a number of ways such as observations, learning walks, book looks and through pupil voice. The progress and attainment of pupils with SEND is monitored each term and feeds into whole school monitoring. The effectiveness of different interventions are evaluated. Interventions may be changed or amended to best deliver provision, which matches the needs of the pupils with SEND and tackles school priorities.

Training and resources

We deliver staff training to all staff on PD days to support them with questioning and how to ensure that the environment is suitable for all children, including those with SEND. We have one HLTA who is ELSA trained who supports children with SEMH needs. She (along with the SENCO) has also completed ELKLAN training to help to support children with speech, language and communication needs. All staff at Farlow school have received Makaton training, which is used to support all children. We have invested in the Nessy program to support children with dyslexia, and we have also invested in reading rulers to help with visual disturbance and a range of dyslexia-friendly books in the classrooms. We integrate the approaches suggested by the Autism Education Trust such as visual timetables in both classes, and our classrooms are communication-friendly environments. Our primary focus is on adaptive teaching to remove barriers to learning and allow all children to flourish.

Roles and responsibilities for the governing body

The governing body has responsibilities to pupils with SEND, which include:

- Ensuring that provision is of a high standard for children with SEND.
- Ensuring that children with SEND are fully involved in school activities.
- Having regard to the SEND code of practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND policy.
- Reporting to parents on the schools' SEND policy, including allocation of resources from the school budget.

Roles and responsibilities for all school staff

The teachers' standards 2012 make it clear that it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. Staff are also responsible for:

- providing high quality teaching for all the children in the class.
- being aware of the schools' procedures for identification and assessment of children with SEND.
- working with the SENCO to decide all actions required to support children with SEND.
- developing SMART targets for children with SEND.
- working with children with SEND each day on recommended programmes.
- developing constructive relationships with parents.

Roles and responsibilities for the headteacher

The headteacher's duties include:

- the day to day management of all aspects of school, including SEND provision.
- keeping the governing body well informed about SEND within the schools.
- informing parents that SEND provision is being made for their children.
- ensuring that the schools have clear and flexible strategies for working with parents.

Roles and responsibilities for the SENCo

- Overseeing the day-to-day operation of the schools' SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant designated teacher where a looked after child has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the schools' SEN and notional budget and other resources to meet pupils' needs effectively.
- Managing and supporting inclusion LSAs.

- Liaising with parents of children with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- A key point of contact with external agencies and support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Ensuring that the necessary provision is made for pupils with SEND and that their needs are known to those who teach them.
- Ensure that teachers are aware of the importance, identifying and providing for those pupils who have SEND.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND.
- Report to governors on the implementation of the school's policy for pupils with SEND.
- Have regard to the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND.
- Ensure that SEND policies are followed correctly

Storing and managing information

Individual SEND records are kept on all children at SEND support or with EHCPs. All staff who are working with a child with SEND will have access to the SEND record and provision map and copies of reports from professionals.

Reviewing the policy

This policy is reviewed by the SENCo on an annual basis. However, in the current climate of change, amendments may be necessary more frequently initially as new information becomes known and procedures develop.

Accessibility

The school endeavours to provide facilities to enable access for pupils with SEND. This includes physical access, accessibility of written materials, as well as visits and lesson content. The school has an accessibility plan which sets out how we plan to increase access for all pupils.

Dealing with complaints

If a parent has any concerns about SEND provision made for their child, they should contact the class teacher in the first instance. If you are concerned at any time, please contact a member of staff at school in this order:

- SENCo
- Head teacher
- Chair of Governors

Monitoring arrangements:

- The head, SENCo and governing body will consider and report on the effectiveness of the SEND provision and will consider whether any amendments need to be made to this policy.
- We continually review and report on the effectiveness of SEND provision and of this policy. This includes the number of children identified and their progress, the levels of parent/carer involvement, materials and equipment used, resources allocation, liaison with other educational establishments, details of the staff's continuing professional development, and our priorities for the year.
- The SENCo, headteacher, SEND governor and class teachers monitor classroom practice and provision, and analyse tracking data and test results to identify value added data for pupils with SEND.
- SEND continues to be an integral part of our schools' self-evaluation and a priority in our school development plan.
- We hold termly pupil progress meetings.
- SEND learning walks happen at least every half term and SEND is a priority for all governor monitoring.
- Pupil voice is important to us, and children contribute to their one-page profiles and, where appropriate they attend the termly progress meetings.
- We value parent feedback, and actively seek to work closely with parents and consider their desires for their child/ren.

Success criteria:

- The standard of education in our school provides an effective education for all the children in our care.
- All children are valued as individuals regardless of social, cultural, gender or individual differences.
- Children are encouraged to reach their full potential. Staff are responsive to different learning styles, and they facilitate effective learning for all children.
- Children are supported to develop positive relationships, communication skills and a sense of belonging.
- All children are provided with a broad and balanced curriculum.
- All children are independent learners.
- Children appreciate their strengths, and they value themselves and others.
- There is a happy, caring environment, which fosters independence, respect for others and the development of self-esteem.
- Behaviour management is effective.
- Parents and pupils take responsibility for their own learning.

- Children who have SEND and additional needs are identified and provided for.
- We work within the guidance provided in the SEND Code of Practice, 2014.
- The school operates a 'whole pupil-whole school' approach to the management and provision of support for SEND.
- The SENCo works within the SEND policy.
- The school provides support and advice for all staff working with pupils with SEND.

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