

Fairhaven CEVA Primary School



Special Educational Needs Policy

Date Confirmed by Governors: 03/12/2020

Date for Review: Autumn 2021

Signed 
Chair of Governors

Date 10/12/20

Vision Statement

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

Belief – Friendship – Diversity - Achieve

Statement of Intent

Fairhaven C of E V.A Primary values all pupils and celebrates diversity of experience, interest and achievement. We are a community of individuals with particular and diverse needs, who learn, develop and grow in different ways. In planning and teaching, therefore, we set suitable learning challenges for, and respond to the diversity of need. This policy sets out how we plan to meet the learning needs of pupils with SEND. It plans on our School Inclusion Policy, which recognises the need for equal opportunities for all learners.

We aim to fulfil the general principles as stated in the DfES Code of Practice (2014) namely:

- A child with SEND should have their individual needs met
- The needs of children will normally be met in school
- The views of the child should, where appropriate, be taken into account
- Parents (or those with parental responsibility) have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant curriculum
- Every pupil should fulfil his/her potential. The school will have an aspirational approach for all pupils' learning, including those with SEND.

Definition of Special Educational Needs

A child or young person is defined as having SEND if they have a:

- significantly greater difficulty in learning than the majority of others of the same age
- has a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities

Areas of Special Educational Need

At Fairhaven C of E Primary School we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

Communication and interaction

- Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

Cognition and learning

- Pupils with cognition and learning difficulties with thinking and thought processing. Learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will support pupils with these difficulties.

Sensory and physical needs

- Pupils may experience sensory processing difficulties, hearing loss and/or visual impairment or physical difficulties. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities.

Some children have more than one area of need.

For children at Fairhaven C of E VA Primary, special educational provision is educational provision that is additional to or different from that made generally available for other pupils.

Identifying SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

We follow the graduated approach outlined in the SEND Code of Practice: 0 to 25 years.

2015 (Ref: DfES 00205-2013). Some children may join the Reception Year with a range of needs already identified and the professional process already started.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Graduated Response

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

For most children, within school, the class teacher identifies the first indications of need.

Concerns can also be raised by parents. In these instances the class teacher, in consultation with the SENCO and the Head, records progress, difficulties and concerns.

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

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 will draw the school's core approach to pupil progress, attainment, and behaviour. The pupil's views and the view of parents and carers will also be sought
- In some cases, outside professionals will be asked to assess the needs of the pupil. This will only be done with the consent of the parent or carer.

Plan

- Where it is decided to provide a pupil with SEND support, the parents will be formally notified, An Individual Learning Plan will be written; this will detail the adjustments, interventions and support to be put in place. A clear date for review will also be set.
- 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.
- Teachers have a responsibility for pupils with SEND in their class, firstly to ensure 'Quality First Teaching', with differentiation and personalisation to meet need.
- Parents will be fully aware of the planned support and interventions.

Do

- The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They will 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 will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term.
- The class teacher working with the SENCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support.

- Parents and carers will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving Specialists

At Fairhaven Primary, we will involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

- Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. The Local Offer sets out clearly what support is available from different services and how they may be accessed.
- Specialist services include, but are not limited to:
 - Educational Psychologists
 - Clinical Psychologists
 - Child and Adolescent Mental Health Services (CAMHS)
 - Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, multi-sensory impairment, or physical disability
 - Speech and Language Therapists
 - Occupational Therapists and Physiotherapists

Individual Learning Plans

All pupils on the SEND register will have a Learning Plan. At Fairhaven CE VA Primary School Learning Plans will:

- be written by class teachers together with pupils. Additional input from the SENCO may be requested
- be sent home to parents, who will be given the opportunity to respond.
- be shared by all teaching staff working with the children

- be reviewed at the end of every cycle by the SENCO and class teachers, and more regularly by class teachers.
- follow specific, measurable, achievable, realistic and time scaled SMART targets
- recognise the strengths and successes of the child
- be written in child friendly language

Requesting an Education, Health and Care Needs assessment

- 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 or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.
- An application can also be made by a parent or outside agency.
- An application does not inevitably lead to an EHCP.

Education Health Care Plan (EHCP)

An EHCP will normally be provided where after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. An ENCP may state that an alternative educational setting is more appropriate to the pupil's needs.

AN EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision.

- Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process. The SENCO will organise these reviews and prepare the relevant documents.

Record Keeping

The school will:

- maintain an accurate and up-to-date register of the pupils with SEND.
- show all the provisions the school makes, which is different or additional to that offered through the school curriculum, on a provision map
- keep individual files for pupils with SEND which include details of agreed support, teaching strategies and the involvement of specialist professionals

- a SEND information report will be prepared by the Headteacher and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice: 0 to 25 years’.
- all information will be kept in accordance with the school’s Data Protection Policy.

Transfer Arrangements

The SENCO will ensure that all information about children at all stages of concern is transferred to the relevant secondary school. Children with an Education Health Care Plan may attend an additional transfer session at Acle Academy or their next school, before the whole year group transfer day.

Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate. Training will cover both mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Promoting Mental Health and Wellbeing

This part of the policy works alongside the school’s Social Emotional and Mental Health Policy. The curriculum for PHSE will focus on promoting pupils’ resilience, confidence and ability to learn. Classroom management will promote positive behaviour, social development and high self-esteem. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour. When in-school intervention is not appropriate, referrals and commissioning will be used instead.

Roles and Responsibilities

Governor Body

The governing body strives to secure the necessary provision for children identified as having Special Educational Needs. They will designate an appropriate member of staff to be the SENCO and appoint a designated teacher for LAC. The SENCO will hold Qualified Teacher Status and the National Award for SEN Coordination.

They regularly monitor the school’s policies and procedures, to review the impact on pupils with SEND, including their mental health and wellbeing. Suzy Strowger is the governor who

has designated responsibility for SEND. The governing body is responsible for monitoring and evaluating the spending of SEND funding.

SENCO

Mrs Stephanie Lake is the SENCO.

The SENCO will be responsible for:

- Working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Provide training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses.
- Working with parents, class teachers, teaching assistants and other professionals to ensure there is appropriate provision for children with special educational needs.
- Collecting and collating accurate and relative information that will enable appropriate Learning Plans to be written by the Class Teacher in conjunction with the pupil. The SENCO will work in an advisory and supportive role in the implementation of Individual Learning Plans and ensure that these are reviewed at least termly.
- The SENCO will promote the use of Quality First Teaching strategies (QFT).
- The SENCO will monitor whether pupils on the SEND register are also 'Looked After Children' or in receipt of Pupil Premium.
- Creating a termly provision map detailing the intervention groups taking place. End of term targets will be set and a judgement will be made as to the success of the intervention programmes undertaken.
- The SENCO will review annually The Information Report on SEND provision at Fairhaven CE VA Primary School. Parents/Carers will be consulted.

- The SENCO will work with the Cluster SENCO and other Cluster Schools to ensure a consistent approach to SEND provision.

Classroom Teachers

Classroom teachers will:

- Support the identification of special educational needs.
- Plan, monitor and review classroom support for pupils with SEND following a graduated approach, in collaboration with parents, the SENCO and, where appropriate the pupils.
- Discuss learning plans with pupils and capture pupil voice.
- Develop engaging lessons for pupils with varying forms of SEND.
- Use de-escalation techniques when necessary.
- Make reasonable adjustments when necessary.
- Use a *Now and Next* approach when necessary.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Lesson Plans and lesson observations will evidence how class teachers meet Teacher Standard 5 – Adapt teaching to respond to the strengths and needs of all pupils.

Admission Policy

No pupil will be refused admission to Fairhaven CEVA Primary School on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. The Governors will make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

Funding

The school will allocate the amount of core per-pupil funding and notional SEND budget outlined in the Local Offer from the SEND provision of its pupils. The school apply for additional top-up funding from the Local Offer and Virtual School specific pupils.

Remote Learning

We recognise that some pupils with SEND may not be able to access remote education without adult support and so the school will work with families to deliver a broad and ambitious curriculum. The class teacher will consider whether individual live contact via Google Classroom will be necessary. Physical resources and will be considered and distributed when possible. This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Behavioural Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Exclusion Policy
- EYFS Policy
- Looked After Children Policy
- Remote Learning Policy
- Single Equality Statement
- Social, Emotional and Mental Health (SEMH) Policy

