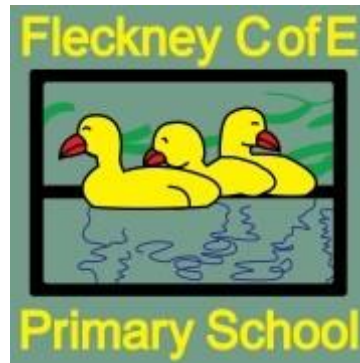


Fleckney C of E Primary School

SEND Policy



‘Let your light shine’

Matthew 5:16

Be the best that you can be !

Our Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.

Date of Policy: October 2024

Drafted by: J Goode

Edited/ updated by: R Hipkin

Approved by: Full Governing Body

Date of Review: October 2025

Contact details:

SENDCo: Mrs Jennifer Goode (National Award - Postgraduate Certificate in Special Educational Needs Coordination)

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COMPLIANCE OVERVIEW

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document October 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Fleckney CE Primary School's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents/carers of pupils with SEND.

Section 1

BELIEFS

At Fleckney CE Primary School we believe that every child matters and that every teacher is a teacher of every pupil including those with SEND.

Inclusion is part of our ethos and in everything we do.

At Fleckney CE Primary School we have a holistic approach to policy making – our Behaviour, Child Protection and Personal Care policies all work seamlessly with our SEND Policy.

Section 2

AIM

At Fleckney CE Primary School we want to raise the aspirations of and expectations for all pupils with SEND, we provide a focus on outcomes for children and young people and not just hours of provision/support. We believe these outcomes should be based on the child's individual needs and developed in conjunction with the parents/carers and the child.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

OBJECTIVES

1. To provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice (2014).
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Coordinator (SENDCo) who will work with the SEND Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Section 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

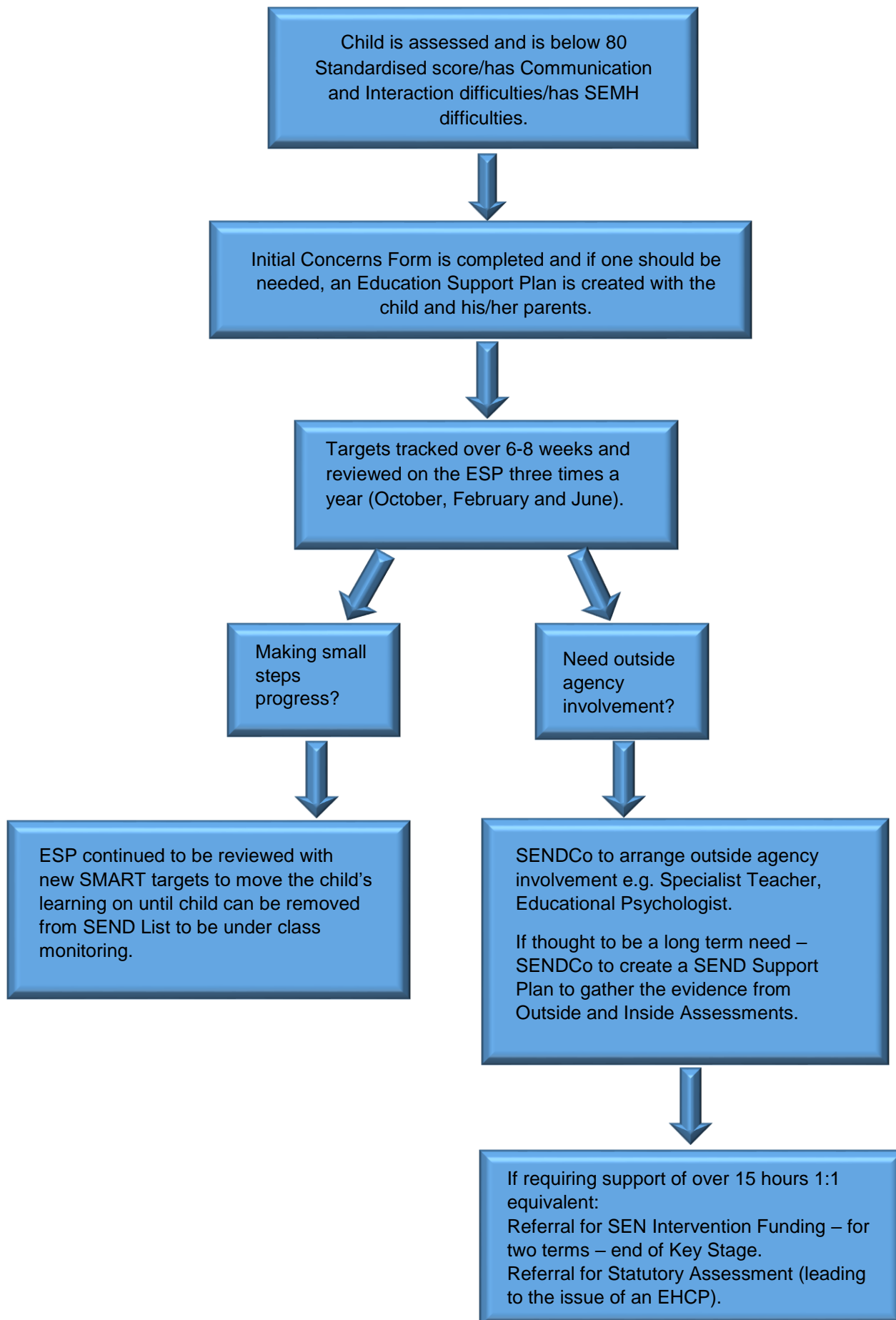
At Fleckney CE Primary, we have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

The Send Process at Fleckney Primary C of E School



MANAGING PUPILS NEEDS ON THE SEND REGISTER

There is now a single category of support **SEND Support**, which has replaced School Action and School Action Plus.

Once identified, the class teacher will complete an Initial concerns form during a meeting with the parents/carers to ensure a transparent way of working. Together, they will agree a plan of action with SMART targets that will support the child. These targets will be reviewed, with regards to the child's progress, and either continued or another target set. The targets will form a Pupil Centred document 'Education Support Plan' (ESP).

Should more long-term evidence be needed (i.e. to apply SEN Intervention funding or EHCP [Education, Health and Care Plan] Assessment) the SENDCo, in conjunction with parents/carers and the child, will gather the evidence in a 'SEND Support Plan'. This document will be reviewed throughout the year as part of an Assess, Plan, Do, Review cycle and, should the need arise, it will be used as part of a referral process to request further funding for the child.

It is the role of the SENDCo to coordinate and monitor the support given to ensure its effectiveness and value for money. Further details on the role of the SENDCo, transition and referrals to external agencies can be found in the school's Local Offer and SEND Information Report.

Section 5

CRITERIA FOR EXITING THE SEND REGISTER

If a child has made consistent progress in line with or better than that of their peers, then the class teacher will consider removing that child from the SEND Register. This will be done with consultation of the SENDCo and the parents/carers.

Section 6

SUPPORTING PUPILS AND FAMILIES

It is now a statutory requirement to provide and publish an **SEND Information Report**:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

More details of support can be found in the Local Authority's Local Offer:
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

On the website <http://www.fleckney.leics.sch.uk/> where you will also find the school's policy for Managing Medical Conditions.

Section 7

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Fleckney CE Primary School, we recognise that pupils at school with medical conditions should 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 2010.

Section 8

MONITORING AND EVALUATION OF SEND

It is our practice to regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This is the role of the class teacher to monitor effectiveness and progress made by pupils receiving intervention and the SENDCo to have an overarching view of the impact of provision on all pupils with SEND.

The Governor for SEND regularly meets with the SENDCo for updates and to ensure that they are aware of the changes in SEND and the provision that we provide.

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Section 9

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.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Forest Way Teaching School Alliance's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Section 10

STORING AND MANAGING INFORMATION

Details to be found in the school's GDPR policy.

Section 11

REVIEWING THE POLICY

This policy will be reviewed annually in the Autumn Term to ensure it is updated with any changes.

Section 12

DEALING WITH COMPLAINTS

See the complaints procedure detailed the school's SEND Information Report.

Section 13

BULLYING

Details to be found in the school's Anti-Bullying Policy.