

Fleckney CE Primary
School

Policy on SEND

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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 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 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.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Class and subject teachers, supported by the senior leadership team, 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 starting from the same baseline
- 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

The first response to such progress is high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo, assesses whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents), the child will receive targeted intervention.

The Four areas of need of SEND are:

- Communication and Interaction (including Speech, Language and Communication and Autism Spectrum Disorder)

- Cognition and Learning (children who learn at a slower pace than their peers, including Specific Learning Difficulties e.g. dyslexia)
- Social, Emotional and Mental Health (anxiety, depression, disruptive behaviour, withdrawal)
- Sensory and/or Physical (visual impairment, hearing impairment, physical disability)

When we identify the needs of a pupil, we consider the needs of the whole child which will include not just the special educational needs of the child.

NOT SEN but may impact on progress and attainment:

- Disability (The Code of Practice 2014 outlines the 'reasonable adjustment' duty for all the schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

We acknowledge that identifying behaviour as a need will no longer be an acceptable way of describing SEND. Any concerns relating to children's behaviour should be described as an underlying response to a need which will be identified.

Section 4

GRADUATED APPROACH TO SEND SUPPORT

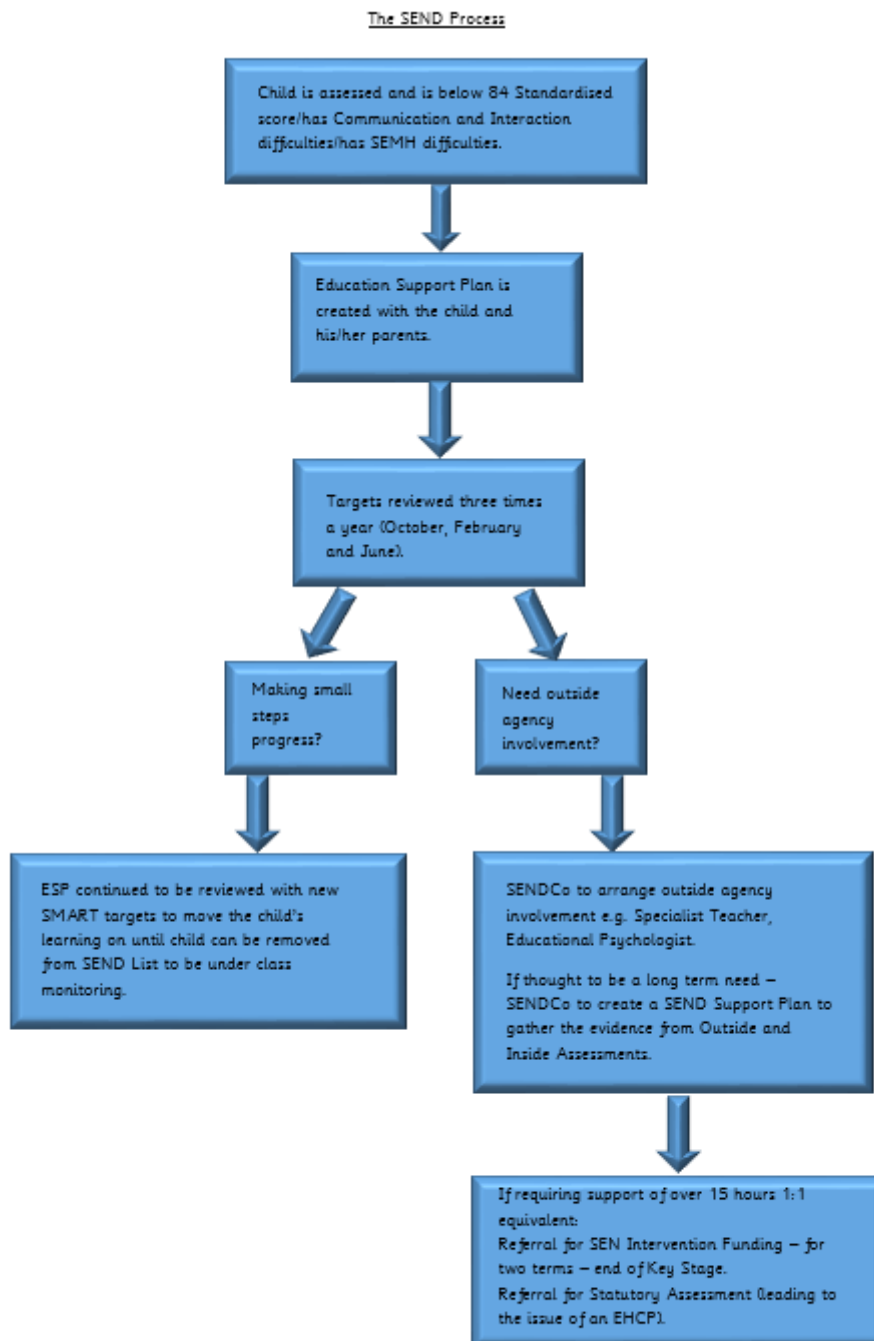
This section sets out the process by which Fleckney CE Primary School identifies and manages children with SEND.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

- Assess – an assessment the child's needs to include the child's strengths, areas of difficulty, the parents' views/concerns, agreed outcomes and next steps (This is to be completed with the parents/carers as soon as Special Educational Needs are suspected).
- Plan – a map of provision to target the child's individual needs.
- Do – class teacher remains responsible for the progress of all children in their class, quality first teaching/interventions planned should be carried out.
- Review - effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

For higher levels of need, or where the child has made little or no progress, we will involve an external agency to advise strategies and provide support. The outcomes and advice that they give will become the child's targets in their ESP so that the impact can be assessed/reviewed.

Parents and the child will be involved throughout this process.



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 meet with the parents 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 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.

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](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.