



Let your light shine!

Frieth C.E.C. School

SEND Policy

Member of staff responsible: Headteacher

Governing body committee responsible: FGB

Reviewed: three-year cycle

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: June 2022	signed: Martin Gosling	date: 20.6.22
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Review date: June 2031	signed:	date:
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Special Educational Needs and Disabilities Policy

1. Rationale

At Frieth CEC School our aim is to shine a light on individual success and open the doors to our future global citizens within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, responsibility, resilience, honesty, kindness and creativity guide all that we do, so every child feels nurtured, supported and safe.

2. Context

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice (0-25 years) 2014 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice (0-25 years) 2014;
- Schools SEN 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 September 2013
- Frieth CEC School Safeguarding and Child Protection Policy 2020
- Teacher Standards 2020

3. Introduction

At Frieth CEC School the emphasis is on a 'whole pupil, whole school' approach. All staff accept responsibility for providing all children, including those with special educational needs and disabilities (SEND), with appropriate learning goals, differentiated to meet their individual needs, within a broad, balanced and exciting curriculum. We aim to nurture and develop educational, social, emotional, cultural and spiritual aspects. Any child who requires additional support to succeed will be offered this.

Our aim is to raise aspirations and expectations for all pupils with SEN by focusing on their outcomes and providing tailored support to fill the 'gaps' in their learning. This support aims to enable pupils with SEN to progress at the same rate as, or faster than, pupils without SEN.

The SENDCo (Special Educational Needs and Disabilities Co-ordinator) is responsible for the operation of the Special Educational Needs and Disabilities Policy and coordination of specific provision made to support individual children with SEND.

The SENDCo is: **Mrs L Goodchild**

Mrs Goodchild is also an Assistant Head and a member of the Senior Leadership Team

The Special Educational Needs Governor is: **Mrs C Weaving**

Either can be contacted through the school office by telephone: **01494 881554** or by email: **office@friethschool.co.uk**

4. Objectives

- To identify and provide for pupils who have special educational and additional needs;
- To work within the guidance provided by the SEND Code of Practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities;
- To ensure that the SEND policy is implemented consistently by all staff;
- To provide guidance, support and advice for all staff working with pupils with SEND;

- To work in partnership with the child, parent/carers, all staff, governors and outside agencies;
- To make full use of support agencies available through the Buckinghamshire Local Authority.

5. Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Some children and young people who have SEN 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.”

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

6. Areas of Need

Children will have needs and requirements which may fall into at least one of four areas. Many children will have inter-related needs. These areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical needs

7. Identification of Special Educational Needs

The SEND Code of Practice 2014 emphasises the importance of the early identification of needs and making effective provision for those needs. Frieth CEC School attributes great importance to the early identification and assessment of any child who may have special educational needs or disabilities. We identify special educational needs within the context of the differentiated curriculum delivered through quality teaching. Children would be identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils’ diverse learning needs
- Overcomes barriers to learning

The progress of all children is tracked as they move through the school in termly ‘pupil progress’ meetings involving teachers, the headteacher and the SENDCo. Evidence raising concerns may include:

- Teacher and Teaching Assistant (TA) observation and assessment within the classroom.
- The child’s attainment against national expectations for their year group.
- Little progress being made, despite additional support to target areas for development.

- Classroom assessments, including benchmarking of reading skills, keyword monitoring and assessment, phonic assessments, assessment in Spelling, Punctuation and Grammar (Rising Stars), termly teacher summative assessments in Reading, Writing, Maths, Science and RE.
- Statutory assessments, including baseline assessments, end of year NFER assessments.
- Buckinghamshire County recommended 'Language Link' screening programme.
- Results of standardised screening or assessment tools
- Emotional or behavioural difficulties persisting in spite of the school's behaviour management.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Parental concerns regarding academic progress, behaviour, social and/or communication skills
- Concerns raised by other professionals (eg: Medical Services, Educational Psychologist, Social Care, Paediatrician.)
- Concerns raised/observations/assessments by a previous setting.

8. Non SEN Pupils

There are some circumstances where there may be an impact on progress and attainment but where the pupils do not have SEN. Progress and attainment can be affected by:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- Moving schools mid-phase.
- Level of support and resource at home.
- Speaking English as an Additional Language

9. English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. If required, assessments can be carried out in a child's first language.

10. Our Graduated Approach to SEN Support

i) Early Intervention

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers at Frieth plan to meet the needs of their individual pupils, using formative and summative assessment, including those mentioned above, to inform their planning. Teaching is regularly monitored to ensure that pupils have access to the best possible opportunities for progress. All staff receive regular CPD to improve their understanding of strategies to identify and support SEND pupils. All staff also have access to the Ordinarily Available Provision document produced by Buckinghamshire Local Authority and can refer to this as necessary to support all learners within the classroom.

Pupils receive targeted support from teachers and/or LSAs (Learning Support Assistants) in any area where they are struggling. Any child who does not meet the end of year expectations for their year group will be given additional support on entry to the year above. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Where there is a concern about a pupil's progress, the class teacher will initially discuss their concerns with parents. This will not necessarily wait until the formal parent consultations.

If a child's progress is inadequate the class teacher will provide interventions that are **additional to or different from** those provided as part of the usual differentiated curriculum offer and strategies. Details of these interventions will be documented for evaluation within a **Whole Class Early Intervention Provision Map**, which will be regularly reviewed and monitored by the class teacher, SENDCo and Senior Leadership Team. If these result in little or no progress, the SENDCo will arrange for a meeting with the class teacher and parents to discuss the further provision that will be made available to the pupil.

As a result of this discussion and review of all of the information about the pupil's progress, the SENDCo will either monitor the child further over a set period of time whilst offering support to the class teacher about more targeted support, or will consider that the child needs special educational provision and, in conjunction with the class teacher, will create an **Individual Provision Map**.

ii) **Individual Provision Maps**

Our Individual Provision Maps are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They will:

- be working documents which can be constantly refined and amended;
- be used to record provision which is **additional to or different from** the differentiated curriculum plan which is in place as part of provision for all children;
- contain identified provision/intervention which addresses the underlying reasons why the pupil is struggling with learning – they will not simply be more English or maths;
- be accessible to everyone involved in the implementation of them;
- aim for pupils to have understanding and “ownership” of their map, including helping set targets;
- be based on informed assessment and include input from parents and relevant professionals;
- be monitored every term (10 – 12 weeks) in a meeting with parents;
- specify how often the provisions will be made and what successful progress towards achieving them looks like (SMART Targets).

The objectives in an Individual Provision Map are specifically targeted to meet the pupil's learning needs and aims to fill the gaps in a pupil's learning. The objectives are measurable and achievable within the time frame. The class teacher has responsibility for evidencing the progress according to the outcomes described in the plan. It is the responsibility of the SENDCo to collate the reviewed documents and set meetings with parents and class teachers in order to discuss progress which is being made. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This is all taken into account when deciding the next targets for the Individual Provision Map.

iii) **External Support**

On reviewing the Individual Provision Map, the school may consider requesting help from external support services such as those provided by the Local Authority – for example, an educational psychologist or the Pupil Referral Unit, - or by outside agencies such as Speech and Language Therapy, Occupational Therapy or the Community Paediatric Team. This would take place if the pupil:

- makes little or no progress towards the targets set;
- shows signs of difficulty in developing literacy or mathematical skills;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the differentiated provision.

The school has access to additional support from:

- termly advice clinics from Occupational therapy services
- the 'Speech Link' package from the NHS Speech and Language Therapy Service. The 'Speech Link' screening tool outcome would determine whether the school implemented group intervention, individual intervention (delivered by an LSA) or made contact with the school's linked Speech and Language therapist.

Following consultation, advice would be taken as to future and further action. The necessary advised provision would be put in place. If the needs of the pupil require more than the school can provide from its budget, then the school will apply for Higher Needs funding from the Local Authority. This application will only take place after a discussion with parents. This is a short-term fund to assist the school in working for the benefit of the pupil; the outcome of this would either be that the pupil would begin to make progress, accessing the curriculum within the usual framework, or that the school would continue to gather the necessary evidence to apply for an Education Health and Care Plan.

iv) Education Health and Care Plan

A child will be brought to the Local Authority's attention as possibly requiring an assessment through:

- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency e.g. health authority, social services.

At Frieth CEC School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, then we would make a request to the Local Authority for an assessment.

When a child is brought to the attention of the Local Authority by a request for a statutory assessment, the Local Authority must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the Local Authority will pay particular attention to:

- evidence that the school has responded appropriately to requirements of the National Curriculum;
- evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties;
- evidence of action already taken by the child's school to meet and overcome these difficulties;
- evidence of the rate and style of the child's progress;
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level.

11. Roles and Responsibilities

i) The role of the SENDCo

The SEND Coordinator is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for, and monitoring progress of, children with special educational needs;
- liaising with and advising teachers;
- leading LSAs (Learning Support Assistants);
- overseeing the records of all children with special educational needs;
- liaising with parents of children with special educational needs;
- contributing to the training of staff;

- liaising with external agencies including the Local Authority's Support and Educational Psychology Services, Health and Social Services, and voluntary bodies;
- attending appropriate training to support the role, to disseminate to staff;
- using the school development plan to implement new developments;
- working closely with the nominated Special Educational Needs Governor;
- monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.

ii) The role of the SEND Governor

The main role of the SEND Governor is to maintain an overview of SEN policy and practice within the school and:

- to be aware of the Local Authority's policies relating to SEND;
- to attend training and INSET days devoted to SEND;
- to be familiar with the SEN Code of Practice and the language of SEN and Disability;
- to meet regularly with the SENDCo to discuss the school's SEND strategy;
- to be aware of the progress that pupils with SEND are making and how this compares with that of pupils without SEND;
- to be aware of the School's Equality Policy and objectives and the extent to which the school is meeting the targets of that plan and making reasonable adjustments for disabled pupils;
- to ask about resources in the school budget allocated to SEND and the School's Accessibility Plan;
- to be aware of targets related to SEND and accessibility that appear in the school development plan and be involved with monitoring their progress.

iii) Role of the Teacher

The Teaching Standards make it clear that it is a teacher's responsibility to "adapt teaching to respond to the strengths and needs of **all** pupils".

The SEN Code of Practice (Sept 2104) states that 'teachers are responsible and accountable for the progress and development of the pupils in their class.'

All those who teach and support pupils with SEN should demonstrate the highest aspirations for them. Teachers are responsible for driving the movement around the four stages of action with the support, guidance and leadership of the SENDCo and specialist staff.

Teachers should also:

- Draw up Whole Class Early Intervention Provision Maps, evaluating them on a termly basis;
- Create Individual Provision Maps in consultation with the SENDCo;
- Regularly review the SMART targets within the Individual Provision Maps;
- Monitor progress;
- Work with the child to develop a pupil profile and update on an annual basis;
- Identify on planning the deployment of additional support and/or resources;
- Implement the school's SEND Policy.

12. Monitoring and Record Keeping

All interventions carried out by staff are recorded at the time of delivery via the SEN Intervention log. This allows provision and progress to be tracked. The impact of interventions is monitored regularly and adaptations made as required to ensure provision remains relevant and meets the needs of the pupil.

Each class will have a Special Educational Needs Folder. This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be offering to meet the needs within their class. It contains the SEND policy, Whole Class Provision Map, Individual Provision Maps, tracking data, SEND Identification

procedures, blank Intervention Record Sheets and any other relevant information on individual children. This is confidential. If the teacher is absent, this information should be offered to the supply teacher.

Teachers may also keep anecdotal records as part of their continuous assessment. These could include:

- Individual records of support work kept by the support teacher.
- Records of children who are working on specific programmes.
- Reading record sheets.
- Examples of work.
- Annotations on plans.
- Results of formal testing, such as end of Key Stage statutory assessments and termly assessments. These are carefully scrutinised to see if they highlight difficulties or provide information about how to proceed with support.

Records should always provide specific, positive information about what a child can do, and about what steps are being taken to help him/her make progress. They should be passed on at the end of the academic year to the next teacher. Recorded information is vital to inform the teacher of appropriate next steps, as well as being of great importance when a child is referred to an outside agency such as the Education Psychology Service. This information must be accessible both in terms of its location and its content to parents and all support agencies.

We recognise that while a medical diagnosis or a disability does not necessarily imply SEN, it may impact a child's education and we therefore like to be fully informed of these. The school database is updated as soon as new information comes into school and the class teacher notified of any issues. Up-to-date class medical information is kept by the teacher in the class SEND file.

13. Training and Resources

The SENCO is responsible for ordering, maintaining and organising resources and for ensuring that all staff are aware of the resources available.

Training for teachers and support staff is identified through the appraisal process and SLT monitoring. Training may take place during INSET days, staff meetings or courses provided by external providers.

The SENCO attends termly Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

14. Partnerships

i) Partnership with those with parental responsibility

At Frieth CEC School we believe that a child's education is a partnership between school and home. We operate an 'open door' policy and offer parents the opportunity to make appointments with their child's class teacher should they have any concerns about their child. Specific concerns relating to a child's special educational need or disability can be raised with the SENDCo.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child and understand the purpose of any intervention or programme of action. We recognise, however, the pressures a parent may be under because of the child's needs and seek to make communication effective by:

- acknowledging and draw on parental knowledge and expertise in relation to their child;
- focusing on the child's strengths as well as areas of additional need;
- recognising the personal and emotional investment of parents and be sensitive to their feelings;
- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents, to be discussed well before meetings;

- respecting the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respecting the differing needs parents may have themselves, such as a disability, or communication and linguistic barriers;
- recognising the need for flexibility in the timing and structure of meetings.

Parents also have a responsibility to communicate effectively with professionals to support their child's education. They should:

- communicate regularly with school, alerting us to any concerns they have about their child's learning or provision;
- fulfil their obligations under the home-school agreement which sets out the expectations of both sides.

ii) Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher.

From an early age, children with SEN are to be actively involved at an appropriate level in discussions about their Individual Provision Maps, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class, this can only be viewed as a natural extension.

iii) Partnership with Other Schools

The school liaises with our feeder settings and receiving schools in order to ensure the easiest possible transition for all our pupils. Planning for transition for some pupils may start as early as the autumn term of the academic year when the child is due to transfer.

The class teacher and the SENDCo discuss each child to ensure that all relevant information is passed on. Occasionally, a child may need to visit their next school more often in order to prepare more fully. This will be organised with the SENDCo of the feeder/future school. We make flexible arrangements to ensure a successful transition. All records – assessments, SEN records/Individual Provision Maps are passed on as required.

15.Complaints Procedure

In line with the school's complaints policy, parents/carers are asked to speak first to the class teacher, then the SENDCo and then the Headteacher. If they feel that their complaint has not been dealt with appropriately then they should write to the Chair of Governors.

16.Evaluation of Success

The evaluation of the success of this policy requires evidence of:

- How far the aims and objectives of the policy have been met;
- How effective the SEND provision has been in meeting the needs of the pupils;
- How well the resources have been allocated;
- How early SEND have been identified;
- How well the pupils with SEND have progressed in relation to their starting points and when compared to pupils without SEND;
- Increased parental and pupil involvement.