

# FAIRHOLME PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

## Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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## School beliefs and values

Our school provides a caring, positive, safe and stimulating environment which promotes the social emotional physical and moral development of the individual child. All aspects of school life are underpinned by our core values of **respect, honesty, responsibility, kindness, self-belief** and **aspiration**.

At Fairholme Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Every teacher is a teacher of every child, including those with SEND. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

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### The aims of our Special Educational Needs Policy are to ensure that:

- We provide a broad and balanced curriculum which is differentiated to meet the needs of pupils with as wide a range of ability as possible.
- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEN through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their school career at Fairholme.
- There is adequate resourcing for SEN.

### Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

### Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This policy describes the way we meet the needs of children who experience barriers to their learning. The SEND Code of Practice (2014) describes four broad areas of need (P.86 onwards):

### Communication and interaction

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules

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of communication. Children and young people with autism (ASD) are likely to have particular difficulties with social interaction.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to them.

### **Identifying pupils with SEN and assessing their needs**

We aim to identify children with special educational needs as early as possible in their school career and recognise that there should be a graduated response to SEN, but also that occasionally a child may progress straight to Statutory Assessment. The earlier action is taken to support individuals, the more responsive a child is likely to be.

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff. All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The triggers for intervention could be concerns which come from the class teacher or they may stem from parental concerns or from information gained through meeting with other professionals such as speech therapist or paediatrician. Placing a child on the SEN register will follow a set procedure and meet one or more of the following criteria:-

- A child's progress is significantly slower than that of their peers starting from the same baseline.

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- A child fails to match or better his/her previous rate of progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- The attainment gap between the child and their peers fails to close.
- The attainment gap widens
- A child presents with persistent emotional or behavioural difficulties.
- Sensory or physical difficulties are evident, and the child continues to make little or no progress despite the provision of specialist equipment.
- A child demonstrates communication and/or interaction difficulty.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Sometimes children's progress and / or attainment may be affected by issues that are not SEN. These include:

- Disability (schools are required to make "reasonable adjustments" for pupils with disabilities);
- Poor attendance and / or punctuality;
- Health and welfare, e.g. chronic health conditions;
- Children learning English as an additional language;
- Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

If the class teacher has concerns about a pupil they should first discuss these with parents in order to gather further information and consider whether special educational provision is required. You may wish to have a professional conversation with another colleague before going to the parent.

The class teacher should then make an expression of concern to the SENCo.

The SENCo will respond to this concern. The response may include a variety of approaches including discussion with the teacher about the pupil and their needs, lesson observation and an examination of samples of work.

Having assessed the level of need the SENCo makes a decision about whether to recommend placing the child on the SEN register.

Once a child has been identified as having a special educational need, the school follows the graduated approach as set out in the SEND Code of Practice, 2014 (paragraph 6.44) in order to remove the barriers to learning for that child.

### **The Graduated Approach**

High quality teaching, differentiated for individual children is the first step in ensuring that all children achieve and make progress. If the class teacher still has concerns about a child's lack of attainment and/or progress despite quality first teaching, a consultation is arranged with either the SENCO or the parents/carers and the child (where appropriate) to discuss the available provision.

Starting with the desired outcomes for the child, the class teacher should provide interventions that are **additional to** and **different from** those provided as part of the

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school's usual differentiated curriculum (this additional differentiation may or may not require the use of additional adults). The provision is mapped on the child's SEN record and where possible progress is reviewed termly with the parents.

The level of support given is continually reviewed through a process of assessing the child's progress, planning for future learning, providing the necessary support and then measuring the impact of this and considering whether changes need to be made. The parents/carers and the child (where appropriate) are actively involved in each part of this process.

Each review meeting will determine the support that is needed and if it can be provided by adapting the school's available resources or whether additional or external expertise is required.

Advice from additional professionals may be sought when a child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

While the majority of children will have their special educational needs met as part of this four stage process, some may require further assessment to determine whether it is necessary for the local authority to make provision through an Education, Health and Care Plan (formerly known as a Statement of Special Educational Needs).

For those children who have an Education, Health and Care Plan, a review involving the parent/carers and the child will be held annually at the school to discuss outcomes, provision and progress.

### **Support for children with special educational needs**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Mov'n'sit cushions, coloured overlays, visual timetables, writing slopes, privacy boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Support for behaviour, such as reward charts, behaviour logs, mentor support, calm down resources, Now/Next boards etc
- Bespoke, individual support through specific programmes or interventions
- Support for health needs

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- Specialist teaching groups.

The school also has access to a comprehensive range of external specialists who can offer additional support and advice.

The agencies used by the school include:

- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Special Educational Needs Support Service (SENSS) including the Hearing Impairment team, Visual Impairment team and the Physical Disability Team.
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officers (EWO)
- Social Services – Family Support Worker
- Educational Psychologist
- Child Development Clinic (Paediatricians)
- School Nurse
- Hounslow and Richmond Community Care Team
- Social Emotional Behaviour Difficulties Outreach Service (Woodbridge Park)
- Youth Bonds

Commissioned services include:

- Parent Support Advisor
- Family Engagement Officer
- Specialist Reading Teacher
- Early Intervention Behaviour Consultant
- Play Therapist

### **Involving external agencies**

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. No referral will be made to any agency without the agreement of the family. Contents of referral forms and letters will be shared with parents prior to referral and a copy given to the family.

The school may request permission to refer to one or more of the following agencies:

- Health: health visitor, school nurse, child development clinic, audiology, speech and language therapy, occupational therapy, CAMHS.
- Education: Educational Psychology team, Specialist Team (SENSS) or commissioned services.
- Social Care: Children and Families (In some cases referrals need to be made without informing the parents)

Referral processes vary slightly between agencies and across boroughs. Any advice received will be shared with the family and staff working with the child, and incorporated in the provision for that pupil.

A small minority of children have needs that cannot be fully met from the school's available resources. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care Plan. Requests must include:

- A detailed description of the child's strengths and difficulties;

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- The impact the difficulties are having on their progress and achievement;
- What additional support has been provided in school, and what the impact has been;
- Which external professionals or agencies have been involved, and how their advice has been implemented;
- Views of the child and family;
- What additional support is necessary and how this will impact on the outcomes for the child.

Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo.

For children who start school with a high level of need, or who have a change in circumstance which may result in a SEN, the school may make a bid to Hounslow Borough for either Inclusion or High Needs funding. This provides additional funding for a short period of time to enable appropriate support to be put in place quickly. A request for an Education and Health Care Plan may then be considered.

### **Working in partnership with pupils and parents**

At Fairholme Primary School we believe in good communication and positive partnership with parents, carers, children. We have an early discussion with the child and their parents when identifying whether they need special educational provision. Through these conversations we aim to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record using the appropriate school systems.
- Whenever appropriate children's opinions and views will be sought verbally or non-verbally and they will be encouraged to take an active part in reviewing, celebrating and setting targets for next steps in their learning.

### **Criteria for Exiting SEN Register**

Some children may need support as a result of a SEN throughout their school careers. Others may need support for a shorter period of time. Children may be removed from the school's SEN register if:

- Concerns about their progress or attainment are no longer present, e.g. if they have caught up with peers, or if they are making progress in line with or at a faster rate than their peers;
- Strategies put in place have sufficiently reduced or removed the barriers to learning, e.g. strategies to support dyslexic learners;
- There has been a change in the child's needs, e.g. their difficulties are no longer impacting significantly on their learning.

### **Roles and Responsibilities:**

Fairholme School recognises that provision for children with Special Education Needs is a matter for the school as a whole. *'All teachers are teachers of children with special*

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*educational needs*' (SEN Code of Practice pg. 44). Roles and Responsibilities with regard to SEN are designated in the following ways:

### **Special Educational Needs Co-ordinator (SENCo):**

The SENCO is Raj Kaura.

In this role she will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

**The SEN designated governor** is Jenny Capstick MBE.

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensure the quality of SEN provision is continually monitored and that financial resources are available to carry out the SEN policy.

### **The Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure the quality of SEN provision is continually monitored and that financial resources are available to carry out the SEN policy.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class



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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **Support Staff (under the guidance of the class teacher) to:**

- Carry out activities and learning programmes supported by the class teacher and the SENCo.
- To communicate effectively with the class teacher and keep records of this work as requested.
- To be fully aware of the school's SEN policy.

We have a large team of support staff who work in various capacities across the school. Some work exclusively with targeted children or small groups, while others work as general class teaching assistants.

### **Parents/Carers are responsible for:**

- Ensuring their child's regular attendance.
- Informing the school of any concerns or any other professional involvement.
- Supporting their child's learning at home.

### **Access Arrangements**

Access arrangements for national standardised assessments tests (SATs) are arranged according to the needs of individual children. In years 2 and 6 a number of access arrangements may apply, including additional breaks, time extensions and access to large print papers depending on national guidance. Access arrangements will be discussed with Year Group Leaders, Phase leaders and the SENCo and are overseen by the Headteacher and deputy.

### **Transition**

In order to ensure a smooth transition to each phase of education, we have a number of systems in place.

- Prior to starting Nursery or Reception, a home visit is made by staff members of the Early Years Foundation Stage for an informal discussion with parents/carers and the child.
- When a child transfers to Fairholme Primary School from another educational setting an admission's meeting is held to discuss any needs and records are requested from the previous setting.
- From class to class – a transition meeting is held to share information about all pupils. Pupils have the opportunity to visit their new class before the end of the academic year. Additional visits for the pupil and receiving staff may be arranged if appropriate. Some children may also be given a Transition book with pictures of staff and their new classroom to look at over the summer.
- Additional arrangements are made for children transferring from Reception to Key Stage 1 and Key Stage 1 to Key Stage 2. This may include opportunities to use a different playground and familiarisation activities to support changing routines at lunchtimes.

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- Most secondary schools have transition plans for year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be used. Where appropriate, secondary school staff will be invited to annual reviews of children in year 6 who have statements or EHC plans.
- Information relating to the SEND of pupils is passed to the new school where this is known. For pupils who leave the country, or who leave the school without a new school to go to, records will be kept for legally required time period.

### **Supporting Pupils 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 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. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Arrangements for pupils with medical conditions are dependent on the individual needs of the child. If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member. Every year, all staff at Fairholme Primary School receive Epipen and asthma training delivered by the school nurse. We have specific members of staff who have paediatric first aid qualifications.

### **Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEND. This is done in a variety of ways including lesson observations, pupil progress reviews, seeking views of parents and annual reviews of pupils with an EHC Plan. The SENCo attends governors' meetings to update governors on SEN and inclusion. There is a named governor responsible for SEN and inclusion who visits the school regularly. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Training and Resources**

Provision for SEN is funded in several different ways. The school receives funding as part of its' delegated budget which is used to fund "ordinarily available" provision. This may include additional teaching or support staff, equipment or training for staff.

The school receives additional funding for children who have an EHC plan from the local authority where the child lives. Funding in these cases is attached to the particular child and must be spent in a way that supports them appropriately.

The school also receives Pupil Premium funding for looked after children, and children in receipt of free school meals. Some of these children also have SEN, so part of the Pupil Premium funding is used to enhance the provision the school is able to offer.

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Our most valuable resources are our teachers and support staff. 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 required to undertake training and development. Some training is generic, and addresses high incidence needs; other training is bespoke to meet the needs of individual members of staff and the children they are working with.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO 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 SENCO attends Hounslow's SENCO network meetings in order to keep up to date with local and national updates in SEND, in addition to other events such as SENCO hub meetings and conferences.

### **Expertise and training of staff**

Our SENCO has 24 years' experience and has worked as a teacher in KS2, KS1 and as an Early Years teacher.

She is allocated 4 days a week to manage SEN provision.

We have a number of support staff, including several higher level teaching assistants (HLTAs) who are trained to deliver SEN provision across the school and in our Nurture Group provision.

Additionally we also commission specialist staff for specialist reading teacher support, play therapy and individual mentoring support.

### **Disability Equality and Trips**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Risk assessments are carried out for all trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. For those children who require 1:1 support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with parents/carers.

Pupils with SEN are encouraged to be part of the school council

### **The local authority local offer**

Our contribution to the local offer is:

<http://www.fairholme.hounslow.sch.uk/downloadfile/5555475>

Our local authority's local offer is published here:

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

### **Monitoring arrangements**

This policy was written in response to the new SEND Code of Practice 2014.

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Accessibility Statutory Responsibilities**

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RATIFIED DATE: July 2018

REVIEW DATE: July 2019

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The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. For further information see the Accessibility Plan.

## **Dealing With Complaints**

Any concerns or complaints regarding children with SEND should be first raised with the class teacher or the member of staff involved. If this does not resolve the issue, please contact the SENCo / Deputy Head or another member of the Senior Leadership Team. Parents may also accelerate their concerns directly to the Head teacher if they feel it is necessary. For further information please refer to the School Complaints Policy

## **Links with other policies and documents**

This policy links to our policies on:

Fairholme Primary School SEN Information Report

Accessibility plan

Behaviour

Equality Policy

Physical Intervention and positive handling (Restraint) Policy

First Aid and Medical Policy

Child Protection and safe guarding policy

Safeguarding Policy

## **Compliance**

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, DfE, June 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 Sept 2013
- Accessibility Plan
- Teachers Standards 2012