



Frithwood Primary School

Special Educational Needs and Disabilities Policy

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Next Review – Autumn 2020

**Frithwood Primary School
Special Educational Needs and Disabilities (SEND) Policy
2018-2020**

**This policy should be read in conjunction with the school's
SEND Information Report.**

Written in accordance with DfES guidelines

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

Code of Practice 2015 6.15

A person (*P*) has a disability if

- (a) *P* has a physical or mental impairment and
- (b) The impairment has a substantial and long term adverse effect of *P*'s ability to carry out normal day-to-day tasks.

Equality Act 2010

Aims and Objectives

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Foreword to the SEND Code of Practice 2014

At Frithwood Primary School all children are considered special with differing educational needs.

We recognise that there are some pupils who may require additional resources or extra support at some time in their primary school life and we aim to cater for the needs of all pupils. The school has an appointed Special Educational Needs Coordinator (SENCo), Assistant Headteacher with responsibility for inclusion and Inclusion Governor with responsibility for ensuring that the policy is upheld and to offer support to parents/carers who may have concerns about their child's progress.

School staff work in partnership with parents/carers and pupils and liaise with external agencies to build upon pupil's strengths and improve any area of difficulty for the individual. As a whole school we aim to:

- Provide each pupil with equal access to a broad and balanced curriculum.
- Maximise the educational, social and emotional potential of all pupils and support the achievement of personal goals.
- Ascertain the wishes of pupils in the light of the pupils' age and understanding.
- Create for all our pupils an environment that encourages activity, thought and understanding.
- Value and respect all contributions to school life.
- Communicate and liaise closely with parents/carers and promote this partnership to maximise opportunity of support.
- Provide equality of opportunity for all our pupils regardless of age, ability, race or gender.
- Provide as far as possible the opportunity for all children to take part in extra curricular activities and trips.
- Ensure that careful pupil records are kept providing evidence of quality of provision, strategies implemented and progress made.
- Contact external agencies when necessary to provide additional support for pupil, staff and parents/carers.
- Promote early identification so that assessment and appropriate provision can be provided as soon as possible.
- Ensure that all staff follow statutory guidelines provided by the DfES.

Identification of pupils with Special Educational Needs (SEN)

On Entry

We will assess each pupil's current skills and level of attainment on entry, building on information from previous settings and Key Stages where appropriate.

Assessments will be undertaken by the class teacher or Assistant Head/Mobility Coordinator at the request of the class teacher.

We will consider evidence that a pupil may have a disability under the Equality Act and if so, what reasonable adjustments may need to be made for them.

Identification within school

We aim to provide a clear approach to identifying and responding to SEN.

- When concerns about a pupil are raised by a teacher, their progress will be closely monitored by the Class teacher and SENCo and parents informed.
- These pupils will be supported through Quality First Teaching and targeted interventions established by the class teacher and supported by relevant staff.

Reasons for concern may include, but are not limited to, the following:

- Not making expected progress
- Previous outside agency support
- Medical issues requiring monitoring
- Behaviour issues
- Social and emotional needs
- Speech and language difficulties.

Once a concern has been raised

- The class teacher will ensure high quality teaching is targeting areas of weakness.
- The class teacher will provide support and/or interventions to address the individual pupil's need.
- If the pupil has not made expected progress despite targeted intervention, concerns raised by the class teacher will be recorded on a Concern Form and discussed with the SENCo.
- The progress of the pupil will be monitored by the class teacher and SENCo.
- If the pupil makes sustained academic progress, or the reason for the concern no longer applies, the SENCo will no longer be involved in monitoring pupil progress.
- If expected progress is not seen despite interventions, or concern escalates, the pupil may receive targeted SEN Support.

SEN Support

Parents will be notified if the school consider that their child requires SEN Support.

Pupils receiving SEN Support may have differing areas of need including:

Communication and Interaction

Speech and language needs
Understanding what is said
Understanding social rules of communication

Cognition and learning

Learning at a slower pace than their peers even with appropriate differentiation
Learning difficulties covering a wide range of needs
Moderate learning difficulties (MLD)
Severe learning difficulties (SLD)
Support needed in all areas of the curriculum
Associated difficulties with mobility and communication through profound and multiple learning difficulties
Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health

Withdrawn or isolated
Displaying challenging, disruptive or disturbing behaviour which may reflect underlying mental health difficulties
Anxiety or depression, self-harming, substance misuse, eating disorders
Physical symptoms which are not medically explained
Attention deficit disorder (ADD)
Attention deficit hyperactive disorder (ADHD)
Attachment disorder

Sensory and/or physical needs

Vision impairment (VI)
Hearing impairment (HI)
Multi-sensory impairment (MSI)
Physical disability (PD) requiring ongoing support and equipment

Some pupils may receive SEN Support due to alternative issues which impact on their progress and attainment, such as Looked after Children or pupils with complex health problems.

Provision of SEN Support will be reviewed regularly and pupils, parents and class teachers notified of any changes.

Education and Health Care Plan (EHCP)

Parents of pupils who have an Education health and Care Plan (EHCP) will be invited to

- Termly meetings with school staff to review progress and set targets.
- Annual Review Meetings in school to discuss the progress and needs of the pupil. This meeting will involve the pupil, parents/carers, class teacher, SENCo and sometimes external agencies involved in the care of the pupil.

EHCP applications for pupils with complex educational needs will be coordinated by the SENCo.

Personal Target Setting

At Frithwood Primary School we have adopted a graduated approach to supporting pupils, as recommended in the current Code of Practice DfES guidelines:

- Assess
- Plan
- Do
- Review

We will regularly assess the needs of the pupil, plan and deliver appropriate interventions and review progress in partnership with parents and/or other professionals.

Personalised targets and support strategies for pupils with SEND will be discussed each term at a meeting between school staff, parents/carers and pupils where appropriate.

Advice from outside agencies working with the pupil will be considered when target setting.

A Personal Learning Plan (PLP) may be issued where a pupil has a wide range of needs. This will be reviewed termly and detail current targets and support received by the pupil. In some cases, a more detailed support plan may be completed, containing desired long-term outcomes and strategies.

Where a child is supported within school by a Speech and Language therapist, parents may be invited to meet with the therapist to discuss targets and support strategies.

Pupil Passports

Pupils with SEND may be issued with a Pupil Passport. This document contains information about the pupil's likes/dislikes, desired outcomes and appropriate strategies for support.

The information is provided by the pupil, parents, classroom staff, SENCo and any outside agencies supporting the child. Pupil Passports are available to all staff working with the pupil to ensure consistency of support.

The information contained in Pupil Passports will be updated yearly and may be used to support transition when the pupil transfers to a different school setting.

Evaluation of SEN pupil progress and achievement at Frithwood School

Measurable criteria for pupils with SEN may include the following:

- Achievement of targets
- Progress in pupil's work – dated and monitored by the class teacher
- Teacher assessment
- SATs scores
- Conclusions from review meetings
- Reading age and standardised score (PIRA)
- Maths age and standardised score (PUMA)
- Boxall Profile score (Social and Emotional development)
- Self-esteem and self-confidence (Pupil's Attitude to School and Self survey)
- Assessments administered by the Educational Psychology Service
- Reports from external advisory services
- Speech Link and Language link data for all Reception and other identified pupils.

The Role of Class Teachers

It is the class teachers' responsibility to:

- Provide quality first teaching for all children within class, differentiated to meet individual needs and remove barriers to pupil achievement.
- Set high expectations for every pupil, whatever their prior attainment.
- Take full responsibility for establishing interventions and monitoring their effectiveness.
- Act upon evaluations provided by teaching assistants where necessary.
- Read and sign intervention evaluations that are sent to parents.

- Identify children they are concerned about and raise their concerns with the SENCo using a Concern Form.
- Liaise with parents/carers and attend termly Personalised Learning Plan meetings for pupils with SEND.
- Complete Annual Review reports for pupils with an EHCP.
- Attend Annual Review meetings for pupils with an EHCP.
- Monitor pupil progress termly and seek to identify pupils making less than expected progress given their age and individual circumstances.
- Monitor progress in areas other than attainment, eg wider development or social needs.
- Provide SMART targets to address pupil needs and review targets at least termly.
- Plan for, direct and liaise with teaching assistants to ensure maximum support for identified pupils at all times.
- Provide Curriculum Support Provision Records if there is general support from a teaching Assistant.
- Complete EHCP Pupil Planning Records for relevant pupils.
- Complete a weekly timetable of activities for pupils with a EHCP.
- Maintain good communication with all parties.
- Ensure that Personalised Learning Plans (PLPs) for pupils are kept in the classroom support file.
- Act upon advice given by internal and external support staff and include this advice in future planning.

The Supporting Role of the Teaching Assistants

At Frithwood Primary School we recognise the importance of the skills and expertise our teaching assistants can offer. In order to enhance this, we aim to:

- Offer support and training for teaching assistants to ensure our pupils make the best possible progress.
- Provide a written record of expectation for individual and group interventions.
- Acknowledge evaluations in the classroom support files.
- Encourage use of resources to support pupils' learning.
- Encourage the development of positive relationships between all staff and pupils.
- Involve teaching assistants in the writing and review of PLPs.
- Involve teaching assistants in the monitoring of targets.
- Involve teaching assistants in parent/carer liaison as appropriate.
- Encourage an appropriate level of independence to enable each child to reach their potential.

The Role of the Assistant Head

The Assistant Head is responsible for overseeing SEN provision across the school. This role includes:

- Meeting regularly with the SENCo.
- Attending meetings for Looked After Children (LAC), completing relevant documentation and ensuring that agreed provision for these pupils is fully met.
- Ensuring Pupil Premium funding is allocated to meet the needs of identified pupils.
- Ensuring the school's SEND Information Report reflects current provision for SEN pupils within the school and is available for publication on the school's website and by the Local Authority.
- Attending Annual Reviews of pupils with EHCPs.
- Allocation of teaching assistants to support pupils requiring SEN support.
- Providing relevant staff training for teachers and teaching assistants to ensure they are able to meet the needs of SEN pupils within the school.
- Reviewing the SEND policy and guidelines.

The Role of the SENCo

The SENCo is responsible for the day to day running of the SEN department across the whole school. This role includes:

- Close liaison with teaching and non-teaching staff.
- Liaising closely with parents/carers on a formal and informal basis.
- Recording pupils identified for SEN Support on the SEN profile.
- Ensuring that the SEN profile is regularly updated and that staff are aware of identified pupils.
- Contacting and liaising with external advisory staff and specialist teachers, such as Language Advisory Service, Behaviour Support Team, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy and Autistic Spectrum Disorder advisors.
- Working closely with the Educational Psychology Service.
- Offering support to staff and parents, seeking advice when necessary.
- Identifying concerns and acting upon them.
- Organising meetings and recording outcomes.
- Arranging meetings for the planning and review of targets for pupils with SEND – to include the parents/carers, pupil, class teacher and teaching assistants.
- Updating staff with regard to arranged meetings and ensuring that staff are aware of their role in these meetings.
- Monitoring and reviewing the progress of all pupils identified as having SEND.

- Monitoring and reviewing the progress of pupils of concern to identify whether SEN support is necessary.
- Monitoring the classroom support record keeping files in partnership with Key Stage managers.
- Ensuring that informative written records are sent to parents upon completion of a time-limited intervention.
- Implementing new initiatives and national developments.
- Supporting the Headteachers and updating the SES as appropriate.
- Liaising with the Assistant Head and providing information for Headteacher's reports, Governing Board meetings etc.
- Ordering resources to support all aspects of the curriculum.
- Ensuring that all staff have access to support material and relevant documentation.
- Providing relevant staff training for teachers and teaching assistants to ensure they are able to meet the needs of SEND pupils within the school.
- Reviewing the SEND policy and guidelines.
- Managing the EHCP assessment process in consultation with the Assistant Head and the Local Authority.
- Organising annual review meetings and providing the necessary paperwork to support this.
- Ensuring that staff members have access to agreed pro-formas for daily classroom support and intervention planning.
- Ensuring that the school Provision Map reflects the current interventions available in school.
- Completing pupil risk management and behaviour plans where necessary.
- Coordinating pupil transition between year groups and key stages.
- Distribution of reports and documentation to all relevant parties.

The Role of the Governing Board

The school has a designated governor with responsibility for developing and maintaining an awareness of SEN provision in school on behalf of the governing board. Their role includes the following:

- Having a clear working knowledge of statutory requirements, including the most current SEND Code of practice
- Helping to review the school's policy on provision for pupils with SEND.
- Reviewing the impact of SEN provision on pupils.
- Providing current information to the Governing Board on the quality and effectiveness of SEN provision within the school.
- Maintaining an effective working relationship with the school SENCo.

Disagreement Resolution

At Frithwood we aim to prevent disagreement by implementing the following strategies:

- Good communication between parents/carers, school and the Local Authority.
- Discussing problems as they arise to prevent problems becoming disagreements.
- Acting on the advice of others who have resolved similar difficulties.
- Seeking an agreement that suits all parties and involves an independent party.

We will then follow the Resolving Disagreements section of the Code of Practice 2014, Section 11.

Further information regarding support for pupils with SEND and their families is contained in the school's Special Educational Needs and Disability Information Report.