



INTRODUCTION

This policy has been co-produced by the head teacher, SEND governor and in consultation with parents and carers of children with SEND. Together we have ensured that the Fair Furlong SEND and Inclusion policy works within the guidelines and inclusion policies of the Code of Practice (2014).

Barbara Buggy is the Inclusion leader and is responsible for managing Fair Furlong's response to the provision we make for our children with SEND. Mrs Buggy completed the National Award for Special Education Needs (NASENCo award) in January 2016.

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 2014)
- Schools SEND Information Report Regulations (2014)

RATIONALE

This policy will ensure continuity of practice across the school. It has been written in response to the 'Special Educational Needs Code of Practice (2015) and the 'Special Educational Needs and Disability Act (2001).

Identifying special educational needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting in England.

The SEND Code of Practice 2014 suggests that there are 4 main areas of special educational need. These are:

Communication and interaction
Cognition and learning
Behaviour, emotional and social development
Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. A child may have needs in more than one of these areas. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Fair Furlong Primary School we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child.

SEND AIMS AND OBJECTIVES

At Fair Furlong Primary School we aim:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To ensure that all children including those with SEND have equality of opportunity and their achievement is monitored in accordance with our equalities objectives.
- To work in cooperation and partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. At Fair Furlong Primary School we strive to meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Inclusion Lead and individual teachers.

Through appropriate provision we respect the fact that children:

- Have different educational and or behavioural needs.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and in physical and practical activities

- Helping children to manage their own behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs and disabilities is a matter for the whole school. The Governing body, the school's Head Teacher, the Inclusion Lead and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs.

Our Nursery teacher will assess each child's entry level of attainment. If a child joins us from another nursery then they will be assessed by their Reception teacher on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting. The class teacher and the Inclusion Lead will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis of planning next steps for learning.

THE ROLE OF THE INCLUSION LEAD

The Inclusion Lead's responsibilities include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating and costing provision for children with SEND, ensuring value for money.
- Liaising with and advising fellow teachers.
- Overseeing the records for all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with outside agencies including speech and language therapists, occupational therapists and the educational psychology service.
- Liaising with support agencies that can provide specialist advice and expertise to strengthen provision for individuals or groups.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress and provision for children on the SEND register.
- To attend Pupil progress Reviews to ensure early intervention is secured and provision is evaluated.
- To be the line manager for TAs and thus to hold staff to account for standards in provision and to ensure under performance is tackled in a timely manner.

PARTNERSHIP WITH PARENTS/CARERS

Partnership plays a key role in enabling young children and young people with SEND to achieve their potential.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home school agreement is central to this. Families hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

ACCESS TO THE CURRICULUM

Quality first teaching vital to the progress of all children so they have access to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Educational Plans which employ a small steps approach feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets we ensure that children experience success. All children on the SEND register have an individual education plan.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences their peers enjoy. There are times when, to maximise learning, they are required to work in small groups, or in a one to one situation outside the classroom. At times specific Risk Assessments may be necessary and every possible reasonable adjustment will be made to ensure acceptable levels of risk.

THE NATURE OF INTERVENTION

The Inclusion Lead and the child's class teacher will decide on the action needed to help the child progress. Primarily at Fair Furlong we provide education for all pupils through a variety of access strategies including appropriate differentiation, resources and facilities as necessary. All pupils are entitled to receive a broad balanced and relevant curriculum. The school will, within the context of services available seek the relevant support and advice from the LA in order to facilitate pupils' inclusion.

Further intervention may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve individuals or small groups of children being withdrawn from class to work with a teaching assistant for parts of the school day.

- Staff development and training to introduce more effective strategies.

After initial discussion with the Inclusion Lead, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents of children on the SEND register will be invited to meet with the Inclusion Lead three times a year and will have specific time slots to discuss their child's progress.

The Inclusion Lead will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may continue to be involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below expectations of children of a similar age.
- Continues to have difficulty in developing literacy and or mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a partner service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention the child continues to fall significantly behind the level of his peers.

SCHOOL REQUEST FOR EDUCATION HEALTH AND CARE PLANS

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to address those needs, including any resources or special arrangements put in place. Parent/ carer consent will always be sought before we make a request to the LA. The Inclusion Lead and the parents/carers will work very closely together during this process.

The evidence gathered will include:

- Previous Individual Education Plans
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National curriculum attainment levels in literacy and maths.

- Education and other assessments, for example from a speech and language therapist or educational psychologist.
- Views of the child.
- Views of the parents / carers.

The parents / carer of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

INDIVIDUAL EDUCATION PLANS

For children receiving significant interventions the strategies employed to enable a child to progress will be recorded within an Individual Education Plan which will include information about

- How the child's needs can be best supported in the classroom
- How the child's needs can be best supported at home
- The short term targets for the child
- The provision to be put in place
- The child's views will be sought and taken into account, as well as those of the parents, whose support is vital if progress is to be achieved and maintained

ALLOCATION OF RESOURCES

The Inclusion Lead is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans.

THE ROLE OF THE GOVERNING BODY

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The admission policy is currently the LA policy for all maintained schools in Bristol.

The Governing body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full governing body.

MONITORING AND EVALUATION

The Inclusion Lead monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers in drawing up Individual Education Plans for children. The Inclusion Lead and the Deputy Headteacher or Headteacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Lead and the named governor with responsibility for special educational needs also hold regular meetings.

THE SCHOOL'S ARRANGEMENTS FOR SEND AND INCLUSION IN-SERVICE TRAINING

- The Inclusion Lead attends regular cluster meetings with other Inclusion Leads and Special Educational Needs co-ordinators.
- All staff have access to the training they require to fulfil their role in supporting children with SEND.

INCLUSION OF ALL CHILDREN

Aims

At Fair Furlong School we aim:

- To include all pupils in every aspect of school life
- To continue to raise staff awareness of inclusion by ongoing staff development
- To maximise the learning potential and raise educational attainment for all pupils
- To promote the personal, social, moral and cultural development of every child
- To recognise and celebrate the progress and achievements of all
- To develop inclusive practices throughout the educational community and so to promote equality of access and opportunity for all learners
- To work together with all partners in the education of the young person
- To continuously monitor and evaluate the success of our policy and practice implementation

Academically More Able:

- See Fair Furlong School Academically More Able Policy
- Pupils identified as academically more able are identified by classteachers and appropriate differentiation and provision is put in place in order for them to achieve accelerated progress.

Pupil Premium

- See Fair Furlong School Pupil Premium Policy
- Children identified as eligible for pupil premium are identified and monitored by classteachers and SLT.
- Individual provision maps are completed to ensure their progress is in line with their peers.

Race Equality

- See Fair Furlong Equalities Policy
- An Equalities policy is in place and all incidents would be monitored in line with LA policy. Racial incidents are monitored in accordance with LA guidelines.

Children in Care

- Every child who is looked after by the local authority has a PEP (personal education plan). These are updated twice a year. Review meetings are attended by the Headteacher or Inclusion Lead.
- The Headteacher monitors attendance and groups of children with high percentage of absence or lateness are targeted.

Physical Disabilities

- The school ensure children have appropriate access to all areas of the school and fully participate in all areas of school life where appropriate.
- Classteachers ensure a PEEP is in place.

- The school has an up to date Accessibility Plan.

School Council

- The school council meets regularly and is involved in decision making where appropriate. One child from every class attends school council meetings and is voted in by their peers.

Governors

- Governors regularly receive Inclusion reports. There is a nominated Inclusion governor (see list of governors on website) who meets regularly with the Inclusion Lead. Inclusion is reported upon in the Annual Report to Parents.

Induction and Transfer arrangements

- Induction arrangements prior to foundation are based on information provided from pre-school provider, parent, Educational Psychologist and Speech Therapist or health visitor
- Provision arrangements are discussed prior to pupils starting school
- Termly monitoring based on the Foundation stage children
- Links with local secondary school providers are made, transferring information to Year 7 teachers and appropriate SENCO
- For pupils with a statement or Education Health Care Plan the secondary SENCO is invited to the annual review meeting
- Where possible some pupils undertake a separate additional visit to secondary school to support transfer
- Year 6 transition work booklets are completed and sent to appropriate year 7 teachers
- End of key stage attainment is recorded and sent electronically at the end of key stage 2 to secondary schools
- All other appropriate school records are forwarded to secondary school

Monitoring, evaluation and review

In order to determine the effectiveness of this policy:

- The SLT and Inclusion Lead will monitor progress of the Inclusion action plan three times per year
- The governing body will review progress made and the effectiveness of the policy on an annual basis in the summer term