

# SEND - SPECIAL EDUCATION NEEDS & DISABILITY POLICY

## Document Summary

<b>Staff Lead:</b>	Cathy Walker
<b>Link Governor:</b>	New Link Governor to be confirmed
<b>Version Number:</b>	5.0
<b>Document Status:</b>	Approved
<b>Date Last Approved:</b>	March 2023
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<b>Governing Committee:</b>	Full Governing Board
<b>Model Policy?</b>	No
<b>Statutory Policy?</b>	Yes
<b>On School Website?</b>	Yes

**FYI: Version control should be used for all formal documents and managed as:-**

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

## Amendment History

Version	Amendment Date	Author	Amendment Summary
V1.0	4 <sup>th</sup> April 2016	Mo Jones	Reformatting Only
V2.0	13 <sup>th</sup> June 2017	Mo Jones	Changes to FGB from SI committee due to Statutory Requirements

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V2.1	October 2018	Gareth Wynne-Hughes	Overdue annual policy review with proposed amendments submitted to Liz Knight (SENCo)
V2.2	20 <sup>th</sup> November 2018	Liz Knight	Document structure and content updated throughout. Sent for FGB Approval.
V2.3	15 <sup>th</sup> May 2019	Gareth Wynne-Hughes	Updated with comments following review. Circulated for final review.
V2.4	16 <sup>th</sup> May 2019	Gareth Wynne-Hughes	External Policy references amended as agreed with Liz Knight.
V2.5	31 <sup>st</sup> May 2019	Gareth Wynne-Hughes	Provisionally approved in FGB with no further changes submitted. Version updated to 3.0 as signed off.
V3.0	14 <sup>th</sup> June 2019	Ruth Owen	Final formatting and updating website following approval
V3.1	31 <sup>st</sup> Jan 2021	Ruth Owen	Reviewed by LK & CW
V4.0	24 <sup>th</sup> Sept 2021	Ruth Owen	DC fixed broken links, final changes made following approval
V4.1	16 <sup>th</sup> Jan 2023	Ruth Owen	Updated front sheet with Link Gov & Model policy fields
V4.2	1st Feb 2023	Cathy Walker	Review due
V5.0	14th Mar 2023	Ruth Owen	Final formatting and updating website following approval

The named Lead SENCO is Mrs Catherine Walker (BA Hons, PGCE Cert – Early years). She is an experienced teacher with 20 years of teaching experience and has completed the National SENCO Award (PG Cert NASENCO). Mrs Walker is also the Deputy Head and a member of the Senior Leadership Team.

In addition, Frampton also has Mrs Siobhan Barter who is also a qualified SENCO (PG Cert NASENCO) for LKS2 and Mrs Hodge who is currently completing her qualification in Special Educational needs within the EYFS team.

As a SEND team, SENCOs work closely with the Emotional Literacy Support Assistant, Mrs Ward (ELSA) and our Mental Health lead Mrs Claridge (Teacher).

The SEND team is also supported by Ms Sue Battson (SEND Support Assistant) who works closely with families who need additional support and supports the SENCOs in administrative duties.

Frampton also has a named Governor, responsible for SEND.

### **SEND – SPECIAL EDUCATION NEEDS AND DISABILITY POLICY**

Special educational provision means:

“Support and interventions (additional to and different from that provided by high quality teaching) selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.”

(SEND Code of Practice, 2015)

#### **Rationale:**

Frampton Cotterell C. of E. School is committed to providing a broad and balanced curriculum for all children. Through this curriculum we aim to develop enjoyment of, and commitment to learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. We believe that all pupils should be valued and their self-esteem promoted.

Children have special educational needs if they have a learning difficulty which calls for special provision that is additional to or different from the rest of the class.

The National Curriculum and Early Years Foundation Stage Framework are our starting point for planning learning activities which build on pupil’s strengths, interests and experiences. Where children have special needs, we seek to ensure that those needs are identified quickly and that appropriate provision is made to help children participate effectively in curriculum and assessment activities and make optimum progress.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability that prevents or hinders them from accessing educational facilities of a kind generally provided for children of the same age in school.

Children may have needs and requirements which fall into at least one of four areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Expected Outcomes of this Policy:

- To create an inclusive environment that meets the special educational needs of each child, thereby enabling all children to have full access to all elements of the school curriculum.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils and respond to pupils diverse learning needs and set suitable learning challenges.
- To meet the SEND Code of Practice (2015) and Authority guidelines.
- To uphold the School commitments as set out in the Equalities Policy
- To develop a coordinated approach to the early identification and assessment of children with SEND.
- To ensure that curriculum planning and assessment for children with SEND take account of the type and extent of the difficulty experienced by the child.
- To provide specialist support and resources to meet the specific needs of identified children, in order to ensure that they make the best possible progress.
- To develop the use of ICT as a learning support tool to ensure children's progress is regularly and consistently monitored, reviewed and recorded.
- To identify the roles and responsibilities of staff in providing for children with special educational needs and to make clear the expectations for all partners in the process.
- To involve and liaise with external agencies where appropriate.
- To develop the school's partnership with parents and to ensure parents are made aware of the support and provision provided for SEND children.
- To involve the child appropriately in this review process, taking their views and wishes into account.

#### **IDENTIFICATION, ASSESSMENT, PROVISION and REVIEW**

The school follows the guidelines contained in the SEND Code of Practice 2015.

The school uses a three-stage model to respond to children's special educational needs; Teacher Concern, SEN Support and Statutory Assessment.

### **1. Identification**

The school believes that early identification is the key to helping a child make the most of their abilities, and overcoming the difficulties they may have.

A concern about a child may be identified by the class teacher, by the parent, or by a health professional. In some cases, special needs may have been identified at a pre-school level or by a previous school.

On entry to the school, each child's attainment will be assessed using baseline assessments and the EYFS Profile. This will help to inform the school of a child's aptitudes, abilities and attainments.

In addition, during Reception year, all children have their vision and hearing assessed by the school nursing team.

The attainment and progress of all children is carefully tracked and monitored throughout the school year. This is done through pupil progress meetings and tracking attainment (using national curriculum and pre-key stage standards) and progress data. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress.

### **The Graduated Approach**

The SEND Code of Practice 2015 advocates a graduated response to meeting pupils' need by stipulating a four-part cycle through which earlier decisions and actions are refined and revised. This is known as the graduated approach.

### **The Four-Part Cycle**

1. Assess: The class teachers and if necessary, the SENCo or professionals from external agencies, use additional assessments to identify the needs of the individuals, in agreement with parents.
2. Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
3. Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
4. Review: We evaluate the impact of the support provided and consider whether changes to the support needs to be made.

### **1. Teacher concern.**

If teachers have any concerns regarding a child in their class, they will inform the SENCo using a 'SEN Teacher concern' form. This will outline the strategies and support already in place in class.

Where concerns have been raised, the SENCO will observe the child and advise teachers on supportive strategies to move learning forward. Then with the support of the SENCo, teachers will meet with parents to discuss supportive strategies. This may include differentiation of classroom activities, adaptation of teaching styles, the environment or use of ICT. Records will be kept of this meeting. In some instances, the child may participate in catch-up interventions. Careful consideration will be given to the best deployment of teaching help within the classroom. The class teacher will then monitor the child's progress for a specified time and keep the parent fully informed. If suitable progress has been made by the review point, the child is removed from teacher concern.

## **2. SEN Support**

Where a child's needs cannot be met by high quality first teaching or a child at Teacher concern does not make the expected progress, they will be added to the SEN Register at the 'SEN support' level and a SEN Support Plan will be put in place. Their progress will be closely monitored and additional support is put in place as necessary. Parents are always involved at this stage.

At this point the Class Teacher and/or SENCo may carry out some further formal assessments to identify key areas to target and to ensure the effectiveness of any interventions that are put into place. Where necessary the child may be referred to an outside agency that can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists and the School Health Nurse.

All children at SEN Support will be included in a class Provision Map written by the class teacher. This will identify their learning outcomes, and any intervention or support in place to enable the child to meet the outcomes. The school aims to keep parents fully informed and involved in all decisions relating to the child's SEND.

Parents and teachers will meet at least three times a year to discuss and monitor progress and agree actions. It is expected that the child and parents will contribute to this process by working towards agreed targets at home. We take account of the wishes, feelings and knowledge of parents at all stages, encouraging them to take an active role in their child's education. Additional parent evening sessions are available with the lead SENCO, in addition to the teacher-parent meetings twice a year.

## **2. Statutory Assessment**

Whilst most children with SEN will have their needs met at the 'SEN Support' level, a small number may require an Education, Health and Care (EHC) Needs Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. A needs assessment under the SEND Code of Practice is normally agreed when:

- Child's needs are significant and long term and;
- Despite evidenced based interventions already provided by the educational setting, the child is not making progress.

At this point the school, in conjunction with the parents, will apply for an Education, Health and Care Needs Assessment. Evidence from interventions and strategies that have been tried will be gathered

together, along with reports from any outside agencies, and submitted to the LA for assessment. The school will then follow the procedure set out by the LA.

Further information can be found at:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/results.page?localofferchannel=2-3&channel=localoffer>

As part of this process the views of the child and parents are sought. The outcomes for an Education, Health and Care Plan are agreed by the parents, the school, the Educational Psychologist and any outside agencies involved.

All children with an EHC Plan will have a formal Annual Review every year. All those involved with the child are invited to meet and discuss their progress towards their desired outcomes and to review their needs. If necessary, their EHC Plan will be amended to reflect their current needs.

### **3. Provision**

‘Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.’ (SEND Code of Practice 2015)

#### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience feelings of success and achievement in their learning, thus promoting self-esteem.

We respect that children acquire, assimilate and communicate information at different rates and that they require different strategies for learning and therefore need a range of teaching approaches and experiences. All class teachers have responsibility for meeting the educational needs of all children in their care, through quality first teaching. In their planning and teaching, they aim to:

- Provide suitable learning challenges.
- Meet children’s diverse learning needs.
- Differentiate the curriculum to meet the needs of individual pupils.
- Adapt teaching styles to meet the learning styles of their children using visual, auditory and kinaesthetic approaches.
- Provide opportunities for small group work.
- Develop strategies to help individuals to manage their emotions or behaviour in order to take part in learning.

Provision plans, which identify key outcomes, and intervention monitoring, feature significantly in the provision that we make in school. By identifying SMART targets, we ensure that all children experience success. All children on the SEN register at SEN Support are included on the class provision plan and those with an EHC Plan have an individual provision timetable. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we support children within the classroom situation through differentiated tasks, and the deployment of teaching help. There are times however, when in order to maximise learning we ask the children to work in small groups or in a one-to-one situation in an environment tailored to their needs. Such activities can then be tailored specifically to meet their learning needs.

### **Pupil Participation:**

The school believes that all children should be involved in making decisions where possible right from the start of their education. All children with SEN are given the opportunity to express their views regarding their strengths and difficulties on their SEN Support Plan. This is considered when making decisions and choices. Children who can practise making choices, are likely to be more secure and effective pupils during later school years.

The SEN Support Plan is shared with all staff who work with the child. Children are actively involved at an appropriate level, in discussions about their targets, and in the monitoring, recording and evaluation of their progress.

As a school we aim to encourage the independence of children with SEN. The school encourages teaching assistants and teachers to take a positive scaffolding approach to supporting children with their learning so that over reliance and co-dependence is reduced. The school also seeks as much as possible to apply two staff members across the week to work with children who need 1:1 support to aid children's independence and their relationship building and to also support staff well-being.

### **Partnership with parents**

We encourage parents to take an active interest in their child's education. Parents are invited to share their views on the SEN Support Plan and are included in decisions regarding their child's provision, at least 3 times a year. This will include information on how to support their child's learning at home. Parents are also encouraged to discuss their child's progress informally with the class teacher/SENCo on a regular basis.

The school aims to ensure that parents have a clear understanding of their child's entitlement within the SEN framework, and that they have access to information, advice, and support through both the school and the local parent partnership service. The school aims to hold parent workshops and coffee mornings three times a year for parents of children with SEN and the South Glos Parent and Carer group are invited to attend as a support.

If a parent feels dissatisfied with the support provided in school their first point of contact should be with the SENCo, who will aim to address their concerns. If necessary, parents can then contact the Head Teacher and the Governor with responsibility for SEN. If concerns persist the school will provide relevant contact details for further advice from Supportive Parents.



The school website has a link to the Special Educational Needs and Disability Policy. Information is included in the school prospectus on the arrangements made for children with SEND in our school.

**External Agencies:**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCo will make the necessary arrangements and inform parents accordingly.

These agencies maybe:

- Cluster 3 Local Authority SEN Support (includes ASD Support, Speech and Language and Educational Psychologist support)
- Inclusion Support Service Early Years Team (EYIO)
- Educational Psychology Service
- Speech and Language Therapy Service
- Complex Speech and Language Team
- Behaviour Support
- Social Services
- Compass Team – Early Help Assessment Team
- Sensory Support service (Hearing & Vision)
- School Health Nursing team
- Health Personnel including School Nurse and Paediatricians, Occupational Therapy and Physiotherapy
- Pre-School Leaders and Nursery Managers
- Education Welfare Officers

Any of these agencies may be involved in creating, delivering or reviewing pupil's targets. Whenever possible, parents will be given the opportunity to liaise with these Professionals, alongside school staff.

**Links with other schools:**

Links are maintained to ensure a smooth transfer on entry through liaison and visits to local Pre-school and nurseries.

Pre-school children are invited to visit school for induction visits the term before they start school. Prior to starting school parents/ carers of children at SEN Support or with an EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

The SENCo will visit their setting to meet the child and liaise with their keyworker to aid transition.

Close links are maintained with local secondary schools to ensure smooth transition between Year 6 and 7. In some cases additional visits are also made. For children who require alternative provision, a tailored transition plan will be put in place.

### **SEND Monitoring**

The SENCo and the named Governor with responsibility for special needs hold meetings three times a year. These meetings may address the effectiveness of the policy in terms of:

- Reduction in the number of pupils with very low attainments.
- Increase in number of children with SEND making expected or more than expected progress.
- Consistency in following the policy.
- The monitoring of pupils' achievement through teacher assessment.
- Differentiation of teaching

The SENCo provides staff and Governors with an annual summary of the impact of the policy on the practice of the school.

### **SEND CONSIDERATIONS**

Admission Arrangements:

The school supports the LA's policy on inclusive education and therefore has a commitment to the admission of children with SEND. In line with the Equality Act (2010) no pupil will be denied admission because of any disability. If a pupil is transferring into school with an EHCP or has been receiving extra support in their previous school, the SENCo will ensure that effective liaison occurs with parents, the previous school and the LA if necessary, to ensure that the process is as smooth as possible.

Specialised Provision:

The school building and outside play areas are suitable for wheelchairs users with an accessible toilet. The school has ramps to allow easy access to all buildings. As the building is changed or altered in any way the school will ensure these developments would facilitate the inclusion of all, including those with physical challenges and any aids they may therefore need.

### **ROLES & RESPONSIBILITIES**

#### **Special Education Needs Coordinator**

The current SEN Coordinator is Catherine Walker. The SENCo will have responsibility for:

- The day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

- Supporting and advising colleagues including the provision and organisation of staff and governor training and development with relation to SEND.
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Maintaining the school's SEND register.
- To monitor the provision of all pupils on the SEND register and ensure that all statutory requirements are met.
- Ensuring that all paperwork is in place for children on the SEN Register. This includes:

For children at SEN Support:

- Class provision map.
- SEN Support Plan completed with parents at least three times a year.

For children with an Education Health Care Plan (EHCP):

- Individual provision map/timetable.
- SEN Support Plan Plus, completed with parents at least three times a year.
- Ensuring effective liaison takes place between parents, teachers and other professionals in respect of children with SEND. In particular, ensuring that parents are kept fully informed of their child's progress, and their entitlement within the SEND framework, and that parents have access to information, advice and support through the parent partnership service.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Managing the transition process for children identified as having additional needs when they start primary school or move to a new school and ensuring a smooth transition to new classes so that staff working with children with SEND have the information needed to ensure they can meet the child's needs.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Contributing to and managing the records of all children with SEND, and completing the documentation required by outside agencies and the LEA.
- Monitoring and evaluating the SEND policy and provision and reporting to the Governors.
- Liaising with the SEND Governor on a regular basis.

- Line Manager for SEN TA's, . SENCO support assistant and Emotional Literacy Support Assistants
- To ensure that TAs are employed to make most effective match between pupil needs and adult support.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010).

**The Class teachers will be responsible for:**

- Planning and delivering lessons differentiated and personalized to match learner's needs and in particular use of curriculum resources matched to SEN pupil's reading age.
- Planning and evaluating additional provision for children with SEND. This is clearly recorded on the appropriate provision map.
- Ensuring that classroom organisation responds to children's diverse learning needs.
- Ensuring all paperwork is completed as required by the SEND policy and is shared with parents.
- To identify and relay information about children with possible SEND to the SENCo, where appropriate, using the school assessment procedures and ongoing teacher assessment. (It is primarily the responsibility of the SENCo to liaise with outside agencies. In instances when other staff liaise with agencies this should be shared with the SENCo).
- To take responsibility for writing whole class Provision Maps and individual support plans with smart targets, and to liaise with and support the TA to develop activities and teaching strategies for individual/groups of children.
- Developing good partnerships with parents at every stage of the special needs procedure by involving them in the SEN support plan process.

**The Teaching Assistant will be responsible for:**

- Implementing the teacher's planning for children with SEND, and providing assessment information to inform future planning. This may involve the use of formal assessment where necessary.
- To use intervention programmes as directed by the SENCO or class teacher and keep accurate and up to date records of the interventions they run.
- Contributing information to the annual review process or outside agencies as appropriate.

**The Head teacher will be responsible for:**

- The day to day management of all aspects of the school's work, including provision for the children with SEN.

- The supervision of the work of the SENCo, ensuring appropriate non-contact time is available to enable the SENCo to fulfil their role.
- Reporting to the Governors where necessary.
- Ensuring a summary of the SEND policy is included in the school's prospectus.
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs and that the necessary provision is made.
- Ensuring that a pupil with SEND joins in the activities of the school together with all pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision they need.
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.

**The Governors will be responsible for:**

- Determining with the Head Teacher the school's general policy and approach for children with SEND, including maintaining appropriate levels of staffing and funding.
- Reporting annually to parents on the implementation of the school's SEND policy.
- Ensuring that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensuring that the SEND policy is published.
- Playing a major part in school self-review, especially developing and monitoring the school's SEND policy.
- Ensuring that SEND provision is an integral part of both the school development plan, and the performance management cycle.
- Ensuring all governors, especially SEND Governors, are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Consulting with the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- To have regard to this policy when carrying out its duties toward all pupils with special educational needs.

**The Parents will be responsible for:**

- Ensuring the teacher has up to date background information to enable comprehensive planning in order to meet their child's needs.
- Notifying the teacher of any changes in circumstance that may affect the child's learning.
- Attending all meetings/ appointments relating to their child.
- Using strategies agreed at the review meetings to support their child at home.

**Allocation of Resources:**

The school allocates an agreed amount of money for SEND in the annual budget. This takes account of the funding required for children who have an EHC Plan, staffing needs, provision for children at SEN Support and any resources or interventions that are needed. This is monitored throughout the year to ensure the funding meets the needs of the children.

On occasion that the school receives funding from the LA to support children with more complex special educational needs this is usually determined by the provision of an Education, Health and Care plan, stating the amount to be contributed by the Local Authority. Recently the LA have introduced new 'banding levels' for children with an EHC Plan and funding is now distributed by the LA dependent on the child's needs.

For these children the school is required to fund £6000 of support in addition to the money allocated by the LA. The Head Teacher informs the Governing body of how the funding allocated to support SEND has been employed on an annual basis.

**Arrangements Made for In-Service Training**

The SENCo and Head Teacher monitor the training needs of the staff and identify courses that will be useful. These needs are often related to the school improvement plan and SEND in a Nutshell document. An element of the budget will be used to support SEN training. The SENCo, class teachers and TAs are released as appropriate to attend cluster and LEA training opportunities.

As a school Frampton is part of the Cluster 3 LA group, where a full programme of study is provided from the cluster Educational Psychologist, cluster Speech and Language Therapist and cluster Autism Specialist each year.

In addition, staff commencing work with children who have joined the school or have new identified needs, are trained accordingly. E.g. Down's Syndrome training, ADHD training or PDA training.

SENCOs also attend SEN training regularly and disseminate information to staff in TA meetings and teacher meetings termly.