
SEND - SPECIAL EDUCATION NEEDS & DISABILITY POLICY

Document Summary

Staff Lead:	Siobhan Barter
Link Governor:	Father Ben Thompson
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Model Policy?	No
Statutory Policy?	Yes
On School Website?	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 th April 2016	Mo Jones	Reformatting Only
V2.0	13 th June 2017	Mo Jones	Changes to FGB from SI committee due to Statutory Requirements

V2.1	October 2018	Gareth Wynne-Hughes	Overdue annual policy review with proposed amendments submitted to Liz Knight (SENCo)
V2.2	20 th November 2018	Liz Knight	Document structure and content updated throughout. Sent for FGB Approval.
V2.3	15 th May 2019	Gareth Wynne-Hughes	Updated with comments following review. Circulated for final review.
V2.4	16 th May 2019	Gareth Wynne-Hughes	External Policy references amended as agreed with Liz Knight.
V2.5	31 st 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 th June 2019	Ruth Owen	Final formatting and updating website following approval
V3.1	31 st Jan 2021	Ruth Owen	Reviewed by LK & CW
V4.0	24 th Sept 2021	Ruth Owen	DC fixed broken links, final changes made following approval
V4.1	16 th 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
V5.1	3 rd Dec 2024	Siobhan Barter	Review due
V6.0	7 th May 2025	Ruth Owen	Final formatting and updating website following approval

Staffing Information

The named Lead SENCO is Mrs Siobhan Barter (BA HONS GTP -Primary). She is an experienced teacher with 23 years of teaching experience and has completed the National SENCO Award (PG Cert NASENCO). Mrs Barter is a member of the Senior Leadership Team.

In addition, Frampton also has Mrs Hodge who has completed the SENCO award and is our Autism Champion. Mrs Hodge works 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.

Introduction

Our vision is to enable all members of our school community to **become the best we can**, by being an **inclusive, vibrant, aspirational school**. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.

At Frampton Cotterell Church of England Primary School (FCCE), we pride ourselves on treating every child as an individual. We aim to provide an inclusive and enriching curriculum, responding to children's diverse learning needs and overcoming potential barriers to learning. We recognise that children learn in a variety of ways and through the implementation of different resources and strategies.

We strongly believe that every teacher is a teacher of every child including those with SEND. This policy is reflective of the SEND Code of Practice 0-25 guidance 2015. In line with the Code of Practice Chapter 6 (Appendix A), we identify pupils as having SEND if they do not make adequate progress once they have received appropriate interventions, reasonable adjustments and good quality personalised teaching (Quality First Teaching).

"...A pupil has SEN where their learning difficulty or disability 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 Chapter 6: 6.15)

The Governing Body and teaching staff endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who support them, including parents and carers.

Aims

All our children are expected equally, respected and celebrated for the individuals they are, regardless of any specific learning need. We believe that all pupils should be valued and their self-esteem promoted. Our aim at FCCE, is to provide all children with skills and knowledge to prepare and equip them for life-long learning and to be part of the community. We endeavour to inspire and

raise the aspirations and expectations of all children, including those with SEND. Through working collaboratively with parents, we aim to:

- Ensure all children learn, make progress and attain to their highest personal standard
- Provide all children with high quality teaching
- Provide an inclusive education under the premise that all teachers are teachers of children with SEND.

Objectives

- For teaching staff to work with the SENDCo to be pro-active in the early identification of children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To ensure that a holistic view of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To include the views of the child when planning appropriate support.
- To actively engage and support children through every teacher being a teacher of every child, including those with SEND.
- An appropriately qualified and/or experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.
- To develop the use of computing resources and technology as a learning support tool to ensure children's progress is regularly and consistently monitored, reviewed and recorded.

Identifying Special Educational Needs

The National Curriculum and Early Years Foundation Stage Framework are our starting point for assessing and planning learning activities which build on pupil's strengths, interests and experiences. Through observations and evidence, if class teachers identify an area of concern, these are shared with the SENDCo using an 'Identification of SEND' form. See Appendix B. Following this the class teacher and SENDCO meet to discuss provision of support and the SENCO may carry out observations. Concerns can also be raised by parents, health professionals and in some circumstances by Pre-school practitioners, which are shared at transition prior to starting Reception. In addition, during Reception year, all children have their vision and hearing assessed by the school nursing team.

Children may be identified as having specific needs under one or more of the following broad areas:

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

We also recognise other barriers to learning that could affect participation in the curriculum, that may not exclusively be SEND and could include:

- Disability
- Medical needs
- Attendance and/or punctuality
- Gifted and Talented
- Underachievement
- Family circumstances
- Trauma
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after / adopted child
- Being a child of a serviceman/ woman
- Being a child who has a family member in prison
- Unexplained behaviour difficulties

Despite these factors not constituting SEND themselves, the school has systems and provision in place to support children experiencing these factors where appropriate.

Graduated Approach

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

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.

SEND Support

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.

Once the need for SEND support has been identified and assessed (as per the steps in identifying need) the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place (Quality First Teaching). If assessments determine further provision is necessary to ensure children can access learning a support plan will be activated and the child will be added to our SEND Register at the SEN Support level.

Plan

Teachers adapt their teaching and provision to overcome the barriers of learning, whilst allowing equal access to the whole class curriculum. Appropriate adaptations may involve modifying or repetition of learning objectives; access to resources, and support and scaffolds to learning in order to ensure full accessibility to the curriculum where possible. Teachers will also seek the support of the SENCO when required.

We believe that parents and pupils are an integral part of the planning process and both are therefore invited to contribute their thoughts and ideas during regular meetings throughout the year. 'Support Plan' which in collaboration with parents and pupils will identify clear targets and outcomes for the child to support their need. Advice will be sought and followed from various outside agencies as required following concerns raised. In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take account of the statutory requirements included in their EHCP.

Do

The teacher is at the centre of the day-to-day responsibility for working with all pupils, including those with identified SEND. It is imperative that the teacher works closely with all adults involved with children with 1:1 provision, or any interventions outside of the classroom, and has the responsibility to ensure that the pupil's needs are planned for. The teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and discussions with support staff. This happens for all pupils throughout the year both formally and informally. Tracking attainment using the National Curriculum, Early Years Foundation Stage, Maths for Life and PIVATS assessments is formally collected 3 times a year and followed with Pupil Progress Meetings.

In addition to this, pupils on our SEND register will have review meetings involving parents and children where their planned outcomes on their support plans will be reviewed three times a year. Parents are requested to book an appointment with class teachers during a specific week, 3 times a year. When meeting with parents, teachers consider and reflect upon the following when discussing the progress of pupils identified with SEND:

Have the pupils met their planned targets?

Have interventions been successful?

Is there an improvement in the previous rate of progress?

Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

Statutory Assessment

Whilst most children with SEND will have their needs met at the 'SEND 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 meeting. All those involved with the child are invited to meet and discuss their progress towards the stated outcomes and to review their needs. If necessary, their EHC Plan will be amended, in agreement with the LA, to reflect their current needs. The three parent-teacher meetings during the academic year will also be held for those with an EHCP.

One Page profiles

All children on the school's SEND register have a One-page profile (See Appendix C), written by class teachers which highlights areas of need and strategies that work and are implemented regularly alongside methods that are not successful. The rationale behind the profiles is to provide a information on children's profile quickly and succinctly. These should be available in classrooms for all staff, including supply staff. One-page profiles are a working document and should be updated as necessary and form part of transition meetings from one class to the next.

Parents and Children's participation

We recognise the importance of the parent and child's involvement in the writing and implementation of support plans and where possible right from the start of their education. All children with SEND are given the opportunity to express their views regarding their strengths and difficulties on their SEND Support Plan. This is considered when making decisions and choices.

Children who can practise making choices, are likely to be more secure and independent 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. Where a child requires 1:1 support, the school endeavours ensure that different adults work with the child to facilitate the forming of a wide range of relationships and reduce over-reliance on one person and to support staff well-being.

We value the importance of working alongside parents to achieve the best possible outcomes for children. We ask that parents:

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

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 or reasonably adjusted 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 and adjust 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.

The Nest Provision

For some children the mainstream classroom can be overwhelming for children. At Frampton we have an alternative space set up to be a low arousal environment where children can continue to learn and have their needs met. Specific learning programmes are implemented in conjunction with outcomes on EHCPs and support plans. Some children will access the nest for certain sessions whilst others will spend a larger part of the day in the room. Children from The Nest join the school for break and lunch times and are included in class-based activities, such as school trips and class performances. Children in The Nest are supported by experienced and trained members of staff, however, remain the responsibility of the class teacher. The class teacher will complete support plans and parent meetings as well as spending time with the children.

Provision Maps

Provision maps, 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 or year group phase provision map and those with an EHC Plan have an individual provision plan. 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. Provision maps are written by class teachers in year group phases.

Managing complaints

We always aim to foster positive home-school relationships and recognise these are essential in supporting children with SEND. However, if a parent feels dissatisfied with the support provided in school their first point of contact should be with the class teacher and then the SENCo, who will aim to address their concerns. If necessary, parents can then contact the Head Teacher and the Governor with responsibility for SEND. If concerns persist the school will provide relevant contact details for further advice from Supportive Parents. The school's complaints policy is also available on the school website.

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 may be:

- 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
- Nest Provision

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. The school will respond to any consults sent from the LA and state whether they feel they can meet the child's needs or not.

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 Siobhan Barter. 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 or year group provision map.
- SEN Support Plan completed with parents at least three times a year.
- One Page profile

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.
- One Page profile
- 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 LA.
- 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 Not sure about this one! I meet weekly with Kirstie Ward, but no formal arrangements made.
- 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 personalised to match learner's needs and in particular use of curriculum resources matched to SEND pupil's specific needs.
- 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 one-page profiles 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 SEND 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 where necessary 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 SEND.
- 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 schools 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:

- Attending any scheduled meetings at the school, including APDR meetings
- Updating the school of any significant changes that may affect the pupil
- Using strategies agreed in meetings to support their pupil at home

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 LA 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.