

FORSBROOK C.E. (C) PRIMARY SCHOOL

Policy: SEND Policy



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| <u>Adopted:</u> | Autumn 2020 |
| <u>Co-ordinator:</u> | Kelly Minor |
| <u>Chair of C&P Committee:</u> | Chris Bratt |
| <u>Next Review Date:</u> | Autumn 2021 |

Introduction

Forsbrook CE Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Mission Statement

Forsbrook aims to develop a happy, friendly, secure, and well-disciplined atmosphere, to encourage a caring, respectful and trusting relationship between teachers and children. We promote 'Loving, Learning and Laughing' – Our school motto, which encompasses what our school is all about. The school provides a rich curriculum which caters for children of all abilities and attempts to develop each child's potential to the full. Children are taught in a happy environment and are encouraged to achieve high standards. We truly believe that working with parents is essential and we foster an open relationship between home and school. Many opportunities are given to parents to share in their children's education and to celebrate their achievements.

Inclusion Statement

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and appropriate curricular access for all.

All children with Special Educational Needs (SEN) are valued, respected and equal members of our school family. As such, provision for pupils with SEN is a matter for the school as a whole.

"All teachers are teachers of children with special educational needs." SEN Code of Practice (5:2)

Forsbrook CE Primary School provides an inclusive, broad and balanced curriculum for all children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs, enabling all pupils to participate effectively in curriculum and assessment activities. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the school's Admissions Policy no pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Management of SEND within School

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

Role of SENCo:

Miss Hackney is the SENCo, and is responsible for the operation of Forsbrook's SEND policy; her specific responsibilities include:

- overseeing the day-day operation of the school's SEND policy
- liaising with and advising colleagues
- liaising with other schools

- maintaining and updating resources for SEN, ensuring that staff have knowledge and access to materials
- attending relevant SENCo update meetings, and keeping abreast of new research
- helping with the assessment of children with SEN
- maintaining the schools SEND support list and overseeing the SEN records
- liaising with parents of children with SEN (in conjunction with class teachers)
- carrying out reviews for EHCP plans
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and Educational Psychology services, Health and Social Services, and voluntary bodies

The SENCo is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEND policy. Termly meetings will take place.

Role of the Governing Body:

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEN and all those involved with teaching and supporting pupils.
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

Role of the SEN Governor:

The Governing Body has identified a governor to have oversight of special educational needs in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirement. At Forsbrook this role is undertaken by Mrs Chris Bratt, who has regular contact with the Headteachers and SENCo, to keep up-to-date with and monitor the schools SEND provision, and is required to make an annual report to parents on the implementation of the SEND policy.

Role of the Head teacher:

The Head teachers responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Role of the Class Teacher:

- The Code of Practice clearly acknowledges the importance allocated to the
- teacher, whose responsibilities include:
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop Individual Action Plans for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the Action Plan targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

Communication and Interaction (C& I)

Cognition (Cog)

Social Emotional and Mental Health difficulties (SEMH)

Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress;

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs;

- the analysis of data, including entry profiles at EYFS baseline and end of EYFS
- data, SATs, reading ages, annual and termly pupil assessments
- the use of our local authority SEN criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The quality first teaching and provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant(TA)
- Small group withdrawal with TA or CT
- Individual class support
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service, Steps or other support services for advice on strategies, equipment, or staff training

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties

- Information from health/social services
- Information from other agencies

Targets and Individual Education Plans

All pupils that are on our SEND Support register will have Individual Education Plans (IEPs) setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in individual Education Plan containing information on:

- Short-term targets; teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Individual Education Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Education Plan will be created through discussion with both the pupil (when age appropriate) and the parent or carer.

Reviewing an Individual Education Plan

Individual Education Plans will be reviewed at regular intervals (at least 3 times within the academic year) with the parents, carers and pupils' views.

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents at an Individual Education Plan review. External support services may advise on targets for a new Education Plan and provide specialist input to the support process.

Education Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

- Parental consent is sought before any external agencies are involved. The resulting Education Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are;

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Individual Education Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Partnership with Parents or Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)

- share in individual target setting across the curriculum
- self-review their progress and set new targets

Special Provision

The school has the following special facilities:

- Wheelchair access to all classrooms;
- Disabled toilets with hand rails;
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas),
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, CAMHS, First Steps, Mind ~ Younger Minds, Behaviour Support, Autism Outreach, PDD Outreach, Visual Impairment Unit and SENNS.

Links with other schools

Early Years Settings

The Reception Class teacher arranges visits to the pre-school setting when they are informed of a child with SEN who **will be starting school** at Forsbrook. When a child already has a statement or AEN funding they are usually invited to attend the child's Annual Review held during the summer term in the pre-school setting.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, who will assess the child's needs and put a suitable program in place.

High Schools

Specific links are maintained with Blythe Bridge High School, to which the majority of our pupils transfer, although liaison with other schools takes place. Transition days are organised to familiarise all pupils with SEN with their new schools and close links are maintained to ensure that relevant information is passed on.

Resources

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo in accordance with our complaint's procedure. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved also. Please see the school's Complaints Procedure available on the school's website.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan. This Policy should be read in conjunction with our Behaviour Policy and Disability and Equality scheme/Accessibility plan.

This policy will be reviewed September 2021