



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

APPROVED BY GOVERNORS	April 2023
TO BE REVIEWED BY	April 2024

FAIRLANDS PRIMARY SCHOOL

SEND POLICY

MISSION STATEMENT

To provide a safe, happy and aspirational environment for all, where a wide, values-based curriculum challenges children to develop emotionally, socially and intellectually.

Aims

To identify pupils with special educational needs and to ensure that appropriate provision is in place, through:

- early identification and relevant support
- planning and working alongside parents and carers, drawing on their unique knowledge and expertise in relation to their child
- taking into consideration the views and feelings of the child
- working effectively with outside agencies when required
- regular reviews of needs and provision

The school will work within the guidance provided within the SEND Code of Practice: 0-25 years (2014, updated April 2020), which states that, *'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further or higher education or training.'*

This policy complies with the statutory requirement laid out in the SEN Code of Practice: 0-25 years (CoP) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0-25 years.
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England for Key Stage 1 and 2 2014
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education 2022
- Children & Families Act 2014

This policy is the responsibility of all teaching staff and was constructed with the inclusion and headship teams and the school's governor for SEND. It is the responsibility of all teaching staff to ensure learners with SEND have access to the National Curriculum, setting high expectations for every pupil.

RESPONSIBILITIES

The Special Educational Needs Co-ordinator (SENCo) is Mrs Julie Jeffries.

The key responsibilities of the SENCo as outlined in the CoP are:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for pupils with SEND, including those with EHCPlans
- liaising with the designated teacher where a child looked after has SEND
- advising on the graduated approach to providing SEND support
- liaising with external agencies and being the key point of contact

- liaising with potential next providers of Education to support smooth transition
- working with the headteacher and governors to ensure the school meets statutory requirements
- ensuring school records for pupils with SEND are up to date
- to determine strategic direction and development of SEN policy and provision
- liaising with and supporting parents of pupils with SEND
- supporting staff with assessment, advising on the effective implementation of support for all pupils with SEND.

At Fairlands, the work of the SENCo is supported by the inclusion team and each phase deputy headteacher.

The inclusion team consists of:

- Headship team
- Executive assistant - Mrs Julie Dunthorne
- Inclusion assistant - Miss Tina Gribbin
- Speech and Language Communications Assistant – Mrs Gaye Holloran

Every teacher is a teacher of every child, including those with Special Educational Needs.

The class teacher is responsible for:

- monitoring the progress and retaining responsibility of all children with SEND
- raising Personalised learning plans (PLPs) and involving parents/carers in these
- ensuring effective use of children’s personal learning records
- conducting the termly review of PLPs, monitoring and recording impact of support and using them to plan next steps
- identifying and analysing children’s needs early and raising these with the phase deputy headteacher and or SENCo
- using the graduated approach (APDR) to support children and reduce barriers to learning

IDENTIFICATION, ASSESSMENT AND SUPPORT OF PUPILS WITH SEND

The additional information on the school’s process for this can be found in the SEND information report which can be accessed from the school’s website. <http://www.fairlands.herts.sch.uk/info/136-special-educational-needs>

There are four broad areas of need outlined in the SEND code of practice. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. These areas of need are:

- communication and interaction
- cognition and learning
- social, emotional mental health difficulties
- sensory and/or physical needs

At Fairlands, we identify needs by considering the whole child and not just their special educational needs. We are proud to be inclusive and supportive of all learners and our adoption of the ‘No Outsiders’ programme assists in embedding this. We operate a graduated approach to those with additional needs, clearly defined in the CoP.

Before entering a child on the SEND register, the school will consider the work that has happened before to remove and / or mitigate the child's barriers to learning. Quality First teaching, adapted for individual pupils is the first step in responding to pupils who have or may have a SEND. If, once reasonable adjustments have been made to remove barriers, the child does not make adequate progress they may be identified as having SEND. Underachievement is identified through termly pupil progress meetings. These are held with the deputy headteachers of each phase. Provision is reviewed at this time and adjustments are made in light of the child's current progress. This is part of the 'assess, plan, do, review' process (graduated approach).

Where children need *significant* additional and/or different provision, they will be the subject of a Personalised Learning Plan (PLP) and they will be in receipt of SEN support. These identify the child's strengths, areas of challenge, support strategies and smart termly targets. Teachers are responsible for reviewing the child's progress against these targets and planning future provision. Parents are consulted and encouraged to contribute during this process and offer their views. The inclusion team support this process and offer further planning and assessment where necessary and give advice that can be used to support an individual.

Teachers use a variety of assessment tools to gain an accurate overall picture of the child. In some cases, more specialised assessments may need to take place such as those completed by an educational psychologist or a speech and language therapist.

At Fairlands, if a child is working three steps or more (or one chronological year) below age related expectations they will be identified for SEN support and placed on the SEN register. It may be that a child has a specific difficulty in one or more areas and is age appropriate in others, in this case they will still receive SEN support for their area/s of need and will be the subject of a PLP. Children with social, emotional and mental health difficulties are identified for SEN support and placed on the SEN register if their needs are a significant, continuing barrier to their learning. In these circumstances, the individual may also receive intervention from staff and may be subject to an Individual risk management plan which allows all professionals working with the child to take the same approach.

Children who have Communication and Interaction as their main presenting need will be in receipt of SEN support and have a PLP if they have a specific Speech and Language therapy plan devised by the school's Speech and Language therapist or if they require significant additional support to meet their needs with a Communication Disorder, such as Autistic Spectrum Disorder. A physical disability alone does not mean that a child is in receipt of SEN support. A child will receive SEN support if they have an ongoing sensory or physical need where their access to the learning environment is hindered.

The school recognises that many children have more than one area of need and that each aspect needs to be fully assessed to build a complete picture of the child. This will be compiled in conjunction with parents and carers, drawing on their unique knowledge and expertise in relation to their child.

The school uses a variety of recognised intervention strategies, these are specific with clear outcomes and do not compensate for quality first teaching. The application of new skills remains the responsibility of the class teacher as does monitoring the overall effectiveness of the intervention.

It is expected that children with identified SEND make good progress with the correct provision and the school's approach to 'Great Teaching'. When a child becomes closer to age related expectations or achieves in line with their peers during daily lessons, they may no longer require specific SEN support. In these circumstances, a personalised learning plan is no longer required. The child will continue to have their needs met through target group teaching, reasonable adjustment and adaptive teaching, providing the opportunity to experience success.

It is the responsibility of the headship team along with the SENCo to identify the professional development needs of teaching and support staff in relation to supporting vulnerable learners.

Request for an Education Health and Care Plan (EHC Plans)

If a child continues to present with significant additional needs despite the school having taken relevant and purposeful action or their needs present as complex, the school may request that the local authority assess the need for an EHC Plan.

The school will use the Hertfordshire criteria to identify and prepare submissions for those children who may need an EHC Plan. The local authority alone grants the right to be assessed.

The school are responsible for ensuring that the educational provision outlined in the plan is made.

EHC Plans are reviewed annually. These are reviewed with the SENCo, the class teacher, parents/carers and any external professionals involved in supporting the child's provision. The views of the child are included in an age-appropriate way and help to inform the review.

If a pupil makes sufficient progress an EHC Plan may be discontinued by the local authority.

Further information on how the local authority meets the needs of pupils with SEND can be found on the local offer page. <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Funding

The CoP states, 'Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.'

The school makes every effort to ensure that pupils with SEND are educated in our setting, alongside their peers with full access to the national curriculum. To provide this for pupils with more complex needs, the school may apply for additional funding (Local High Needs Funding) while an application for an EHCP is being made. This is and to provide further personalised support. Exceptionality is established via local authority clusters to ensure parity across the county. LHNF applications are made by the SENCo for children considered exceptional within the context of our setting. The inclusion team plan provision for individuals who require a highly-personalised timetable and curriculum.

Managing and Storing information

The school holds a register of pupils in receipt of SEN support, this is generated using Arbor. Information relating to individuals such as external medical reports / educational psychologist's reports are uploaded to the secure school server in individual pupil folders and on CPOMs. All leavers' information is transferred to the pupil's new setting within 5 working days.

Pupil Participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education.

They will contribute to their personalised learning plans by outlining their enjoyments, strengths and challenges and where appropriate will explain how they would like to be helped and what their targets should be.

Children with an EHC Plan contribute with their views as appropriate.

Partnership with Parents

It is essential that parents/carers play an active role in their child's education and working in partnership is key to enabling children to achieve their potential, become confident individuals living fulfilling lives and make a successful transition into their next stage of education.

Parents will be invited to contribute their opinions and ideas when planning for SEN support. The school recognises the unique knowledge and expertise that parents have about their children.

Class teachers work closely with parents at all stages and should be the first port of call, however further discussions with the Inclusion team when planning provision may also be necessary.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

School may seek advice and or support from a range of agencies including (but not an exhaustive list):

- a counsellor
- an educational psychologist
- a speech and language therapist
- a school nurse (and other relevant medical professionals)
- an advisory teacher for children with specific learning difficulties
- outreach support from a local specialist provision school
- the Communication and Autism Team
- the local education support centre
- Mental Health Support team
- Occupational therapist
- CAMHS

Many external agencies have their own requirements to access involvement. The school uses the criteria set out by each external agent to access this. Referrals will be made after discussion with parents/carers.

The school recognises that several features can impact upon progress and attainment and may not relate to any special educational need. Reasonable adjustments / adaptive teaching may be made for:

- children with disabilities
- children in receipt of pupil premium
- children looked after
- children affected by low attendance
- children with a health care plan
- children with English as an additional language
- children to parents in the services
- children who are being monitored by the local authority through child protection or child in need plan.

Children with medical conditions will be fully supported to ensure they have full access to education including school trips and physical education. Some children with medical needs may be disabled; in this

case, the school will comply with its duties under the Equality Act 2010 (see school policy- Supporting pupils with medical needs).

Supporting families

The school recognises that parents of children with SEND and / or medical conditions may request or require additional support which can be accessed via additional support groups. Details of these groups can be requested from the school office or found in the SEN section on the school website. The school website details information of additional support groups for a range of needs.

<https://www.fairlands.herts.sch.uk/info/136-special-educational-needs>

The website also signposts to the Hertfordshire Local Offer for further information.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The school can also refer to the local education trust's family worker attached to the school.

COMPLAINTS PROCEDURE

The school's standard complaints procedure should be followed if a parent / carer wishes to complain about any aspect of SEND provision. This is available on the school website

https://fra1.digitaloceanspaces.com/fairlands-school-assets/system/downloads/attachment/187/Complaints_Policy_-_July_2022.pdf?1655474228

Paper copies of this policy can be requested from the school office.

ADMISSIONS ARRANGEMENTS

Fairlands determined admission arrangements are followed and information can be found on the school website.

<https://www.fairlands.herts.sch.uk/info/145-admissions-arrangements>

The website also details the separate admissions arrangements for Nursery.

https://fra1.digitaloceanspaces.com/fairlands-school-assets/system/downloads/attachment/2589/Nursery_admission_arrangements_for_Fairlands_Primary_School.pdf?1610718535

Section 324 of the Education Act 1996 requires the governing bodies of all schools to admit a child with an EHC (Education, Health and Care) Plan that names the school.

REVIEW

The local governing body will review this policy in line with its annual cycle of review.