



FAIRLANDS PRIMARY SCHOOL

Pound Avenue
Stevenage
Hertfordshire
SG1 3JA

Headteacher: Mr Robert Staples BA (Hons)
Tel: (01438) 351053 Fax: (01438) 750116 E-mail: admin@fairlands.herts.sch.uk www.fairlands.herts.sch.uk

POLICY STATEMENT

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

APPROVED BY GOVERNORS	September 2021
TO BE REVIEWED BY	September 2022

FAIRLANDS PRIMARY SCHOOL

SEND POLICY

MISSION STATEMENT

To provide a secure, happy and stimulating environment for all where extended opportunities are provided 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

The school will work within the guidance provided within the SEND code of practice 2014.

The Special Educational Needs Co-ordinator (SENCo) is Miss Emma Verlander.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years 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

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.

RESPONSIBILITIES

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
- 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

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
- attendance & admissions manager: Mrs Julie Dunthorne
- inclusion support/assistants – Miss Tina Gribbin; Mrs Louise Knight; Mrs Michelle Malcolm; Mrs Serena Paterson

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

The class teacher is responsible for:

- monitoring the progress 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
- identifying children's needs early and raising these with the phase deputy headteacher and or SENCo

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 not just their special educational needs. We are proud to be inclusive and supportive of all learners. We operate a graduated approach to those with additional needs.

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. High quality teaching, differentiated 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.

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 SEND support. These identify the child's strengths, areas of challenge, support strategies and termly targets. Teachers are responsible for reviewing the child's progress against these targets and planning future provision. Parents are 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 SEND support, 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 SEND support for their areas of need and will be the subject of a PLP. Children with social, emotional and mental health difficulties are identified for support and placed on the SEND register if their needs are a significant, continuing barrier to their learning. In these circumstances, the individual may receive intervention from Green Room staff and may be subject to an Individual risk management plan. This allows all professionals working with the child to take the same approach.

Children who have Communication and Interaction as their main presenting need will 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 SEND 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 that each aspect needs to be fully assessed to build a complete picture of the child.

The school uses a variety of recognised intervention strategies, these are specific with clear outcomes and do not compensate for quality 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. 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 SEND 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 adjustments and a differentiated curriculum.

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 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.

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>

Exceptional Needs Funding (ENF)

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 (ENF). This is primarily to increase the adult child ratio and to provide further personalised support. Exceptionality is established via local authority clusters to ensure parity across the county. ENF applications are made by the SENCo or headship team 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 SIMs and is held by the Inclusion team. Information relating to individuals such as external medical reports / educational psychologist's reports are uploaded to the school in house system (CPOMs.) The SENCo holds originals in the child's personal file which are stored in the inclusion room.

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.

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.

The may seek advice and or support from the following agencies:

- 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

- the Low Incidence Team

Many external agencies have their own requirements to access involvement. The school uses the criteria set out by each external agent to access this.

The school recognises that several features can impact upon progress and attainment and may not relate to any special educational need. Reasonable adjustments / different provision 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 plans.

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 found in the school's 'who can help me?' leaflet. 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.

REVIEW

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