

FLANDERWELL PRIMARY SCHOOL



Special Educational Needs and Disability/ Inclusion Policy

This policy reflects the statutory guidance issued through the SEND Code of Practice (2014/ Updated April 2020).

Introduction

Flanderwell Primary School is committed to providing equal opportunities for all pupils; we believe all learners are entitled to high quality teaching, broad, balanced and adapted learning opportunities that are personalized and will meet the individual needs of the majority of children and young people. Some learners need educational provision that is additional to or different to this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

All learners have access to a broad and balanced curriculum; We aim to promote confidence, self-esteem and independence, by providing a stimulating, supportive environment where **all** children are motivated to learn. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are to be identified and addressed at the outset. Lessons are planned to do this, and to remove barriers to learner's achievement. In many cases, such planning will mean that learners with SEND will be able to study the full National Curriculum.

This policy is designed to promote the successful inclusion of all pupils with special educational needs and disabilities at Flanderwell Primary School.

There is a whole school approach towards ensuring high quality teaching for pupils identified as having SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The school's approach is that every teacher is a teacher of SEND.

School leaders and teaching and support staff, including the SENDCo, are all involved in identifying any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect upon and reinforce the quality of teaching.

Definition of SEND.

The SEND Code of Practice provides the following definition...

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or...

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Policy Aims

- To provide a clear identification path for pupils with special educational needs and disabilities
- To develop a clear, graduated approach to supporting pupils with additional educational needs
- To ensure that the needs of all pupils are met through a focus on outcomes
- To ensure all pupils are included in every aspect of school life
- To identify the roles and responsibilities of staff/other adults in providing for children with Special Educational Needs.
- To include parents as partners, in the planning and assessment for pupils with SEND through effective communication
- To promote effective partnership working both within school and with external agencies

Objectives

- To identify children with SEND as early as possible, in order to remove/minimise barriers to learning and prevent the development of more significant needs.
- To ensure that the child's needs are assessed and information is gathered, so that appropriate individual education plans (IEPs) can be developed (ensuring that targets are achievable and measurable).
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations for future provision.
- To identify the roles and responsibilities of the Special Educational Needs and Disabilities Co-ordinator (SENDCO), headteacher, class teacher, parents, Specialist Inclusion Team, other outside agencies, schools and the Local School Board, in order to ensure effective liaison and give the best possible provision for the child.
- To fully include children with SEND in class, providing appropriate resources and support.
- To ensure that our children have a voice in this process.

SEND Information Report

Flanderwell Primary School sets out its SEND information in the SEND Information Report. The report is accessible on the school's website, or by following the link from the Rotherham SEND Local Offer homepage.

<https://www.rotherhamsendlocaloffer.org.uk/>

The report is intended to provide parents with the information that they require to make informed decisions about their child's education. We aim for our report to be collaborative, accessible, comprehensive and transparent.

Identification, Assessment and Reporting.

Flanderwell Primary School is committed to early identification of special educational needs, in line with the SEND Code of Practice (2014/ Updated April 2020). School recognises that early identification is key to improving long term outcomes for pupils. The class teacher is responsible for gathering a range of evidence via the normal assessment and monitoring procedures for all learners. (E.g. National Curriculum attainment, records of achievement, observations and parental information). Action is taken if this suggests that the learner is making less than expected progress from their starting points, despite high quality targeted teaching within the classroom. The pupil is discussed with the SENDCo, parents are consulted, and a decision is made upon if additional/adapted provision is required and, if so, what form this provision needs to take. Support, often recorded in the form of an Individual or Group Education Plan, will be put in place, to secure better progress for the pupil. The pupil will also be added to the school's SEN register at Wave One, informal/monitor level, recognising that the pupil requires additional support in order to make good progress and achieve the desired outcomes. The child's progress is reported verbally to parents at regular intervals and in writing in the annual report. Appropriate records and information will be kept in the Class Teacher's SEN folder, to form historical evidence of intervention – a graduated response, and will be shared with new, receiving class teachers to aid planning the next steps in learning and to ensure continuity and progression in the provision for the child.

If school feel that they need additional advice and/or support, a referral may be made, with parent/carer's permission, to a relevant external agency. If an external agency is involved, the child will be placed on the SEN register at formal/SEN support involvement level and reviews will be carried out, usually twice a year, to decide upon future action in consultation with parents, the class teacher and SENDCo and any professionals involved.

Currently, school has support in place from the following external agencies...

- Specialist Inclusion Team – a traded service which allows a specialist teacher's involvement to assess, recommend targets and review a child's progress.
- Educational Psychology Service – a traded service to support identification of need, offering observation, cognitive assessments and advice.
- Speech & Language Therapy Service – offering support via SPLT programmes, or blocks of speech therapy within school for identified learners with a Speech, Language and Communication Need.
- Hearing Impaired service – offering hearing tests and support for identified learners with a hearing impairment.
- Visually Impaired service – offering sight tests and support for identified learners with a visual impairment.

- Autism Communication Team – a traded service within the Specialist Inclusion Team, to support identified learners with a diagnosis of Autism Spectrum Condition.
- Physiotherapy and Occupational Therapy Services for identified Learners with a physical disability.
- Aspire Outreach services – a specialist service to support learners with Social, Emotional and Mental Health presenting needs.
- Newman Specialist Resource – agreed tailored support for identified learners with Education Health Plans.
- Therapeutic Services - agreed tailored support for identified learners with Social, Emotional and Mental Health presenting needs.
- Children and Adult Mental Health Services – services accessed via a referral and triage service for two pathways... the Neurodevelopmental pathway and the Mental Health pathway, for identified learners with Social, Emotional and Mental Health presenting needs.
- (Barnados) Youth Justice Service - service accessed via a Social Care referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs.
- (Barnados) The Junction Project – a support service for Young Carers and for identified learners (age 7+) with Social, Emotional and Mental Health presenting needs.
- Early Help – a first step service for supporting children and families
- 0-19 Integrated Public Health Nursing Service – A service that provides extra support when families need it, around the Healthy Child Programme
- The Specialist School Nursing Team – for children with identified complex medical needs

Categories of SEND

The SEND Code of Practice (2014/ Updated April 2020) identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories...

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

(If there is more than one need, this will be recorded after the main presenting need, and a diagnosis of needs will also be recorded.)

Provision

The range of support within school is developed in response to the identified needs of the learners within each cohort. This is identified on a whole school SEN register and on class provision maps. Flanderwell Primary School has established and will maintain, a culture of high expectations that expects those working with learners with SEND to include them in all the opportunities on offer to all other learners so that they can aspire to achieve well.

Graduated Approach

Where a learner is identified as having SEND, school acts to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle, through which earlier decisions and actions are constantly revisited, refined and revised whilst gathering a growing understanding of the learners presenting needs and of what supports them in making good progress and securing good outcomes. This is known as the **Graduated Response**, and the four parts of this cycle are... **assess, plan, do and review**.

Learners identified as having SEND will be supported at an appropriate level.

This may be at **Informal / Monitor Level**: internally, school supports and meets the learner's presenting needs - Wave One if this is a catch up programme, and Wave Two if it is thought there is a longer-term need. If required, school may request further advice from external agencies, to ensure learners needs are met and they can progress. When external agencies become involved they will be invited to contribute to the monitoring and review process. Parents will be kept fully informed and the child will be placed at **Formal / SEN Support Involvement Level / Wave Three**, on school's **SEN Register**.

If learners have a high level of need and are not making adequate progress through the support offered at Informal or Formal Level of involvement, parents, carers, school may work together to request a **statutory assessment of needs**, through an **Education Health Care Plan**, or an **EHCP**. The local authority will decide whether there is enough evidence to proceed with an assessment of need and then upon the level of support needed to meet the learner's needs. If the outcome is that an EHC plan will be provided, parents, the Local Authority and involved agencies will work together, through Multi-Agency involvement at meetings, to set out the provision needed. This will be reviewed termly, with an additional Annual Review.

Individual Education Plans, or Group Interventions

Provision made that is different from or in addition to everyday quality first classroom provision is recorded on a learner's Individual Education Plan (IEP) or, if a group intervention is planned, on a Group Intervention Plan. These are developed to support learner's progress in areas where there is an identified presenting need that requires additional support. They are written by the class teacher in conjunction with any other teachers, support staff or professionals that the child works with. IEP's are shared with parents/ carers once they have been developed and again once they have been reviewed by professional involved (where appropriate). When a Group intervention is planned, the targets will be shared with parents.

IEPs and Group Plans will include...

- The learner's category of need and main concerns
- SMART targets – small, measurable, achievable, realistic targets.
- Criteria for success (measure) and outcomes
- Teaching strategies, provision and resources, including adults and time as a resource.

IEPs and Group Plans will be reviewed termly and updated where appropriate. Where a target has been met significantly before a review is due, another target will be added if this is felt appropriate by class teacher and SENDCo.

Transition

SEND learners are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Steps are taken to ensure that any transition is as smooth as possible. Information is shared with receiving class teachers during thoughtfully planned meetings between new and current teachers. Transitional IEP's are written by current class teachers, who know the children well. Learners will spend time in their new classrooms, familiarising themselves with new teaching assistants, new surroundings, before moving classes. Additional provision will be provided where identified as necessary.

If a learner with identified needs moves school, their needs will be discussed with the receiving SENDCo, and our SENDCo will ensure that all documents are passed on as quickly as possible.

For transition to Key Stage 3, SEND information is shared with the receiving school, including arrangements for additional support within class, or for formal assessments. The SENDCo of the receiving school may also be invited to be part of the review cycle within Year 6, attending multi-agency meetings, or Annual Reviews for learners with an Education Health Care Plan.

Visits are also made to feeder settings for our new to school, Early Years Learners. The SENDCo, along with the receiving class teacher, will visit settings and liaise with both the settings and parents, to ensure information is shared and that the child's needs are known and planned for prior to entry.

Medical Conditions

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. **Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.** Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).'

Extract taken from SEND Code of Practice (2014/ Updated April 2020)

Flanderwell Primary School adheres to the above and ensures learners with medical needs have their needs met through appropriate arrangements, which often take the form of individual Medical Care Plans. Where these are required, they will be developed in liaison with the School Nurse/ Specialist School Nursing Team, or appropriate involved agencies, and parents.

Record Keeping.

The school keeps a central register of all the pupils who have been identified as having SEND. The register records details of the child's name, date of birth, nature of concern, date of registration and/ or withdrawal from the SEN Register. Each child identified as having SEND will have their own section in the class SEN folder. This contains information of any observations, IEP's, minutes of review meetings, assessment information and reports from any external agencies. The SEN folders are kept in secure cupboards within each classroom.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs, parental permission is sought for the child to be placed on the SEND Register. Parents are then kept fully informed of their child's progress through regular contact with class teacher and SENDCo. Parents are invited to SEN review meetings, where progress and presenting needs are discussed and new targets put in place.

Roles and Responsibilities

Key responsibilities of the SENDCo include:

- Developing and overseeing the implementation of the school's SEN strategy and policy, including updating the local SEND offer annually
- Carrying out assessments of pupils with SEN to identify needs and monitoring progress - including observations in the classroom and meeting with teachers and parents
- Working closely with parents, classroom teachers, the school leadership team and relevant external agencies to develop, to implement and monitor individual support/education plans
- Providing regular updates on pupil progress through written reports and meetings with parents
- Making referrals and liaising with professionals outside of the school
- Providing advice, guidance and training to classroom teachers and support staff, on the best strategies to support pupils with SEN
- Supporting teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- Managing and advising on resources for SEN provision
- Developing and maintaining systems for keeping pupil records, ensuring information is accurate and up to date
- Analysing school, local and national data and develop appropriate strategies and interventions
- Managing teaching assistants and support staff to improve pupil progress and attainment
- Attend relevant training courses, cluster and DSAT meetings, to keep informed of current and future developments, keeping up to date with national and local policies related to SEN and cascade information to colleagues.
- Liaise with the Local School Board, and the Diocese of Sheffield Academy Trust.

These key areas are the responsibility of the SENDCO, in consultation with the Head Teacher and Pastoral Lead. There will inevitably and necessarily be some overlap of roles.

The Role of the Class Teacher

The class teacher has the overall responsibility for the education of all children in his or her class, including those with barriers to learning. It is the class teacher's responsibility to identify needs and to inform the SENDCO. The class teacher carries out assessments, consults with parents and seeks advice from the SENDCo when appropriate. It is the responsibility of the class teacher to write the IEP with the support of the SENDCo and, if appropriate, the Specialist

Inclusion teacher. The class teacher will work closely with the child in the classroom, organising teaching assistants and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the SENDCO, parents and involved agencies. The class teacher will ensure that any child with barriers to learning is accessing quality first teaching within the classroom.

Working in Partnership with Parents

At Flanderwell we value parent partnership and involvement. We work closely to ensure all our parents feel welcome in school and particularly we endeavour to build good relationships with the parents of children identified as having SEND. The school ensures that they are: -

- Encouraged to take an active and valued part of their children's education
- Enabled to make their views known about how their children are educated
- Informed about how they can access information and support regarding SEND provision, and also information about the local Parent Partnership Service... SENDIASS

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and in setting new targets for ways forward and next steps.

The Duty of the Trust

The trust must:

- Decide with the headteacher the school's general policy and approach to SEND for those children with and without EHCP plans
- Ensure the school has suitable and up-to-date SEN information report and policy which is published on the website.
- Set up appropriate staffing and funding arrangements and oversee the school's work – appoint a link governor with specific responsibility for SEND
- Ask challenging questions about the school's SEND provision and strategies.
- Do its best to ensure that the school makes the necessary reasonable adjustments to provide for children with special educational needs, in line with the Equality Act
- Ensure that they have appointed a SENDCo and that they have received appropriate training
- Ensure that the school makes good use of its SEND budget and resources, considering SEND in any budget discussions
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs

Reviewed : Annually

December 2023

