



Special Educational Needs & Disabilities (SEND) Policy



Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

To see this in practice – refer to our SEND annual information report (published on the website)

At Fairmeadows, we aim to provide every child access to a broad and balanced education in line with the National Curriculum and the SEND Code of Practice (2014). We have high expectations of all our pupils and believe that everybody should strive to achieve their very best. This is in line with our school ethos: Dream it. Believe it. Achieve it.

As a school we aim to provide an inspirational, safe space for children to grow into the best version of themselves where we offer 'equity alongside equality' giving each child the tools they need, removing their individual barriers.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions & Identification of SEND

The term 'Special Educational Needs' has a legal definition:

"Pupils with SEND all have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

These pupils may need extra or different help from that given to other pupils of the same age."

The SEND Code of Practice (2014) outlines four broad categories of SEND. Pupils may have needs in one or more of these areas:

Communication and interaction

(for example, Autistic Spectrum Disorder, Speech and Language difficulties).

Including those who are supported by external agencies such as the Speech and Language Therapist

Cognition and learning

(for example, Dyslexia, Dyspraxia, Dyscalculia, Global Delay, other learning difficulties, academic IEP support).

Including those who are supported by external agencies such as the Inclusion Support Advisory Team, Educational Psychologist.

Social, emotional and mental health difficulties (SEMH)

(for example, ADHD, Anxiety, Depression, Attachment).

Including those who are supported by external agencies such as the Inclusion Support Advisory Team, Compass Emotional Wellbeing Service, Paediatrician or ADHD Nurse, CAMHS.

Sensory and/or physical needs

(for example, visual impairments, hearing impairments, sensory processing difficulties).

Including those who are supported by external agencies such as the VI team, HI team, Physiotherapist, Occupational Therapists.

If parents or staff being to identify needs in these areas, we follow a Graduated Response cycle of - Assess - Plan - Do - Review. If following a cycle of intervention support, and the child is still struggling to make the expected progress, they may be added to the SEND register; **if they are in receipt of support that is “additional” and/or “different” to others pupils.** Some children may or may not have an official diagnosis.

In line with the SEND Code of Practice (2014), we recognise that other factors can impact on progress and attainment, however this does not necessarily mean that the child has SEND (for example, bereavement or illness). There are other aspects of pupils’ lives, which can influence progress but these do not provide reason to be identified as having SEND; these include looked after children; children of servicemen/women; children with EAL; or being in receipt of the Pupil Premium Grant.

How we identify communication and interaction needs?

Consult Speech and Language Therapy service for advice.

For those with concerns around Social Communication like Autism. Referrals to the Paediatrician can be done through a Single Point of Access (SPOA).

We are an Autism Advocates school, we receive annual training in ASD and how to meet their needs. Staff are able to identify traits of Autism early and put in Autism Friendly Strategies to support.

How we identify cognition and learning needs?

Children who are working 1+ years below their chronological age in two or more areas of learning receive IEP support. These children are often identified by the teacher using our termly assessments. Teachers track pupils in Reading, Writing and Maths for their current year groups. If children are identified as having cognition and learning difficulties, they are also tracked based on their current ability level; whether this Formative Footprints (not in Early Years, but not yet accessing Year 1 curriculum) or previous year groups objectives (Y1-5). Children in the Early Years are tracked on the Derbyshire Celebratory Checkpoints for Prime Areas and we use Development Matters bands to assess for Specific Areas (Reading/Writing/Maths).

Educational Psychologists, Clinical Psychologists, Paediatricians and other qualified professionals are able to diagnose learning needs.

As a school we also screen children who present with Literacy concerns around the age of 7, to identify any Dyslexic tendencies.

How we identify social, emotional and mental health needs?

Children who have received a medical diagnosis of SEMH needs (like ADHD, Anxiety, Depression, Attachment) from a professional.

Children who have challenging behaviour or those who have been suspended based on teacher observations.

Children who need support to identify, recognise and control their own emotions based on teacher observations.

Children who need support to understand social situations, build friendships and develop their social understanding, based on teacher observations.

As a school we use the Boxall Profile assessment to identify those pupils whose social and emotional skills are not in line with the ‘norm’ values.

How we identify sensory/physical needs?

Children who have received a medical diagnosis or is under the care of health professionals for vision, hearing, physical or sensory needs.

Roles and responsibilities

The SENCO

The SENCO is **Mrs Laura Balcon.**

Her role is to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN governor

Our SEND governor is **Ms Sadie Jordan.**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

Our headteacher is **Mr Andrew Reeves.**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure their classroom is inclusive offering a variety of high quality first teaching approaches and sensory aids.
- Provide information, reports or attend review meetings for their pupils.
- Ensuring they follow this SEN policy

SEN information

Fairmeadows Foundation Primary School has a statutory duty to report annually on the provision for SEND through our Annual SEND Information Report (this can be found separately on our website).

Parents Involvement

We have early discussions with parents when identified SEND, this allows us to identify the children's strengths and difficulties outside of school; take into account parental concerns' ensure everyone understand the agreed outcomes and next steps. We notify parents when we add children to the SEND register, whether this is verbally or written notification.

Assessing and Reviewing Progress

We have follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- School assessments and observations of the pupil
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at the end of each term.



Admissions

- Admissions are done in line with our admissions policy, this can be found at: <https://www.fairmeadows.net/admissions/>
- School age admissions are done through Derbyshire County Council.
- Pre-school admissions are done internally through application form.

- Those with an EHCP, a formal consultation is sent by the Local Authority through the EHC Hub – school give a positive or negative response about whether we can meet need.

Moving Schools

- We will share information with the school or other setting the pupil is moving to.
- If a child in receipt of an EHCP, we will invite a representative from the receiving school to attend their annual review.
- Some children on the SEND register, need additional support when transferring schools, so we work closely in liaison with the previous or new schools to offer an enhanced transition programmes for individuals.

Teaching and adapting the learning environment

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- The child will access appropriate interventions either individually or as a group.
- We also offer a range of interventions to help children make progress, see a list of these in our SEND information report.
- Adapting our resources and staffing
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Sensory and movement breaks throughout the day. We have got access to a small sensory room in school where SEND pupils can access this with an adult on a scheduled basis.

Staff and External Agencies

- We have teaching assistants in all classes who are trained to deliver interventions.
- Teaching assistants will support pupils small groups when working on IEP's and in some cases 1:1 for Speech or Physio plans.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Educational Psychologists
- Derbyshire Inclusion Support Advisory Service
- Health Professionals - School Health, Paediatricians, CAMHS, Compass Emotional Wellbeing
- Support Service for Physical Impairment; Visual Impairment or Hearing Impairment
- Multi Agency Teams – Early Help Family Support and Social Care
- Physiotherapists and Occupational Therapists

Expertise and Training

- Our SENCO has worked in this role for several years and has gained the NASENCO post-graduate certificate award. She also has a Nurture Group qualification.
- We have a team of teaching assistants who are trained to deliver SEN provision.
- Annually a CPD calendar is set up to ensure all teaching and learning staff are trained in SEND areas.

Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual targets and their progress towards their goals each term
- Reviewing the impact of interventions after every term
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCPs.
- Pupil Progress Meeting with Senior Leaders to discuss assessment and progress.

Inclusion for all

- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.
- All pupils are encouraged to go on our residential trip in Year 6.
- All pupils are encouraged to take part in sports day/school plays/external visitor workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- In our school we are inclusive, we are able to accept pupils with a wide range of needs. Our accessibility plan is on our website. www.fairmeadows.net

Complaints

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the *school's complaints policy*.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Local Offer and Support Services for Parents

Parents can find advice and support either through school or by contacting the Derbyshire information and support service for SEND. This is their website address <https://derbyshireiass.co.uk/home.aspx>.

The Derbyshire Local Offer also provides useful SEND information for parents.
<https://www.localoffer.derbyshire.gov.uk/home.aspx>

Who to contact regarding concerns

- Your child's class teacher.
- Mrs Laura Balcon – SENCO
- Mr Andrew Reeves – Headteacher
- Ms Sadie Jordan – SEND Governor (in line with complaints policy)

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Laura Balcon, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Curriculum
- Safeguarding
- Admissions
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions