



Fen Ditton C. P. School



Fen Ditton Community Primary School Special Educational Needs and Disability Policy

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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This policy complies with the Statutory Requirement laid out in the SEND code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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 co-ordinators (SENCOs) and the SEN information report.

<https://www.legislation.gov.uk/ukpga/2010/15/contents> Equality Act 2010

1 General rationale

Fen Ditton Community Primary School values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

All pupils are entitled to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. We aim to operate a '*whole pupil, whole school*' approach to the management and provision of support for SEND.

Children learn best when they are happy and confident, are praised and supported, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations.

The learning environment is an important element. It should be stimulating and attractive, comfortable and welcoming, safe and imaginative.

We want all pupils to develop positive attitudes towards learning by:

- Showing interest in the topics they are being taught
- Participate fully in school life by becoming involved in extracurricular activities
- Show initiative
- Be confident
- Work co-operatively
- Attain their highest potential

Teachers, together with parents and the wider community, play an important part in the development of the whole child. The curriculum and all of the enrichment activities we offer at Fen Ditton Community Primary School reflect our commitment to a rounded and inclusive education for all our pupils.

2 School aims

The school aims to promote a positive ethos, in a secure and supportive environment where challenging, but achievable targets are set and celebrated, for children of all abilities.

This is underpinned by our four core values:

- Respect
- Kindness
- Courage
- Resilience

We recognise that we must make specific provision for SEND pupils to ensure that all children in our community have the opportunity to develop their skills and talents. An appropriate education will promote thinking skills and nurture the whole child, socially, emotionally and intellectually

We consider the holistic needs of the child, not just their SEND. Where we do identify SEND we make provision to meet those needs and also those of pupils with additional needs. We aim to promote independence and build resilience in learning and provide support and advice for all staff working with SEND pupils to optimise the quality of our provision.

3 Definitions

Children with SEND may be identified when:

- little or no progress is being made when teaching approaches and intervention has particularly targeted the child's identified area of need
- attainment continues to be significantly below those expected for a child of similar age
- communication barriers or interaction difficulties create barriers to learning
- sensory or physical problems create barriers to progress despite the provision of specialist aids or specialist equipment
- persistent emotional or mental health difficulties are not improved by techniques normally employed within the school

Special education provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

4 Roles and responsibilities

4.1 The SENDCO

The SENDCO is Charlotte James.

They will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher 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 SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND 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 Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

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

4.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- To attend professionals meetings where necessary, relevant to the children they teach

4.5 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

6 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- We take into account the parents' concerns and needs
- Everyone understands the agreed outcomes sought for the child
- Everyone who is involved understands their role and is clear on what the next steps are and these are incorporated into a support plan

Notes of these early discussions will be added to the pupil's record and given to their parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7 Assessing and reviewing pupils' progress towards outcomes

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

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' 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.

Continuing concerns about the outcomes of additional provision made by the school may trigger support from external agencies such as the Special Educational Needs and Disability (SEND) Service (0-25 years), pediatricians and educational psychologists. Documentation may need completion at this stage including Social Communication Descriptors or an EHA (Early Help Assessment). Parental involvement is crucial at this stage and permission from parents is always required before any such involvement from professionals is sought. When advice is received from external agencies, it is included in the child's individualised plan and reviewed regularly.

For a very small minority of our pupils with significant SEND there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or a disability which has a significant impact on their ability to access the curriculum.

Annual Review Meetings are held for children who currently have an Education and Health Care Plan under the 2015 Code of Practice. Transfer Review Meetings are held when a pupil reaches Year 5 or in the Autumn Term of Year 6, to plan for the transfer of the pupil to secondary school at the beginning of Year 7.

We recognise that there are other factors which may impact on progress and attainment, but which are not in themselves SEND. These include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a parent in the armed services

8 Nurture Provision (The Nest)

Some of our children with complex SEND needs find it difficult to manage successfully in their mainstream cohort for the full day and require enhanced targeted provision to meet their needs and develop their individual skills.

Our nurture provision is for children with complex SEND needs to access over the week, to support their progress and development in their mainstream cohort. We recognise that we must make specific provision for SEND pupils to ensure that all children in our community have the opportunity to develop their skills and talents. An adapted approach to their education will promote thinking skills and nurture the whole child, socially, emotionally and intellectually. We consider the holistic needs of the child, not just their SEND, and aim to promote independence and build resilience in learning and to support them remaining in a mainstream school.

8.1 Overview

- Our nurture provision provides a modified curriculum in an environment based on the principals advocated by Marion Bennathan and Marjorie Boxall.
- The groups are an intervention for those children who are unable to access learning successfully in their mainstream classroom. This may be due to fragmented or deprived early childhood experiences, learning difficulties or disorders on the autism spectrum.
- The children are timetabled during the day to spend time in both the nurture provision and their mainstream classroom.
- The number of children which can be accommodated at any one time will be dependent on their needs but will be a maximum of 7 at one time.
- There is a central team of nurture staff who will run our provision and they will be supported by other school staff when the need arises.
- We provide a small-scale setting in which children can experience nurturing care from caring adults who actively work towards enabling their successful reintegration.
- We provide a predictable, calm and purposeful environment and timetable, free from curriculum pressures.
- We develop self-esteem and social skills.
- We develop relationships between adults and children, building trust, confidence and reliability and a secure attachment.
- We develop responsibility for self and others.
- We help children learn appropriate behaviours.
- We help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- We work in partnership with parents and teachers to achieve consistency of approach at home and school.
- We provide on-going assessment of pupils' social, emotional and mental health needs using an assessment tool such as the Boxall Profile.

9 Training and resources

Teachers and teaching assistants frequently undertake internal and external training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. All staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the LA SENDCO network meetings and Trust SENDCO meetings in order to keep up to date with local and national updates in SEND. The SENDCO holds the National SENCO Award.

10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after set periods of time
- Using pupil questionnaires
- Monitoring by the SENDCO who is also part of the Senior Leadership Team
- Incorporating SEND priorities into our School Development Plan
- Holding annual reviews for pupils with Educational Health Care plans
- The SENDCO attends termly link planning meetings with the schools link practitioner for the SEND 0-25 Service to review the provision for all the SEND children

It is expected that this policy will develop in accordance with statutory changes, but also alongside the planned improvement and development of the whole school. It will be formally reviewed annually.

Please find links to our SEND Information Report, Nurture policy and the SEND Code of Practice on our school website.