



Special Educational Needs and Disability Policy

Our Ethos/ Vision

At Fulfen Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well being of every child matters and inclusion are the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution, which every individual can make to our school community.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

EVERY TEACHER IS A TEACHER OF SEN'

'HIGH QUALITY, INCLUSIVE TEACHING IS ABOUT MEETING THE NEEDS OF ALL PUPILS AND HAVING HIGH EXPECTATIONS FOR ALL PUPILS, INCLUDING THOSE WITH SEN.'

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and co- ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018) The SENCO is the Assistant Head teacher and is also the designated teacher for Looked After Children (LAC). The SENCO is Carly Tranter (senco@fulfen.staffs.sch.uk.)

SEN Governor: The SEN governor is Siobhan Wynne-Fenton. She has responsibility for monitoring policy implementation and liaising between the



SENCO and the Governing Body.

DCPO: Jane Bradbury has specific responsibility for safeguarding and is the Designated Child Protection Officer (DCPO) alongside the Head teacher Jane Davies.

Aims and Objectives

At Fulfen we aim for all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they



relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.



A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

The Graduated Approach

School base-line assessment or transition information indicates pupil is not making expected rates of progress

High quality teaching in the class-room, informed by good teacher SEN knowledge targets areas of weakness which is recorded on a provision map.

Class teacher's regular assessment identifies pupil still not making expected rates of progress and the class teacher fills out a 'Cause for concern form' and hands it to Mrs. C Tranter (Leader for Inclusion).

Informal evidence gathering and assessment – class/pastoral teacher and Leader for Inclusion (Parent Meeting form to be used). Involves parents and pupil

Extra teaching or rigorous interventions put in place by class teacher and should be recorded on a provision map (6.19)

Impact of interventions/extra teaching reviewed. Programme is repeated or....



Graduated Response 2

Graduated Response 2

High quality
inclusive teaching
(inc. differentiation,
wave 2 intervention)

Despite these,
pupil not making
expected rate of
progress

High quality
inclusive teaching
(inc. differentiation,
wave 2 intervention)



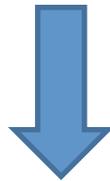
ASSESS

Draw on this information. Get views of child, parent and external services.
Assess against SEN criteria.



PLAN

Teacher, Leader for Inclusion, parent and child agree interventions, support and expected outcomes. Record on a personal learning plan, provision map and a meeting form.



DO

Implement plan.



Class teacher remains responsible for working with child on a daily basis and assessing impact of plan.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Local Support Team (LST)
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

Adapting the school's core offer then a child might not be considered SEN or placed on the SEN register can provide if the support needed. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A pathway plan, which includes a personal learning plan (PLP), may be started. This plan is intended to be a working document, which is regularly updated, as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from coordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

Personal Learning Plans (PLP's)

- ✓ Every child that is on the SEN Support register will have a personal learning plan and a personal learning prompt to help support them during lessons.



- ✓ Any involvement from outside agencies should be highlighted on the PLP and advice should be made explicit on the PLP.
- ✓ Class teachers set the targets and review PLPS with pupils and parents
- ✓ Targets should be SMART and children must understand them.
- ✓ All PLPs should be distributed to the relevant professionals working with that particular child with SEN and used as a working document on a daily basis
- ✓ The document should be updated regularly and targets amended as appropriate.

Provision Mapping to improve outcomes

Why use Provision Mapping at Fulfen Primary School?

- It shows evidence of whether or not intervention the current intervention is having an impact
- It enables teachers and teaching assistants to be have ownership over intervention
- Provision mapping facilitates simple achievable processes for monitoring, challenging and improving pupil progress.
- The system is underpinned by the principle that 'tracking leads to progress' (DFES 2007)
- The subsidiary guidance to inspectors and an analysis of early inspection outcomes under 2012 inspection framework indicate strongly that in order to be considered good, schools will need to not only track the performance of any vulnerable groups but narrow the gap between the outcomes of those groups and all the pupils within the school, and the school's vulnerable groups should be making better progress than similar groups nationally.
By embedding the provision mapping system it will develop greater capacity for narrowing the outcomes gap in a time-saving, coherent and effective way.
- This is a system for all – not just SEN- that should address problems early and as they arise and not once they are well entrenched.
- It puts SEN firmly back in the classroom.

Why use Provision Mapping?

- Improved class teaching
- Teachers being responsible for the outcomes of all pupils



- Identification of gaps in expertise within the school and improved understanding in training needs
- Smarter target setting better self evaluation and planning for improvement
- Better information for parents, governors, Ofsted and the LA

SMART Targets

Specific: The class teacher will have devised targets that relate to either gaps in learning or to developing skills hitherto undeveloped. The targets should include the specific aspects of learning that have been identified.

Measurable: They are accompanied by entry and exit data.

Attainable: (but also **Aspirational**): Attainable should be joined by aspirational. If pupil progress has been stalled then accelerated progress must be swiftly achieved.

Relevant: The class teacher will have set targets from a gap analysis and from what is known about the child.

Timed: They will have clear timing, frequency and duration marked on the PLP.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, and review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Pupils with an EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

SEN Provision

SEN support can take many forms. This could include:

- An individual learning programme
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- Evidence based interventions



- Extra help from a teacher or a learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Access to the Positive Play Programme

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Pathway plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the PLP is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND

One to One Special Needs Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they



support implementing agreed strategies and programmes, and advice from specialists.

- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO

The SENCO is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN.
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC PLAN)



A small number of pupils, whose needs are complex and long term may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Statements

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Staffordshire's transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

Supporting parents/carers and children

We provide support in the following ways:

- The head teacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- The dedicated SEN Governor who is available as a contact point
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements for SATs
- Support for transition between classes
- A transition group for vulnerable Y6 pupils transferring to secondary school
- Inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the



criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residentials.

Specific staff have training to support particular needs, e.g.: technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school secretary is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEN

The head teacher and the LT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews
- **The SEN Governor is responsible for:**
- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, Down Syndrome and Dyslexia. The SENCO attends network meetings to share good practice with colleagues within Staffordshire schools and keep up to date with SEND developments.

Storing and Managing Information



Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Fulfen Primary.

Reviewing the SEND Policy

The governing body reviews the SEND policy annually. Date of next review: February 2018

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Fulfen Primary to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Assistant Head Teacher/SENCO Mrs. C A Tranter or the Head Teacher Miss J Davies.

If concerns are still unresolved parents may wish to engage with the School complaints procedures.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). The draft policy was on the school website throughout March 2018 during which time comments from the wider school community were welcomed.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:



- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN Information Report (2015)
- The National Curriculum in England Key Stage 1/2 framework document Sep 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012