



FORESTERS PRIMARY SCHOOL
The Small School with a Big Heart

Headteacher: Mr H Spring

FORESTERS PRIMARY

Special Educational Needs & Disability Policy

FORESTERS PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

June 2020

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2013

This policy has been through a process of consultation with:

- School staff
- Parent/carers
- School governors

AIMS

- At Foresters we aim to have an inclusive ethos where all children are valued members of the school community and where all children are encouraged and supported to reach their own potential.
- We aim to create an environment with high expectations and high quality provision that removes barriers to learning and meets the needs of all pupils, regardless of their abilities.
- All pupils have an equal entitlement to a broad, balanced, relevant and differentiated curriculum and to equality of opportunity within it.
- Every teacher is a teacher of every child including those with SEND.

OBJECTIVES

- To provide High Quality Teaching for all pupils so that they are able to participate in all lessons fully and effectively and make progress.
- To establish procedures whereby those children who have Special Educational Needs can be identified as early as possible.
- To ensure that teachers are able to identify and provide for those pupils who have special educational needs. In this they follow a graduated approach working with colleagues in school, the child, parents and outside agencies where appropriate. Teachers will use best endeavours to meet the needs of individual pupils through modification and differentiation of the curriculum, and by adapting teaching styles and approaches.
- To find ways to overcome barriers to learning and participation, and identify ways to involve all children in different areas of school life as appropriate. All school developments and policies will take account of inclusive principles.
- To work in partnership with parent/carers at every stage and support them where there are difficulties. The role of parent/carers is recognised as vital if SEN provision is to be fully effective.
- To encourage pupils to participate in discussions about their needs and to take into account their views where this is appropriate to their developmental level.

DEFINITIONS

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

A child has SEND (Special Educational Needs) 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 has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of other of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children 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’. This definition includes children with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but “where a child requires special educational provision they will be covered by the SEN definition”.

In addition we will abide by the key duty to make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not

at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

AREAS OF NEED

The SEN Code of Practice describes four broad categories of need:

- Communication and Interaction
(including children on the autistic spectrum and with speech and language difficulties)
- Cognition and learning
(including children with learning difficulties and specific difficulties such as dyslexia, dyspraxia and dyscalculia)
- Social, emotional and mental health
(including children who show withdrawn or challenging behaviour, have mental health difficulties such as anxiety, depression, self-harming or disorders such as ADHD, Attachment disorder)
- Sensory and/or physical needs
(including hearing impairment, vision impairment or physical impairment)

However it is important to take into account that a child can have needs which go across different areas.

We also recognise that there may be other factors that are affecting progress and achievement that are not always SEND but can overlap:

- Attendance and punctuality
- Health
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after children
- Being the child of service personnel

Behavioural difficulties do not necessarily mean that a child has a SEN and should not automatically be recorded as such. But there may be an underlying cause which would indicate a SEN.

A GRADUATED APPROACH TO SEND SUPPORT

At Foresters we have a graduated approach to meeting children's educational needs. There are three waves of provision that can be provided to meet all children's needs and ensure children achieve.

Wave 1- Quality First Teaching

High quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. For the majority of children this will be sufficient

provision for them to make good progress.

Wave 2-Additional or Modified Teaching and work

Specific, additional and time limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 – Significantly modified, individualised work and/or teaching

Targeted provision for a small percentage of children who either require a higher level of additional support or specialised provision in order to address their needs. This may involve advice or support from outside agencies.

The class teacher is responsible and accountable for the progress of all children within their class; this includes those children taking part in group or individual work in or outside of the classroom.

IDENTIFICATION, ASSESSMENT AND REVIEW

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children. The progress and achievement of all pupils is continually monitored by all relevant staff through on-going observation and assessments. Termly progress meetings are held with senior staff, to track progress and evaluate interventions that are put in place to support children.

Concerns may be raised where a pupil:

- Makes little or no progress when teaching approaches/interventions are targeted specifically at a child's identified areas of difficulty.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent social and emotional difficulties which are not controlled by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum

A parent/carer or any member of staff can also raise concerns with the class teacher, SENCO or Head Teacher about a child with a potential SEN or other barrier to learning.

All the information gathered on the pupil will be reviewed, including the support that has been put in place at Wave 1. Some further assessment may be required. Once a child has been identified as having SEN, they are recorded on the School's SEN register at SEN Support and their progress is carefully monitored.

We believe that parent/carers should be informed as soon as possible if a pupil is experiencing difficulties and that every effort should be made to involve parent/carers in a partnership to meet the pupil's needs.

External agencies may be consulted for advice or additional support with parental consent.

The Four Part Cycle

We will work in partnership with parent/carers through a four part cycle of action: assess, plan, do and review

Assess

The class teacher, working with the SENCO carries out an analysis of the pupil's needs drawing on the teachers assessment and experience of the pupil, previous attainment, review of interventions, observations on behaviour, views of parent/carers and pupils and if relevant advice from other staff and external support services. Specialist assessments may be used to gather more information.

Plan

The teacher and SENCO, in consultation with parent/carers will agree interventions and support to be put in place and used alongside inclusive strategies. The expected impact on progress, development or behaviour will also be considered, with a built in review date.

Do

The class teacher remains responsible for working with children on a daily basis including when they are involved in group or one to one teaching away from the main class. They work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and how it can be linked with classroom teaching. The SENCO will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the implementation of support. Additional provision will be recorded and monitored through a Provision Map and/or SEN review form.

Some children may also have an SEN support plan, which should include SMART outcomes and detail the provision required.

Review

The impact of any additional support and interventions should be evaluated. SEN support plans should be reviewed termly and if required a new one should be put in place. A decision should be made as to whether a child still needs additional help or if further professional advice is needed.

Parent/carers will be invited to attend a twice yearly SEN review and progress made in the areas of need will be recorded. This will inform analysis of the pupils needs.

CRITERIA FOR EXITING THE SEND REGISTER

The SEN Register is a record within school of which pupils are classified as having SEN. Children will be recorded as having SEN support or EHC Plan.

If a pupil makes accelerated progress and / or no longer is thought to require additional support, they will, after consultation with class teachers, parent/carers, or other agencies working with the child, be removed from the SEN register and placed at the school's own monitoring stage for a period of time as required. Children can also be placed at the monitoring stage while further assessment takes place prior to them being placed on the SEN register.

EDUCATION, HEALTH and CARE PLANS

Where a child has significant long term needs that cannot be met effectively within the resources normally available to the school, the school may gather evidence and make a Education Health Care Needs Assessment (EHCNA) request from the Local Authority. If the Local Authority agrees the assessment will take place and the LA will decide if the child's needs warrant an Education and Health Care Plan to be drawn up. This will be done in consultation with school, parent/carers and outside agencies involved. The school will **only** make this request if they feel the child's needs warrant it.

Parent/carers are also able to request an EHCNA.

The school is required to submit evidence to the Local Authority whose assessment panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school or whether provision needs to be made through an EHC Plan.

Children who have EHC plans are requested by the Local Authority to conduct an annual review to review progress towards outcomes. Alongside school staff, parent/carers and professionals who work with the child will be invited to attend and submit written reports.

SUPPORTING PUPILS AND FAMILIES

At Foresters we aim to work in partnership with parent/carers to achieve the highest possible outcomes for all children. We believe parent/carers are an integral part of the process as they are the ones who know their children best and have much to contribute.

Parent/carers will be consulted if there are concerns regarding their child's progress and will be involved in decision making about any additional provision that may be needed. Regular reviews of children with SEN will take place which parent/carers are invited to contribute to.

Where the school feel they need advice or support from external agencies parent/carers are required to consent to this support and will be invited to meet with the agency.

Parent/carers are welcome to request a meeting with the class teacher, SENCO or external agencies at any point.

The school has a Family Support Worker who is able to support families with a variety of issues, including completing Early Help forms. Parent/carers can self-refer for this service.

Click here to see the Local Authority (LA) local offer [Sutton Local offer](#)

This gives information about all the support available in Sutton to support children and young people with SEND and their families.

Click here to see the school [SEND Information Report](#)

Click here to see [additional information for the Opportunity Base](#)

The [Sutton Information, Advice and Support Service](#) offer help and support for parent/carers of children and young people with Special Educational Needs (SEND).

The [Sutton Parents Forum](#) can also provide support and information for parents/cares of children with SEN.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can participate in all aspects of school life and achieve their full potential. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEN and may have an Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; the school follows the 2014 SEN Code of Practice for these children.

ROLES AND RESPONSIBILITIES

The Special Educational Needs Coordinator (SENCO), in collaboration with the Head Teacher, Head of Base and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parent/carers and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN. The SENCO maintains the SEN register, monitors the progress of children with SEND and assesses the impact of interventions. The SENCO is responsible for providing an annual SEN information report.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues.

The Governing Body is responsible for reviewing the quality and effectiveness of the school's SEND provision and ensure that the school's SEND budget is appropriately allocated to support pupils with SEND. The Governing Body must

publish up-to-date information annually on the school's SEN arrangements in the local offer.

TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These are provided by external agencies, Local Authorities, school INSET.

Whole school SEN training needs are also identified by the SENCO and the SLT. Staff meetings are planned to address these needs.

The SENCO attends the LA's termly SENCO network meetings in order to keep up to date with local and national updates in SEND, as well as other LA run and outside courses.

Some staff have had specialist training in areas such as Autistic Spectrum Condition, Communication and Language, Emotional Literacy and in specific intervention programmes for learning needs.

We endeavour to provide additional training in order to respond to the needs of individuals.

ALLOCATION OF RESOURCES

We have an amount identified within our overall school budget, called the 'notional SEN budget'. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups, such as the pupil premium.

Through an EHC plan, the Local Authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. The way in which the budget allocation is spent on SEND provision is planned and reviewed by the School Business Manager, SENCO and the Headteacher, along with plans for future development using the funding. Resources are allocated in light of our principles of early identification and intervention. Priorities are constantly being updated to reflect the changing needs of the whole school cohort, as well as to address needs immediately and prevent them from escalating into something more serious, whilst ensuring the balance of equal opportunities is maintained.

ACCESSIBILITY

The school's accessibility plan, outlines the actions we will take over time to increase the accessibility for disabled pupils and make reasonable adjustments as required. This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.

Specialist resources and equipment will be provided according to need.

DEALING WITH COMPLAINTS

The school works, wherever possible, in partnership with parent/carers to ensure a collaborative approach to meeting individual needs of all pupils.

If a problem is identified about SEND provision an appointment should be made with the class teacher. If the matter is not resolved it will be passed on to the SENCO, then to the Head teacher.

If necessary the school's formal procedure for complaints will be actioned.

OTHER RELATED DOCUMENTS

This Policy should be read in conjunction with the following documents.

- Medical Conditions Policy
- Equalities Policy
- Behaviour Policy
- Anti-Bullying Policy
- [SEND Information Report](#)
- [Additional information for the Opportunity Base](#)
- [School website](#)
- [Sutton Local offer](#)

Reviewed June 2020