

# **FERNDALE PRIMARY AND NURSERY SCHOOL**



## **Special Educational Needs and Disability (SEND) Policy**

**Ratified by Governing Body:** September 2023  
**Reviewed Date:** September 2023  
**Next Review Date:** September 2024

## **Special Educational Needs and Disability (SEND) Policy**

SENCo: Miss Tracey Challoner  
SEN Governor: Mrs Hannah Walton-Kinross  
Updated: September 2023

This policy has been updated by the SENCo in line with the SEND Code of Practice (0-25 years) 2014, with regard to the Equality Act 2010, Safeguarding Policy and Accessibility Plan, and in liaison with the Senior Leadership Team and SEN Governor.

### **1 Introduction**

At Ferndale Primary and Nursery School, all pupils are equally valued. We aim to provide an exciting, inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability.

Definition of Special Educational Needs and Disability:

The SEND Code of Practice (0-25) 2014 states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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”.

### **2 Aims**

The aims of this policy are to raise the aspirations of and expectations for all pupils with special educational needs / disabilities, by focusing on outcomes for children, not just hours of provision and support. To achieve this, we need to:

- Identify a pupil’s special educational need at the earliest opportunity and then ensure these needs are assessed and provided for
- Enable our children to have a voice in this process.
- Offer every pupil with SEND access to a broad and balanced curriculum, appropriate to their age and stage of development
- Meet and respond to the pupil’s needs through quality first teaching, effective provision and targeted intervention support

- Identify the roles and responsibilities of staff in providing for children's special educational needs
- Ensure the environment meets the special educational needs/disabilities of each child
- Use a person centered approach to planning to ensure the support matches each pupil's individual needs
- Inform parents that special educational provision is being made for their child
- Work closely and talk regularly with parents to set outcomes for their child and review the impact of the support given
- Meet with parents at least three times each year to review the SEND provision in place for their child
- Set high expectations for all pupils with regards to progress and attainment
- Monitor effectiveness and impact of provision and interventions
- Maintain an inclusion and equality policy towards all pupils with SEND within our school
- Follow the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

### **3 Inclusion**

We are an inclusive school and want to promote a sense of community and belonging through: our values; a broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs / disabilities. Additional interventions and support may also be put in place to support pupils.

### **4 Identifying Special Educational Needs / Disabilities**

Assess, Plan, Do, Review

Where a pupil is identified as having SEND, we will take action to remove barriers to their learning and put effective SEN provision in place. The support will take the form of a four part cycle- '**Assess, Plan, Do, Review**'. Through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best enables the pupil to make good progress and secure a good outcome, in line with a graduated approach to meeting their needs.

### **Assess:**

Identification of pupils with Special Educational Needs may be through:

- Preschool assessments and Transition documents
- Information received from outside agencies such as the community pediatrician
- Foundation Stage Baseline Assessments
- Concerns raised by the class teacher using regular assessment of daily lessons, direct questioning and quality first teaching
- Concerns raised by the class teacher over the pupil's progress as reflected on Target Tracker
- Concerns raised by the class teacher that a pupil is making less progress than expected given their age and individual circumstances
- Concerns that a pupil fails to close the attainment gap between themselves and their peers
- Slow progress or under achievement against the objectives specified in the programmes of study for English and Mathematics as outlined in the National Curriculum or the EYFS Framework
- Concerns raised by parents
- Showing persistent signs of social, emotional, mental health and behavioural difficulties which are not addressed through the school's Behaviour Policy
- Completion of Core Standards documents and assessments.

It is important to note that disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEND. Where there are concerns, teachers speak to the SENCo and refer to the school's Behaviour Policy.

### **Plan, Do, Review:**

**Monitoring** – Teacher use Target Tracker to identify the pupil's barriers to learning and plans appropriate provision and support using the Universal Provision checklist. The teacher adds the pupil's name to the class Monitoring list along with specific interventions and booster sessions they will receive. Impact of planned support and the pupil's progress is reviewed every half to full term. We will record, on a Provision Map, the interventions used to support each child (this may include work with an ELSA- Emotional Literacy Support Assistant). Some children may have group interventions and this will also be recorded on the Provision Map.

**SEND Support** – For children with more complex needs, we will record them on a My Learning Plan (MLP). This plan is a record of desired outcomes, support required and progress towards achieving the outcomes. MLP will show the short-term target set and the teaching strategies to be used. It will also indicate the date for the plan to be reviewed. In some cases, this review will take place once a term, though with others, an annual review will be more appropriate. SENCo and teacher use the Identification Criteria to ascertain the pupil's areas of need and the provision school and home will put in place to support the pupil. Parents are informed of their child's SEND and are included in the planning of desired outcomes. Guidance on suitable support is obtained from the Core Standards Menu of Provision. Impact of the provision and progress towards planned outcomes happens between the teacher, parents and pupil, where appropriate. Reviews take place at least three times a year, in addition to parent evenings. Current MLPs are kept in the classroom

for the pupil and teacher to refer to. Previous MLPs are kept by the SENCo. Parents are given a copy of each MLP to refer to at home.

At this stage, we may initiate the Early Help process with an assessment Record (EHR) or a progress plan, with the aim of bringing together family and professionals to identify a child's needs and work out a plan of support. Depending on the child's needs the SENCo may refer the child for assessment by another professional. This could be one or more of the following:

- Educational Psychologist
- Speech & Language Therapist
- SEMH (Social, Emotional and Mental Health) Support
- Occupational therapist
- Advisory and Outreach Autism Support Service
- Targeted Mental Health Service (TaMHS)
- Specific learning difficulties support
- Hearing or visual impairment support
- School nurse

Parents/carers will be kept up-to-date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

**High Needs, Education, Health and Care Plan (EHCP)** – Pupils who have a high level of need, exceeding that of a pupil with a MLP or an EHR/ Progress plan. These pupils require specialist support, planned for by the SENCo, outside agencies, often an Educational Psychologist, teacher, parents and where appropriate the pupil. The Identification Criteria and Guidance for Applying for Statutory Assessment are used to decide if an application for an assessment is to be made. The Local Authority's SEND assessment team (SEND Service) decide if an assessment takes place and if the pupil is eligible for an EHCP. The outcomes outlined in the EHCP are reviewed annually by the SENCo, parents, teacher, any additional support TAs, outside agencies and where appropriate the pupil. Key outcomes are recorded on the pupil's MLP which are reviewed by the SENCo, parents and appropriate school staff twice a year in addition to the annual review. Extra meetings between home and school may take place to review outcomes and support as required. All EHCP paperwork and current MLPs are kept in the child's SEND file.

### **5 Partnership with parents/carers**

- The school prospectus and website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.
- At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes and knowledge of parents at all stages, and encourage parents to make an active contribution to their child's education.

### **6 Pupil participation**

- In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting targets in their My Learning Plans (MLPs). They are encouraged to make judgements about their own performance against their MLP targets. We recognise success here as we do in any other aspect of school life.

## **7 Monitoring and review**

- The SENCo monitors the movement of children within the SEN system in school and liaises with Senior Leadership Team and the Inclusion Team about the practice happening within school.
- The SENCo supports teachers in provision and support for children with an SEND. The SENCo and the headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also meet.
- This policy will be presented to Staff and Governors for discussion and approval in September 2023 and will be formally reviewed in September 2024 and on a regular basis in accordance with the School Development Plan.

Signed: Tracey Challoner - SENCo

Date: September 2023