

# SEND policy



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## Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Definitions.....	3
4. Roles and responsibilities .....	3
5. SEN information report.....	5
6. Monitoring arrangements .....	15
7. Links with other policies and documents .....	15

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### 1. Aims

At Fairstead Community Primary and Nursery School we are committed to inclusive education and believe in equal opportunities for all our children. Our school believes that each child has individual and unique needs. A proportion of children in our school have special educational needs and/or disabilities. Many of these children may require targeted support throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to ensure that all children, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum. At Fairstead Community Primary and Nursery School we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and active participation. We want all our children to feel that they are a valued part of our school community.

We respect the fact that children:

- have different educational and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- benefit from a range of different teaching approaches and experiences

#### Our SEN policy aims to:

- Develop a culture of inclusion valuing high quality teaching for all children, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with children with a SEND or disability, their families, other local authority professionals, and partners across the public and private sectors, as appropriate.

- Set appropriate individual targets based on prior achievement, high aspirations and the views of the child and their family.
- Have regard to the Code of Practice (January 2015) for the identification, assessment, support and review of special educational needs.
- Adhere to the requirements of the Equality Act 2010 and the Children & Families Act 2014.
- Follow guidelines detailed by Norfolk County Council.
- Explain the roles and responsibilities of everyone involved in providing for children with SEN

## 2. 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 children 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
- [KCISE](#), schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

## 3. Definitions

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Kate Redden. You can contact her by calling 01553 774666 or email her on [senco@fairstead.norfolk.sch.uk](mailto:senco@fairstead.norfolk.sch.uk)

They will:

- 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 children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children' 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 children 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 children with SEN up to date

#### **4.2 The SEN governor**

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

#### **4.3 The headteacher**

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 children with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child 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 child's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 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, 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

### **5.2 Identifying children with SEN and assessing their needs**

When children start at our school, whether they come from home or another school, the handover systems ensure that we receive any information on their development so far, and any information on a special need or disability already identified by parents or health workers. If this is the case, we meet with everyone involved before the child starts at our school to make sure their transition is as smooth as possible.

All children are unique and develop at different rates. Any special need may not be evident until they have been in school for some time.

Every classroom caters for all children with various styles of teaching and learning, i.e. visual, auditory and hands on (known as a Kinaesthetic learning style).

All children' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities that are differentiated for individual children. Monitoring attainment helps to identify any gaps, could be indicative of missed learning due to contextual issues, and reviewing progress helps to identify what the child's ability or potential to learn is.

Where a child is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;

- Match or better the children' previous rate of progress;
- Close the attainment gap between the child and their peers;
- Prevent the attainment gap growing wider.

Where children continue to make inadequate progress despite support and quality first teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) to assess if a child has persistent learning difficulties or needs requiring additional or different support.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Details of assessment tools and materials used in our school can be found in our SEN information report.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will be discussed with the child/young person and also their parents/carers.

An application for an assessment for an Education Health and Care Plan will be initiated where, despite the school having taken relevant and purposeful action to assess, plan and review relevant interventions to meet the SEND needs of the child, the child has not made progress. The SENCO in conjunction with the Headteacher will make the decision on which children in the school require an EHCP assessment. The SENCO cannot be directed to make an application for an EHCP for a child on roll at our school by other professionals.

### **5.3 Consulting and involving children and parents**

In accordance with the SEND Code of Practice, Fairstead Community Primary and Nursery School believes that all parents should be treated as equal partners. Parents are invited to co- produce their child's SEN support plan and their views are sought for reviews. We encourage active parent participation by providing guidance on how they can support their child's learning at home.

The school provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

If a child's class teacher has a concern regarding the progress they are making the teacher with support from the SENCO will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone understands the provision the child will be receiving additional to and different from QFT.

If an SEN support plan and Individual provision map are needed these will be added to the child's SEN file and a copy will be given to their parents.

We will formally notify parents when it is decided that a child will receive SEN support.

#### **5.4 Assessing and reviewing children' progress towards outcomes**

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

- The teacher's assessment and experience of the child
- 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 child's own views
- Advice from external support services, if relevant

If a child is identified as requiring SEN support, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in the individual school's whole school Provision Map, which documents the support that is currently in place. Various strategies are used to adapt access to the curriculum including visual timetables, ICT support, positive behaviour reward systems, THRIVE, precision teaching and dyslexia friendly classrooms.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

- **Do**- providing the support - extra assistance for learning - as set out on the child's individual provision map.
- **Review** - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - child, parents or carers, teachers, SENCO and outside agencies contribute to this review. This stage then informs the next cycle

All teachers and support staff who work with the child 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 child's progress.

### **5.5 Supporting children during transition points**

A change of school, class and staff can be an exciting, yet anxious time for all children. We endeavour to make sure these periods of change are managed in a sensitive way to provide continuity of quality provision and reassurance to our children and families. Our processes for transition are explained further in Appendix A.

### **5.6 Our approach to teaching children with SEN**

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.

Our monitoring process is an integral part of teaching and leadership at our school. Parents/ carers, children and staff are involved in reviewing the impact of interventions for children with SEN. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and child, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to monitor the impact of the provision.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support children if necessary. These support and intervention programmes include:

- Talk Boost
- Letters and Sounds
- Elklan Speech Therapy
- Nurture interventions
- Brain Gym
- Precision Teaching for Maths
- Precision Teaching for Reading

- Precision Teaching for Writing
- Toe by Toe
- ELSA
- Word Wasp
- Power of One
- Plus Two
- Wellcomm
- Dyslexia Gold
- Clicker 7
- Beat dyslexia
- PAT
- Learning Mentor
- Breaking barriers

### **5.7 Adaptations to the curriculum and learning environment**

Where children are underachieving and/or identified as having special educational needs the school will make the following adaptations to ensure all children' needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, 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.

### **5.8 Additional support for learning**

We have a number teaching assistants who are trained to deliver interventions such as Beat dyslexia, PAT, Lego therapy, ELKLAN, Talk Boost and Dyslexia Gold.

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

- Speech and Language Therapist
- Educational Psychologist
- Autism Support Teacher
- School Health including the School Nurse, the Asthma Nurse and the Epilepsy Nurse.
- Occupational therapy
- Vision or Hearing Impaired Services

- SEMH team
- School 2 school.
- Access through Technology
- Dyslexia outreach
- The Inclusion team
- Open Arms Sensory Support

### **5.9 Expertise and training of staff**

Our SENCO has 8 years experience in this role and is supported by a team of specially trained HLTA's in SEN, Dyslexia and Speech, Language and Communication difficulties. We also have an Emotion Literacy Support Assistant (ELSA) and a learning mentor available to support our children's social and emotional needs.

We make sure our staff are up to date with training to help and support all our children.

This includes:

- Autism Awareness
- Bereavement counselling
- Talk Boost training
- Norfolk Steps Training
- ELKLAN (speech therapy) training
- Dyslexia Awareness Level 2 and 3
- Lego Therapy
- ELSA
- ASD support
- Working memory
- Precision teaching

### **5.10 Securing equipment and facilities**

Children will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all children in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.

Where a child has a significant, severe and sustained need and at least two cycles of Assess, Plan, Do, Review have been successfully completed it may be that after discussions with the child and their parents the SENCO will need to refer the child for an Education Health and Care Plan assessment.

When a child's needs are viewed as exceptional and their need cannot be fully met within our own school budget, an application can be made to the Local Authority for Element 3 Funding. These applications are made by the SENCO and Headteacher of our school. If the Local authority agrees to this additional funding then the money is released to our school to use in our proposed way. This may be in the form of equipment, resources, training for staff, specialist advice and support, or some direct adult support for an individual child.

Parents will be informed if applications for funding are to be made and of the outcome of the application.

### **5.11 Evaluating the effectiveness of SEN provision**

The school has a robust system for assessing the progress of individuals with SEND, using information gathered from a range of sources including observations, data analysis, provision mapping reviews and child progress meetings. This information is looked at in the context of a broad picture of the child's areas for development and responses to different learning experiences.

The Senior Leadership Team will monitor:

- Evidence of differentiation in teacher's plans and children's work;
- Progress of all children with SEND;
- Effectiveness of interventions;

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

- Reviewing children' individual progress towards their goals each term
- Reviewing the impact of interventions after a set time
- Using child questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

### **5.12 Enabling children with SEN to engage in activities available to those in the school who do not have SEN**

At Fairstead Primary School we believe all children are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for the activity. Please contact us if your child has any specific requirements for extra-curricular activities.

No child is ever excluded from taking part in these activities because of their SEN or disability.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

All staff at Fairstead Community Primary and Nursery school are aware of the Equality Act 2010. This legislation places explicit duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities." Section 1(1) Disability Discrimination Act 1995

This includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEND, but there is a definite overlap between disabled children and young people and those with SEND. Therefore, children and young people may be covered by both SEN and disability legislation.

The school has an Accessibility Policy to ensure that any child who is physically disabled has equal access to the curriculum.

### **5.13 Support for improving emotional and social development**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured RSE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- ASD nurture groups
- Lunch time and play time support / play partners
- ELSA
- Talking through drawing
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and consequences and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and children and is accessible to Parents.

There are various opportunities for children to have a voice on decision making in the school. The school has a proactive school council that meet regularly and we actively promote British Values.

### **5.14 Working with other agencies**

Sometimes we will need to ask for outside agencies to work with your child and provide us with further assessments and support. This will be one of the specialist services mentioned earlier. You will always be asked before we involve anyone and the SENCO will explain clearly how the external agency will help and support your child.

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to EHC plan annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school.

For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. Mrs Redden will be the point of contact within the school who will coordinate the support from outside agencies for each child however, in some circumstances an additional key person may be appointed for example our Speech and Language HLTA.

### **5.15 Safeguarding children with SEND**

At our school we recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We also recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

We ensure the child is listened to by:

- Making sure the child's voice is heard. Where there are safeguarding concerns, speak to children alone and don't use parents as interpreters.
- If a child's disability means verbal communication is difficult or impossible, make every attempt to communicate by other means e.g. by using widget or PECS

- Consider how a child may communicate through their actions. Consider whether distressed or disruptive behaviour is due to the child's disability or if the child is upset for another reason.
- Tailor tools and resources to the child's needs. Check that the child has understood what you've told them and is able to apply it – don't make assumptions about what they have understood.

At Fairstead Community Primary and Nursery School we also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to. We work closely with the DSL at the alternative provision to ensure any safeguarding concerns are dealt with appropriately.

### **Online safety**

The internet has provided many opportunities for children with SEND and can be a positive place where they can chat to friends, play games or find support.

However, children with SEND can be particularly vulnerable to online grooming, especially being manipulated by somebody they know. It's important to encourage conversations about the benefits and dangers of the internet and create an open environment for children and young people to ask questions.

We use our one page profiles to ensure we know our children with SEND and find the best way to communicate with them in a positive way to build their self-esteem. This shows the child that there is someone they can trust and communicate with and help them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

We support and empower our children with SEND by:

- providing them with communication support and opportunities to express themselves
- helping them to build a supportive relationship with a trusted person
- consulting them on their views and wishes about their life and care in order to meet their needs
- providing accessible education on topics such as keeping safe, sex and relationships and online safety
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music

### **5.16 Complaints about SEN provision**

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

The parents of children 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

### **5.17 Contact details of support services for parents of children with SEN**

We always try to help parents at every stage but you can also get advice and information from Norfolk Parent Partnership, Woodside Road, Norwich, NR7 9QL Tel: 01603 704070 or you can contact via e-mail: [parent.partnership@norfolk.gov.uk](mailto:parent.partnership@norfolk.gov.uk)

### **5.18 Contact details for raising concerns**

If there are any concerns relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the Head Teacher

### **5.19 The local authority local offer**

Information on Norfolk's Local Offer can be found on the Norfolk website:-

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk County Council  
County Hall  
Martineau Lane  
Norwich  
Norfolk NR1 2DH  
Tel: 0344 800 8020  
Email us: [information@norfolk.gov.uk](mailto:information@norfolk.gov.uk)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Kate Redden 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

- Safeguarding
- Behaviour
- Equality information and objectives
- Supporting children with medical conditions
- Anti- bullying

### **Transition Planning Meetings:**

During the last term of each academic year transition planning meetings will take place for all children changing class within the same school. Current teachers will meet with new teachers. For children with an additional need, meetings will begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.

Where your child will be starting a new school, the SENCO and teacher(s) at your child's school will talk to the SENCO and teacher(s) at their new school. There is likely to be more than one transition planning meeting and they could take place from as early as November in order to provide as much information as possible to the new school about your child. This is so that they can ensure preparations are made to welcome your child and make their transfer to their new school as smooth and successful as possible. It is likely that you and your child will be invited to attend at least one of these meetings.

### **Transfer of information:**

You will know that your child's school will have been keeping records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support they have been providing for your child. This information will be shared with the new school at transition planning meetings and passed to the new school when your child transfers to inform future decisions about how best to support and develop your child's wellbeing, skills and learning.

If your child has an EHCP the SENCO and teacher (if known) from their new school will be invited to the annual review meeting. This will be held before your child transfers to their new school.

### **Starting school:**

Before your child starts in the Nursery or Reception class at school, staff from our school may arrange to visit your child in their pre-school setting, at home or both. Home visits provide an opportunity for staff to meet your child in an environment where they are most comfortable and for you to ask any questions you may have about the transfer. Visits to your child in the pre-school setting allows new teachers to see how he or she interacts with other children. Additionally, your child is likely to be invited to attend sessions in their new school.

### **Changing year group:**

During the summer term, all children moving to a new class within the same school will meet their new teacher in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom. A transition one page profile will be co-produced by parents, the child and class teacher to ensure all key and relevant information is shared with your child's new teacher.