

South Failsworth Primary School

‘Inspiring and Creating Lifelong Learners’



SEND AND INCLUSION POLICY

Reviewed: October 2022

Approved by the Governing Body: November 2022

Next review date: October 2023

South Failsworth Primary School

SEND Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2014) 3.65 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 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the Inclusion Leader with the SEND Governor in liaison with SLT, staff and parents of pupils with SEND

South Failsworth Primary School's SENDCo is Mrs Emma Gorton. Mrs Gorton is a qualified teacher, is a member of the Senior Leadership Team and is a Specialist leader in education for SEND.

If you have any queries, please call school on 681-6351 or email at:

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The policy was developed by the SENDCo, in consultation with the Head Teacher, Deputy Head Teacher, SEND Governor, Quality Effective Specialist Teachers, parents and families. The policy reflects the SEN Code of Practice, 0-25 guidance.

Our mission statement is, 'Inspiring and creating lifelong learners'

At South Failsworth we aim to create an environment where children 'Learn Together' and to be educationally inclusive. By this we mean one in which the teaching and learning, achievements, attitudes and well-being of every young person matter.

Statement of Intent

This policy is designed to ensure that every child receives a fair start in life, with the very best opportunities to succeed. At South Failsworth Primary School we aim to meet the definition of Special Educational Needs & Disabilities (SEND), as stated in the Code of Practice, 0-25 guidance.

Our school believes that every teacher is a teacher of every child or young person including those with SEND and every leader is a leader of SEND at South Failsworth Primary.

Aims and Objectives of the School

We aim to:

- Remove the barriers to learning and participation that can hinder or exclude pupils with Special Educational Needs and disabilities (SEND) so that each child has the opportunity to thrive
- Raise the aspirations of and expectations of all pupils with SEND.

- Provide entitlement of access to high quality teaching and a full and balanced curriculum, including the National Curriculum and where necessary, a personalised Curriculum
- Use the graduated response to Identify, assess and record and regularly review pupils' special educational needs.
- Actively encourage the involvement of staff, pupils and parents/carers in the education of children with SEND
- We recognise that parents hold 'key' information and have a critical role to play in their child's education. We therefore aim to include parents in the development of provision for children by liaising closely through structured consultation

Objectives:

- To identify and provide support for pupils who have special educational needs and disabilities.
- To work towards inclusion in partnerships with other agencies and schools.
- To achieve a high level of high expertise to meet pupil need
- To provide support and advice for all staff working with special educational needs pupils
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work to the SEND Policy
- To work within the guidance provided in the SEN Code of Practice, 2014, updated 2015

What are Special Education Needs and disabilities (SEND)?

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA)
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Identification of SEND

At some time in their school careers, all children may have SEND, for example, social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties. At South Failsworth Primary school, we believe early identification and action is the key to supporting the child.

There is a wide spectrum of special educational needs and disabilities that are frequently inter-related, although there are also specific needs and requirements, which may fall into at least one of the four areas, many children will have overlapping needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

- **Communication and interaction**, for example, Autistic Spectrum Disorder (ASD), speech and language difficulties.
- **Cognition and Learning**, for example dyslexia, dyspraxia, moderate learning difficulties, specific learning difficulties.
- **Social, Emotional and Mental Health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and / or physical needs**, for example visual impairments, hearing impairments, sensory processing difficulties, epilepsy.

The above four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category. At South Failsworth Primary school, we identify the needs of pupils by considering the needs of the whole child, which will include not only the special educational needs of the child or young person.

We recognise that the identification of a child's need can be made by a number of people including G P, health visitor, pre-school counsellor, teacher and parent. The school can be made aware of a child's need in a number of different ways:

- Through formal and informal teacher observations
- By assessing against National Curriculum criteria, Early Learning Goals, Pre-key stage 1 and 2 standards, PIVATS and SATs
- High quality formal testing procedures: standardized tests for reading, spelling, numeracy and non-verbal skills
- Through EHA meetings (early health assessments) and team around the school meetings
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals

Currently, children are either classed as having SEN Support or as having an Education Health Care plan.

A register of children with SEND is regularly updated. The children's records will be regularly reviewed and updated. Reviews will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

Other barriers, that are not SEN, may also may impact on a pupil's progress and need to be considered:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)

- Being a Child looked After (CLA)
- Being a child of a Serviceman/woman

Managing Pupils Needs

A graduated response to SEND - Assess– Plan – Do – Review

After identification, SEND children will be placed on the schools SEND register. The children will continue to be provided for through quality teaching and through reasonable adjustments of the curriculum, allowing them to be educated alongside their peers in the classroom. However, on occasions it may be deemed necessary to withdraw the child from the classroom for specific teaching and interventions. Where this happens, class teachers are still responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers, SENDCO, teaching assistants and other agencies when required will plan for the individual needs of the SEND child and formulate an individual or whole class provision map (dependent on need) which identifies their main needs, plans small measurable and achievable targets, suggests outcomes and records the provision the child will receive. The class teacher will then ensure this provision map is followed.

Provision maps will be written and reviewed on a termly basis. Reviews will be held with parents and the child (where appropriate) and will celebrate the child's achievements and plan for the future. A child centered pupil profile will be produced at this stage and this will be shared with the pupil and parents.

Where children have greater needs, the school will seek the advice of other agencies for advice and support. The School's Educational Psychologist may become involved at this point.

Triggers for SEND may be:

- A child making little or no progress even when monitoring has occurred.
- A child demonstrating difficulties in developing their literacy or numeracy skills.
- A child presenting emotional or behavioural difficulties that are not changed by behaviour management techniques.
- Communication or interaction difficulties despite provision having been made to support these.

The SENDCO and the class teacher will decide on action needed to help individuals in light of their assessment. Planned support will be delivered at a level that is appropriate to the individual concerned. The LA support services may be used to gain advice about how best to deal with individual cases. It will not be necessary to have regular support from external agencies.

Triggers which require a statutory assessment for an Educational Health Care plan:

- A child continues to make little or no progress over time
- the child's work is significantly below the age related expectations
- A child continues to have difficulties with literacy or numeracy
- Social, emotional and mental health difficulties continue to grow which interfere with a child's learning

- Ongoing communication difficulties that impede the development of relationships and cause barriers to learning

As a result of meetings with external agencies, teachers, parents and the SENDCO, provision maps will be drawn up to target an individual's needs. The delivery and interventions from these provision maps will be recorded and this is the responsibility of the class teacher. An annual meeting will be held with representatives from the LA when required.

The voice of the child

Children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Where children are able they are involved in planning and attending person centered reviews. They contribute to their own pupil passport which is then shared with parents and the SENDCO uses questionnaires, pupil interviews and other strategies routinely to ascertain the views of pupils with SEND about their support, their teaching and learning, and their inclusion in other aspects of school life. The findings of these interviews and questionnaires are reported to staff and governors.

External support for SEND

In order to fully support the children at our school with SEND we make use of teachers and facilities from outside school, e.g. School, links with the Educational Psychology service, QEST team, SEN team, SEMH team CAMHs, SALT, and Sensory Support amongst others. (Dictionary of terms included in appendix)

Where a child needs to access external support services, the additional cost of this will be dependent upon the type of additional support/ specialist service required. Some services are accessed through the LA referral procedures, while others are provided by the LA through the school's service level agreement.

Where pupils' needs are more severe and additional funding is needed from the LA's High Needs Block, the school will apply for an EHC Plan. The LA will then assess, in partnership with the school and parents, the level of funding required.

Criteria for exiting the SEND register

We use regular 4+1 reviews to assist us with criteria for exiting the register. It will usually involve the child achieving in line with other children in their year group. It may also occur where children are consistently meeting their targets or have made improved and sustained progress. It may also occur on the advice of other professionals.

Supporting pupils and families

Parents have a right to know if their child is experiencing difficulties of any kind, and the class teacher will notify them, and explain what help can be provided within school and discuss what help can be provided at home. Our Pastoral Lead also available to support parents where their child or they are experiencing difficulties. South Failsworth Primary School aims to promote a culture of co-operation between parents, school, LA and others. This is important in enabling children with SEND to achieve their potential. Parents are encouraged to discuss with the class teacher, and SENDCO if appropriate, any concerns regarding their child's education. Contact with parents may be made by phone, letter, informal or formal interview, Seesaw or email. All significant contacts will be logged,

dated and a summary of information discussed will be made. This log will be put in the child's record or recorded on CPoms.

More details about our partnership with parents and how we support pupils can be found on our website and in our SEND information report.

Supporting Pupils with Medical Needs

Where pupils have medical needs we ensure that:

- Initial meetings are held with the school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up Individual Health Care Plans
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and Epipen use
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen
- Individual protocols for children with significant medical needs
- Implementation of risk assessments
- Relevant staff trained in First Aid
- Inform parents of any incidents throughout the day.

Monitoring and evaluation of SEND

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinators
- Analysis of pupil performance data and test results
- Value added data for pupils on the SEND register using Pre-key stage standards, PIVATS Early learning goals, NC requirements, QCA behaviour scale scores and improvements in reading, spelling, numeracy age and non-verbal scores
- Provision maps – outlining universal and SEND provision
- Intervention evaluation (entry and exit data) by teachers and TAs to ensure interventions are impacting on the child's learning
- Monitoring of policy, procedure and practice by the SEND governor and Headteacher
- school self-evaluation
- The LA SEND moderation process
- Educational Psychologist reports

Success will look like:

- Children with SEND where possible are being identified early and support is being offered
- Children have access to high quality teaching and targeted intervention where required
- Children with provision maps are meeting their individual SMART targets
- Teachers are more able to identify children with SEND

- Records are being kept on individual children
- Parents are being involved in all stages of their child's support and educational development
- Parents feel informed about their child's needs and feel able to come and talk to staff about these
The school and parents are working in partnership
- Fewer exclusions
- The school draws on the advice and expertise of outside agencies
- Report to Governors on a termly basis

Roles and Responsibilities

Class Teachers

Have the responsibility for:

- Making themselves aware of the schools SEND policy
- Identifying a child's SEND, filling in an initial concerns form and informing the SENDCO of any concerns
- Putting into action any support that is needed for individual children
- Keeping detailed, accurate records about individuals
- Writing and informing TAs of provision maps, pupil profiles and support programmes
- Regular reviewing (4+1) of provision maps and profiles
- Liaising with other professionals about an individual's needs
- Informing parents about their child's progress and needs

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from TAs or specialist staff. Teachers deliver high quality teaching incorporating the needs of all learners making reasonable adjustments where required.

Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is Mrs Emma Gorton. The following responsibilities for SEND apply to the SENDCo:

- Facilitating the learning and well-being of children with a diversity of SEND
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for children with SEND
- Managing (SEND) Teaching Assistants
- Contributing to the in-service training of all staff
- Ensuring liaison with parents and other professionals in respect of children with special educational needs and disabilities
- Advising and supporting other practitioners in the setting
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Ensuring that appropriate individual provision maps are in place
- Commissioning and liaising with external agencies including the LA's support, educational psychology services, health and social services and voluntary bodies

- Plan strategically to remove barriers to achievement

Pastoral Lead

Has responsibility for:

- Supporting children's emotional health and wellbeing
- Working with vulnerable children
- Writing EHAs (Early Help Assessments)
- Meeting with parents and informing parents about their child's progress and needs
- Liaising with other professionals about an individual's needs
- Informal observations of children causing concern
- Running support groups e.g social communication / nurture/ anger management/ Relax Kids
- Delivery of behaviour based emotional therapy – worry strategies, low mood and phobias

Teaching Assistants

Have responsibility for:

- Assisting in class and where appropriate outside the class with SEND pupils
- Following provision maps with individual and groups of children
- Delivering interventions where appropriate
- Recording their work with SEND pupils
- Being aware of the SEND policy
- Informing class teacher of pupil progress towards targets and of any issues arising

Governing Body

Governors have responsibilities to:

- To appoint a 'responsible' person (either the Head teacher or a Governor)
- To ensure that proper provision is made for children on the school roll with SEND
- To ensure that teachers are informed over the general arrangements made by the school for children with SEND
- To ensure that an annual report of SEND provision and policy is made to the parents
- To ensure the school has procedures to identify and assess SEND
- To ensure that parents are notified of SEND provision for their child
- To ensure that an appropriate proportion of school resources and funds are allocated to SEND provision

The Head Teacher

Has responsibility for:

- The day-to-day management of all aspects of the schools SEND provision
- Keeping the Governing Body informed of the schools SEND policy/provision
- Providing opportunities for INSET
- Ensuring that provision maps are formulated and followed are followed
- Ensuring that the school's policy is fully implemented

Parents

Have responsibility for:

- Ensuring regular school attendance.
- Informing the school of any concerns/problems.
- Supporting their child's provision map.
- Attending meetings to plan and review the needs of their child.

Parental consent is sought before any external agencies are involved. Additional consent is required prior to a child being seen by an Educational Psychologist.

Following the consultation process outlined above, any decision to maintain or remove a child from the SEND list would be taken and agreed by the family, school and external agencies.

Supporting pupils and families

Oldham LA provide a range of services under the local offer to support parents and pupils. For more information visit http://oldham.gov.uk/info/200368/children_with_disabilities

Accessibility

At our school we aim to try to increase the accessibility for disabled pupils over time, within budget and building constraints. Through the accessibility policy checklist, we endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school.

- The school is fully wheelchair accessible.
- A caterpillar device would be made available, if the need should arise in Year 3 and Year 4 to enable access and exit from the classrooms.
- Key stage 1 and 2 have a fully equipped disabled toilet facilities, including an adjustable height bed, hoist, adjustable height sink, disabled toilet, sluice facilities, clothes washing and drying facilities.
- Foundation Unit, Years 1 to 4 have complete sets of blinds to control light for children with photosensitivity and visual difficulties.
- School seek advice from the Additional Complex Needs Service on disabled accessibility and act upon recommendations.
- Movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight
- Information and communication technology, by selecting appropriate hardware and software
- Signage, by putting it in clear print
- Auditory friendly classrooms for Hearing Impaired children.

School endeavor to purchase specialized equipment, technology, etc. in order to facilitate equal opportunities for all children to access the curriculum. Where necessary, resources are shared with home. This is funded from the school's budget for Special Educational Needs. The school aims through its adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Bullying

At our school, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners at our school.

We take great care to ensure we safeguard the needs of pupils with SEND, whilst promoting independence and building resilience in their learning. More details can be found in the school's bullying policy.

Training and Resources

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND we encounter.

The general ethos of our school is to welcome sharing of expertise. SEND is an integral part of our school development plan. It can be an item on any staff meeting agenda as well as having a number of staff meetings during the year when it is highlighted for discussion and an annual staff skills audit is completed to identify further training needs. There is daily contact between all staff to monitor individual pupils and to discuss concerns.

Staff Development and Appraisal

There is a commitment by the school, to gain expertise in the area of Special Educational Needs & Disabilities. Current practices include training sessions for our TAs, school based in-service training (INSET), Support and training from QEST that responds to particular needs of the pupils, and the reading and discussion of documents on SEND. Teacher meetings are considered to be staff development meetings, as well as sharing information. The SENDCO attends network and moderation meetings.

Transition

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible.

When a child is either joining, or moving to another school, we will contact the SENDCo and ensure we get all the relevant information for a child starting with us. We will pass on all records and information of children with SEND moving onto a new school, so that any additional support can be put into place as quickly as possible.

For transition within school, additional visits when children are moving year group may be arranged for children with SEND, along with schedule time to meet the new staff. If appropriate, supporting teaching assistants may move classes with the child.

In Year 6, we make sure all relevant information is discussed and sent to the SENDCo of the secondary school in the summer term. We organise additional visits to the local secondary school for children with SEND, so they can become familiar with the layout and routines. They go with a member of our staff, meet key members of staff and have the opportunity to meet their new peers.

Training and resources

The school budget, received from Oldham LA, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and

Disabilities in consultation with the school governors, on the basis of needs in the school. At the end of the school year, the Headteacher, Deputy Head and SENDCo discuss all the information they have about SEND in the school, including existing support, the children needing extra support and decide what resources/training and support is needed for the coming year. We identify the needs of our pupils on a provision map which for SEND pupils identifies all resources/training and support are reviewed termly and changes are made as required to meet the needs of each cohort.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Storing and Managing SEND Information

SEND documents are confidential and as a result are stored in individual folders on the school's server or in class files which are kept in locked cupboards or filing cabinets. When the children leave school their SEND information will be passed securely onto their next school. Where information is no longer required, this information will be deleted or shredded. Any information that is written about a child with SEND will be shared with parents.

Admissions

Children with SEND are admitted into school in accordance with the whole school admissions policy. This is in line with the LA guidelines. The admissions policy operates a fair system where no child regardless of Special Educational Need, disability, race, gender, ethnicity and background can be refused a place.

Complaints Procedure

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the whole school complaints policy available from Mrs Foy, the Head Teacher or on the school website. South Failsforth adopted the Oldham LA guidelines for this. Parents/carers are made aware of the Parent Pupil Service run by Oldham LA.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This Policy has been equality impacted.

Reviewing the Policy

The SEND policy will be reviewed by the SENDCO, shared with and amended by teaching and support staff and then shared with Governors. This will take place on an annual basis. It will then be shared with parents via the school's website.

Appendix:

Glossary of terms used in SEND

An explanation of the terms you may hear when people talk about SEND.

Annual Review - The review of a Statement of SEND or Education Health Care Plan that the Local Authority must carry out annually.

QEST – Quality, effectiveness, support and training team – A team of professionals who work with pupils experiencing learning difficulties, emotional, behavioural or social difficulties and social communication difficulties. They offer advice, training and support for teachers in SEND.

CAHMS – Child and adolescent mental health service.

EHC Plan – Education Health Care Plan - The formal process of assessing a child's SEND where School Action Plus or Early Action Plus have not proved sufficiently effective.

EP - Educational Psychologist - A professional employed by the LA to assess and advise on a child's learning difficulties.

Inclusion -The practice of educating children with SEND in mainstream schools where it's possible and beneficial.

LA - Local Authority - The organisation responsible for providing or coordinating public services. The phrase "the Council" is frequently used to refer to the LA, although it isn't actually the same thing.

Learning Difficulty - Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

SALT – Speech and Language Therapy.

SEND - Special Educational Needs and Disability - A learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age.

SEND Code of Practice -The guidance document that LAs & schools use when identifying, assessing and providing for children with SEND.

SENDCO - SEND Coordinator - A member of staff at school who has responsibility for coordinating special educational provision - the SEND Coordinator.

SPLD – specific learning difficulty.

MLD – moderate learning difficulty.

SEMH – social, emotional or mental health needs.