

Fairfield Infant and Nursery School (F.I.N.S)

Special Educational Needs and Disability Policy

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014 updated 2015) and has been written with reference to the following documents. It has been written as guidance for staff, parents or carers and children.

Equality Act 2010: Advice for Schools DfE Feb 2013

SEND Code of Practice (2015)

Schools SEND Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England: framework for Key Stage 1&2 (July 2014)

Teachers Standards 2012

Responsibility for the Coordination of SEND Provision

The person responsible for overseeing the provision for children with SEND is Jenny Allin (Head teacher).

The person co-ordinating the day-to-day provision of education for pupils with SEND is Sarah Humpleby, the Special Educational Needs Co-ordinator (SENCO). The SENCO can be contacted at Fairfield Infants School on 01298 22441. School Governor responsible for SEND is Matt Kirk.

Definitions of SEN and Disability (SEND)

At our school we use the definition for SEND from the SEND Code of Practice 2015. This states:

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

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.”

Admission Arrangements

Fairfield Infant & Nursery School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the amended Education Act 1996, (Section 316), if a parent wishes to have their child with a statement (or Education Health Care Plan) educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Rationale

Meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND) is central to the work of our school. All staff, parents/carers, children, governors and outside agencies work to ensure that the children have access to the highest quality teaching and learning; this helps to enable the children to achieve their potential in a supportive and caring environment. We respect the unique contribution which every individual can make to our school community.

Aims

At F.I.N.S all pupils, we are committed to providing an environment which will enable pupils to make the best possible progress, and feel that they are a valued member of the wider school community. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. We monitor all children who are not making appropriate progress in the four broad areas specified in the SEN Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

Objectives

Working in partnership with parents we will:

- Ensure early, accurate identification and assessment of children with special educational needs takes place
- Plan and provide appropriate support for identified children, liaising with outside agencies as appropriate
- Monitor, record and evaluate the progress of identified children on a continuous basis
- Seek and take into account the views of identified children, ensuring that all identified children access all curriculum areas at their own individual level
- Set up effective communication systems, under direction of the SENCo, both within school and between school and parents, governors and outside agencies

Class teachers are responsible for providing provision for those children on their roll. The SENCo will use information provided by the class teachers to map whole school provision, and monitor the impact of this on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data
- Progress against age related expectations
- Intervention baseline and exit data
- Progress against individual targets

We are sensitive to children who are experiencing emotional difficulties and they will be closely monitored by class teachers. They will consult with parents, our Family Support Worker or the SENCO.

A Graduated Approach to SEND Support

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. The quality of teaching is carefully reviewed by the SLT through regular lesson observations, work scrutiny, planning scrutiny and pupil progress meetings.

1. Adaptive whole class work or targeted work

The vast majority of children at F.I.N.S will achieve their educational potential through high quality teaching. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Pupils whose progress is causing concern are identified to the SENCo and monitored. If these concerns continue to persist interventions may be run to attempt to close the gap.

2. A child is recorded as SEN Support

Where progress continues to be a concern a SEND plan will be written and this provision will be recorded on the whole school provision map. Regular meetings will be held with the parents to formulate the plan to remove barriers to learning and put effective provision in place. This will begin the cycle of *assess, plan, do, review* with the child at the centre of the process. A profile will be started for a child. At F.I.N.S we maintain 'All About Me' files. This will include the parents' views, the child's views and the views of the school. This will be a working document that will evolve with the child, and over time.

3. A higher level of need

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

- Educational Psychology Service
- Speech and Language Therapist (SALT)
- Behaviour Support
- Autism Outreach
- The support Service for Physical Impairment
- School Nurse or Specialist Paediatrician
- Child and Adolescent Mental Health

Application for Inclusion Panel Funding or an EHCP

A small number of pupils whose needs are complex and long term may require a greater level of support than that provided at SEN support from the schools own resources. For these pupils a request may be made for Inclusion Panel Funding for a short period of term. The impact of this will be closely monitored and evaluated to identify next steps. Should a child's needs present as likely to be significant and long-term, and where these cannot be met from the schools own resources, school and parents will work together to decide whether a request for a Education and Health Care Needs Assessment may be necessary. This may result in an ECHP. (These replace what were formerly known as Statements of Special Educational Needs.)

Criteria for Exiting SEND provision

If it is felt that a pupil is making progress, which is viewed as being sustainable, then they may no longer be assessed as having a special need. If this is the case then the views of the teacher, SENCO, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. In instances where it is agreed that the need has changed, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings, and also by the SENCo on a termly basis.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. In addition to the Governing Board the school's Head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

SEN Co-ordinator (SENCo): Sarah Humpleby

- Overseeing the day to day operation of the SEN policy
- Coordinating provision for children with SEN
- Advising on graduated approach to providing SEN support
- Monitoring quality of experience for pupils with SEND, including SEN Support plans, adaptations to the curriculum and other intervention strategies
- Advising on use of schools delegated budget/other resources to meet children's needs effectively
- Liaising with parents of pupils with SEN, teachers and teaching assistants • Liaising with early years providers, EP's, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure all parties are informed and a smooth transition is secured
- Working with the head teacher and school governors ensuring that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensuring records of all children with SEN are up to date
- Liaising with the Governing Body and head to ensure the smooth running of the admissions process for children with EHCPs including the SEN report for each full Governing Body meeting
- Submitting a SENCo report to each full Governing Body in order to keep them fully informed of SEND issues.

The Teaching Staff

Teachers are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

All teachers have a responsibility within the SEN Policy:

- To provide high quality classroom teaching using an adaptive approach
- To ensure that all pupils with SEND make progress
- To work closely with Teaching Assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching
- To be fully aware of procedures for identifying, assessing and making provision for pupils with SEN
- Meet with parents of children on SEN support when compiling the SEN support plan

The Role of Teaching Assistants

All Teaching Assistants should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should use the school's procedure for giving feedback to teachers about pupils' progress. Teaching Assistants work as part of a team with the SENCo and class teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in monitoring progress.

- Ensuring the day to day provision is in place for the pupils they support
- Implementing the agreed strategies and programmes, and advice from specialists
- Record keeping
- Maintaining specialist equipment
- Regular communication with the class teacher, parents and SENCo

Governing Body

The Governing Body, through the SEND Governor, liaise closely with the SENCO and the Head. The Governing Body must:

- Ensure that children with SEND take part in school activities together with those who do not

- Publish the SEND information report on the schools website and ensure that it is reviewed annually
- Use best endeavours have been used to ensure that necessary provision is made for any individual who has SEND
- Co-operate with their Local Authority in the Local Offer
- Handle any complaints made by parents in line with the Local Authority procedure

The SEN Governor

- Will meet with the SENCo twice a year and report back to the governing body
- The SEN Governor will ensure that the SENCo is carrying out their duties as stated in the SEN policy

Resources and Premises

There will be regular updating of equipment in consultation with professionals e.g. physiotherapists to ensure that the children's individual needs are met. Every attempt will be made to ensure that internal areas of the school premises are:

- Organised to reflect a knowledge of child development and, primarily, the needs and interests of the child
- Organised to provide a full range of experiences
- Organised to allow for the withdrawal of children for individual or small group work relating to Support plans or intervention programmes
- Organised to allow for the withdrawal of children for medical reasons or for children who are upset or distracted by the classroom environment

External areas of the school premises are:

- Safe, secure (and possibly enclosed)
- Easily managed and supervised by staff point
- Organised for adaptability with areas to stimulate a variety of opportunities for different types of play situations

All aspects of the Health and Safety Policy will be implemented.

Special Facilities

The school has an Accessibility plan which sets out the school's current provision and the priorities to be addressed over the course of the next three years. Please read this documents for full details of our facilities.

The progress of the Accessibility plan is considered annually.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in the Pupil files in the school office. SEND records will be passed on to a child's next setting when he/she leaves.

Transition Arrangements

When children leave our school the SENCo/ class teacher and/or Head Teacher liaise with schools and pass on information about pupils with SEND before their transfer to that school. The SENCo from the relevant school is invited to attend the Annual Review meeting for pupils with an Education Health Care Plan.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, and in these instances the SEND Code of Practice (2014) is followed.

Funding

Resources will be allocated according to a priority of needs as agreed by the head teacher, the SENCo and the class teachers involved.

Complaints Procedure

We always work closely with parents, consulting them regularly, and it is hoped that complaints about SEND provision will be rare. However, should there be a complaint, the following procedure should be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENCo.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head teacher. If necessary, parents may complain to the Governors in writing. The complaints procedure is on the school website.
3. If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.