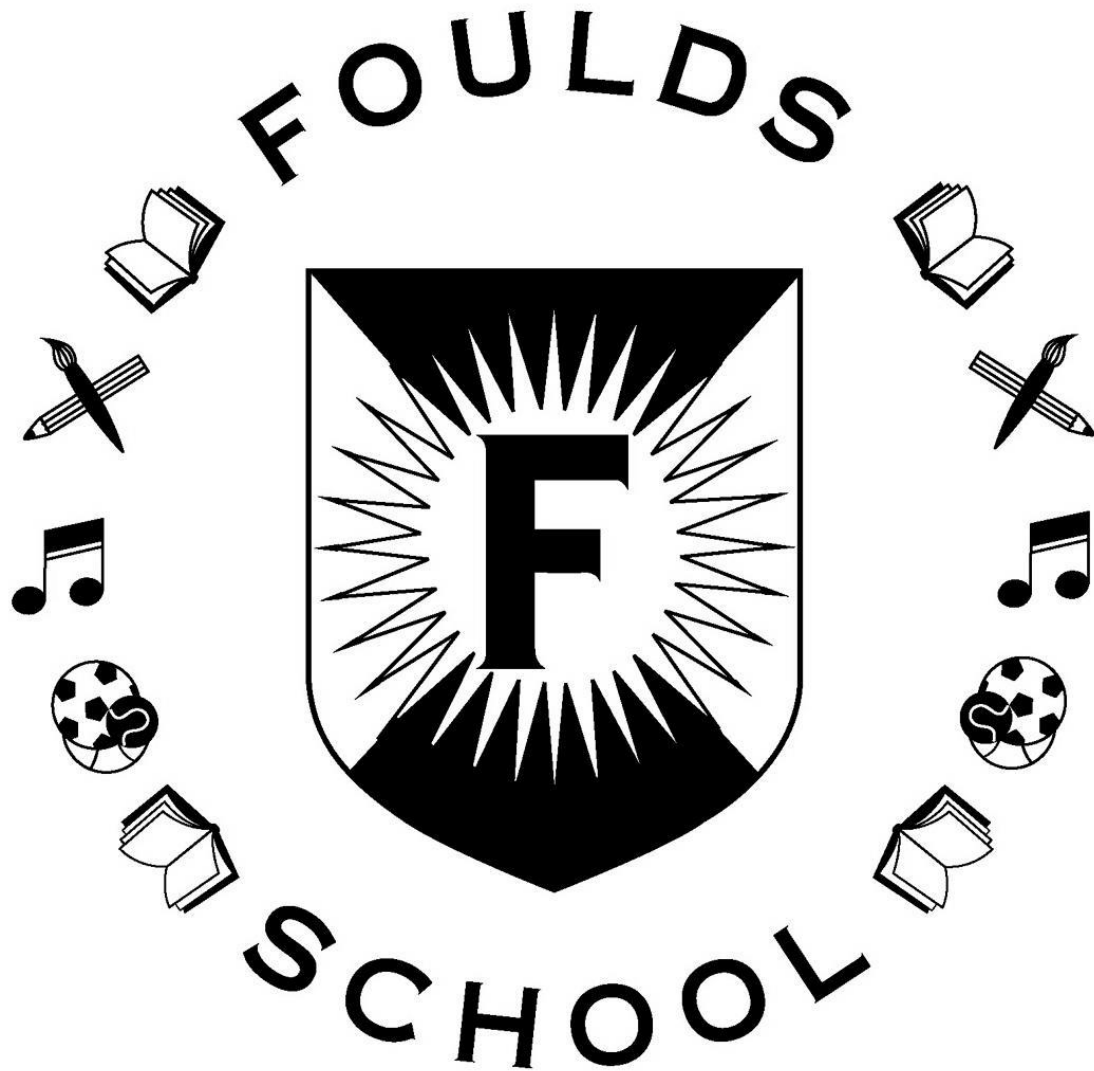


FOULDS PRIMARY SCHOOL



Special Educational Needs Policy

Updated: Autumn 2018
To be reviewed: Autumn 2019

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (29 July 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 (29 July 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England framework document: For Key stages 1-4 Dec 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The aims of Foulds School are:

- To have an environment and atmosphere that is safe, caring and friendly
- To ensure that all children are motivated to do their best, irrespective of ability
- To be a school where the highest standards of work and behaviour are encouraged and expected
- To encourage self esteem and respect
- To be an inclusive school and welcome all pupils, parents and other members of the local and wider community
- To ensure that each and every pupil has the right to a broad and balanced curriculum giving them exciting opportunities which are varied, interesting and enjoyable

These aims underpin our practice and ensure that our vision for all pupils, including those with SEN are carried out.

OBJECTIVES:

We believe that every pupil has the right to access a broad and balanced curriculum and to engage in an education that encourages them to reach their own personal potential.

We will:

- Identify and provide for pupils with special educational needs and additional needs
- Have a shared and collective responsibility as a school for meeting the special educational needs of pupils
- Ensure that every pupil experiences success in their learning
- Provide opportunities for all pupils to engage in all lessons
- Educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil's needs require some withdrawal sessions for a specific purpose
- Value and encourage the contribution of all pupils to the life of the school
- Work in partnership with parents to gain a better understanding of their child and to involve them in all stages of their child's education.
- Seek advice and work in cooperation with external agencies, where appropriate to support the need(s) of individual pupils
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- Liaise and form relationships with feeder nurseries, secondary schools and special schools to facilitate the smooth transition of pupils from one phase to the next
- To work within the guidance provided in the SEND Code of Practice, 2015
- Communicate with the Governing Body to enable them to fulfil their monitoring role with regard to pupils with SEN
- Provide interventions for children with needs, as appropriate, and evaluate the effectiveness of these interventions and take actions in light of the outcomes of this monitoring

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

TERMS

- A SEN refers to a Special Educational Need:

A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2015 Code of Practice: 0-25 years Introduction xiii and xiv

The four broad areas of need for pupils with SEN are as follows:

Communication and Interaction, including:

- Autistic Spectrum Condition
- Speech, Language and Communication (SLCN)

Cognition and Learning, including:

- Specific Learning Difficulties such as; Dyslexia (literacy), Dyscalculia (numeracy) and Dyspraxia (motor)

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical needs, including:

- Physical Disability (PD) and Complex Medical Needs
- Sensory Impairment such as Hearing Impairment, Visual Impairment and Multi-Sensory Impairment

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to plan what action needs to be taken, not to fit a pupil into a category. At Foulds, the needs of the pupil are identified by considering the needs of the whole child, not just any special educational need.

A pupil with difficulties with behaviour cannot be considered as having a SEN unless there are also needs in other areas (please refer to above).

The following areas are NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Foulds school monitors and tracks the progress of all pupils including those that are identified as belonging to the above groups. Appropriate actions are taken to support the progress of these children with additional needs.

We believe that Quality First Teaching is the baseline of learning for all pupils and that 'every teacher is a teacher of SEN'. High quality teaching, differentiated for pupils, is the first step in responding to pupils who have or may have additional needs and/or SEN. All class teachers have access to relevant information necessary for them to plan and prepare for pupils with additional needs in their class. Any additional intervention or support, works in conjunction with (not in place of), of high quality teaching. We closely track and monitor pupils to ensure that they are making progress as detailed below. This is our graduated approach for supporting pupils.

Pupil progress meetings are held termly. These meetings involve the Class Teacher, Headteacher, Deputy Headteacher, Inclusion Lead and Learning Mentor. The progress of the children is discussed. This is very much a holistic approach considering all aspects that may affect a child's life and subsequent progress. When a child is identified as not making progress then the team will look at the barriers to learning and identify appropriate next steps. This may involve;

- discussions with the class teacher about incorporating strategies into Quality First Teaching
- identifying that a child would benefit from support in an intervention group

Parents/carers will be informed that their child will be participating in an intervention group. The school keeps a record of which children will be accessing additional support. This enables the school to further monitor the progress of these pupils and allows the school to evaluate the effectiveness of our additional provision.

Should, at any point in time, a class teacher become concerned with the progress of a child in the intervals between these progress meetings, then he/she is able to log the concerns with the Senco using the Initial Concern form where details of the concerns and what steps the class teacher is currently taking to meet the child's needs is recorded.

- If a pupil is identified as continuing to make slow progress, despite access to quality first teaching and additional support then further diagnostic assessment of the child's needs may be required. This may be through an assessment tool such as a Diagnostic Reading Assessment, or PHAB (Phonological Assessment Battery) to further identify the specific area of difficulty.
- For a higher level of need it may also be identified that the child would benefit from assessment and advice from an external agency such as Speech and Language Therapy, CAMHS, Educational Psychologist, Occupational or Physiotherapy to ascertain how best to further support a child.

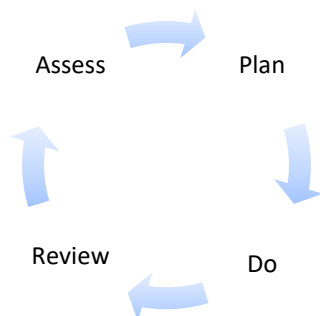
Permission and consent from parents/carers will always be sought in the case of further assessments and referral to outside agencies.

The provision outlined above is our graduated approach to supporting pupils with additional needs and/or SEN.

SEN support

Where it is determined that a pupil does have SEN (as identified by all the information gathered by the school about the pupil's progress alongside national data and expectations and/or on diagnostic assessments and/or by involvement of outside agencies) then the pupil will be added to the school SEN register. Parents/carers will be consulted and advised about this process.

Teachers will set SMART targets for these children (with support from the Sendco as required) which will be monitored closely and reviewed. These pupils will have termly review meetings involving parents, class teacher, Senco and support staff to discuss progress, plan future targets, identify interventions and any appropriate future actions. The support provided consists of a four part process as indicated below:



Parent/carers and appropriate staff will receive a copy of the reviewed and updated targets from this meeting.

Parents can access and have information regarding what is available in our school for pupils with SEN by referring to the Local Offer which is available on our website. The Local Offer provides a description of what is ordinarily or normally available for SEN provision in schools in Barnet.

REFERRAL FOR EDUCATION HEALTH AND CARE PLANS

If a pupil has lifelong or significant difficulties that are severely impacting on a child's access to their education that cannot be met by support that is ordinarily available they may require an Education Health and Care Plan. The school will request that the Local Authority carries out assessment of the child's needs to ascertain if this level of support is required. The Senco, in liaison with school staff and parents/carers will apply for an Education Health and Care Plan. This process will involve submitting reports and plans from the school and outside agencies to the Local Authority. A decision will then be made by a group of people from education, health and social care about whether a pupil is eligible for an EHC Plan.

Once the EHC Plan has been completed and agreed it will be reviewed at least annually by staff, parents and pupils. The purpose of the Annual Review Meeting is to assess the child's progress towards objectives specified in the EHC Plan, to review the provision made for the child and see if it remains appropriate and to consider the continuing appropriateness of the EHC Plan.

SUPPORTING PUPILS AND FAMILIES

Please see the Local Authority local offer.

Please see our admissions policy (available at the office) for further information on the admissions arrangements.

Where a family has ongoing involvement with agencies there may be the need for a CAF (Common Assessment Framework). This will enable a cohesive, multi-agency approach to be taken towards monitoring and meeting a pupil's needs. There is further information available regarding CAFs and information sharing on the Barnet Website. The Senco may be the Lead Professional on the CAF. CAFs will only be initiated in consultation and agreement with parent/carers.

If appropriate Foulds will apply for or provide any support that may be available to assist SEN children with access to exams and other assessments. This is the responsibility of the Senco and Deputy Headteacher.

Transitions from class to class are very carefully managed. Teachers are given time to hand over their classes to the new teacher, including those children on the SEN register. This handover includes lengthy discussion time, as well as any relevant paperwork. The Senco is also available for any further discussions where needed.

Transition to Secondary School is also carefully managed. Where possible (usually when there are a significant number of pupils moving to a school) there is a meeting with the Year 6 teachers at Foulds and the Year 7 teacher / head of year of the new school to discuss each pupil. Where possible, there is also a meeting with the Senco of the new school and the Senco at Foulds to discuss each pupil on the

SEN register. Where this is not possible, telephone discussions can take place between Sencos. All paperwork will be sent to the Secondary School.

Please see the school's policy on managing medical conditions of pupils.

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 (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

Foulds is an inclusive community that welcomes pupils with medical conditions. Please see Foulds Medical Condition Policy.

MONITORING AND EVALUATION OF SEND

The quality of provision offered to all pupils is regularly and carefully monitored and evaluated by regular audits, sampling of parent views, pupils views and staff views. The Senco provides termly updates to the Headteacher's Report for the Governing Body. Our governors are also involved in monitoring and evaluating the effectiveness of our provision. Foulds School annually reviews the effectiveness of interventions in terms of supporting pupil progress and providing value for money.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

Provision for SEN is funded from the school budget, with additional funding sought, where appropriate. The school seeks funding to support the development of SEN provision and improving accessibility from bids for DDA monies and charitable sources.

Training needs are identified by regular consultation with staff regarding their training needs at staff meetings as well as performance management meetings and feedback following lesson observations. Training can be from an external agency/ professional or internal expertise.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Senco 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 school's Senco regularly attends the Senco network meetings run by Barnet in order to keep up to date with local and national updates in SEND. The school is a member of NASEN and has links with Sencos from local schools.

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil register.

ROLES AND RESPONSIBILITIES

The Senco for the school is Tasleem Kanji. The Senco in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and coordination of special needs provision.

The named SEN Governor for the school is James Freed.

SEN Teaching Assistants are managed by the members of the SLT.

Responsibility for safeguarding lies with the Headteacher and Deputy Headteacher (please refer to the Safeguarding Policy)

The Headteacher, Deputy Headteacher and Senco are responsible for managing PPG/LAC funding.

The Learning Mentor has responsibility for managing the schools responsibility for meeting the medical needs of pupils.

STORING AND MANAGING INFORMATION

Please see the Safeguarding Policy and GDPR policy regarding information management and confidentiality.

REVIEWING THE POLICY

This SEN policy will be reviewed annually.

ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

Accessibility is constantly assessed in the light of each new pupil or cohort. Foulds school is accessible and is a one storey building. There is easy access throughout most parts of the building and accessible toilets. We have a sensory room which supports pupils with sensory processing difficulties and/or pupils who may need an area in which to support them in managing their emotions.

Communication with parents/carers can be made through a variety of means including emails, texts, letters and phone calls. Concerns around a child's progress should be first addressed with the child's class teacher who may involve the Senco. Parents/carers are also welcome to directly contact the Senco.

DEALING WITH COMPLAINTS

Please see the school Complaints Procedures.

BULLYING

Please see the school's Anti-Bullying policy.

This policy has been compiled with reference to:

Special educational needs and disability code of practice: 0 to 25 years 2015

Children and Families Act 2014

Equality Act 2010

Related policies:

Behaviour

Complaints Policy

Teaching and Assessment

PHSE

Anti-bullying

Medical Policy

Single Equality Policy

English as an Additional Language

Pupil Attendance Policy

The Headteacher, with the Senco, are responsible for the implementation and monitoring of this policy.