



## Policy

# Special Education Needs and Disability

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

<b>Title</b>	Special Education Needs and Disability
<b>Date of Issue</b>	March 2019
<b>Review Date</b>	March 2021
<b>Prepared by</b>	Headteacher
<b>To be reviewed by</b>	Headteacher and Governors
<b>Appendices</b>	
<b>Supply / distribution</b>	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
<b>Other relevant approved documents</b>	Admissions Policy Complaints Policy SEND Information Report
<b>Authorised by</b>	Headteacher and Governors

## Definition of Special Educational Needs

- Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.
- Any child who has a learning difficulty or a disability which is sustained (i.e. lasts, or is likely to last, more than a year) and substantial (defined as 'not trivial') may be classified as having a Special Educational Need and placed on the SEND register.
- The Wiltshire Graduated Response to SEND Support (WGRSS) is used to identify children whose difficulties may mean they should be placed on the SEND register.

The types of difficulty identified in the code of practice are:

- **Communication and Interaction**; this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech or language difficulties. Children who have ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.
- **Cognition and Learning**; this includes children who may learn at a slower pace to their peers even with appropriate differentiation and quality first teaching. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties**; these difficulties manifest themselves in many ways including withdrawal or isolation, as well as displaying challenging, disruptive or disturbing behaviours.
- **Sensory and/or Physical Difficulties**; this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. These difficulties may require specialist support and/or equipment to access their learning.

## Purpose

Every child matters at Fynamore and we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted.

Parents/carers play an active and valuable role in their child's education and we work in close partnership with them.

Children with special educational needs have a right to be educated in a safe, healthy environment where they can enjoy their learning and make positive contribution to the school community.

## **Objectives**

The objectives of the policy are:

- To identify and monitor children's individual needs at the earliest possible stage so that appropriate provision can be made and their progress accelerated, in turn raising attainment.
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set for them on any interventions are specific, measurable, achievable, realistic and time-related (SMART).
- To involve children in the identification and review of their targets.
- To work in close partnership with parents/carers of children who have special educational needs.
- To raise the self-esteem of children having special educational needs acknowledging the progress they have made.
- To ensure that all staff are aware of the procedures for identifying, supporting and teaching children with SEND.
- To identify ongoing targets and priorities for SEND within the School Development Plan.

## **Consultation**

This policy is available for parents and staff to review.

Parents are made aware of the SEND (Special Education Needs & Disability) agenda of the school at the new intake meetings held each July. The new starter pack for parent's references policies.

All parents are consulted through a yearly questionnaire.

Staff are aware of all school policies.

Pupils are consulted through the school council and questionnaires.

## **Roles and Responsibilities of Headteacher, Other Staff and Governors**

The Governing Body must:

- Endeavour to ensure that the necessary provision is made for any child who has special educational needs/disabilities.
- Consult the Local Authority (LA) and/or the governing bodies of other schools when deemed necessary or desirable in the interests of co-ordinated special educational provision.
- Ensure that children with SEND join in the activities of the school so far as is reasonably practical and compatible with their special educational needs, taking into account the education of other children and the efficient use of resources.
- Inform parents/carers of the school's policy for children with special educational needs in the school's prospectus.
- Include the name of the SENDCO on the School website.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is continually monitored
- An annual report of their child's progress is provided to parents.

The Headteacher must:

- Ensure that where the school has been informed by the LA that a child has SEND, their needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The SENDCO is responsible for co-ordinating the provision of special educational needs throughout the school. The post holder is Mrs Deborah Stiles.

This involves:

- Ensuring the day to day operation of the school's SEND policy is adhered to in practice.
- Ensuring that children with SEND have full access to the curriculum, assessment procedures and all school activities where appropriate.
- Supporting teachers with provision for SEND pupils within the normal class situation, on an individual basis, in group and whole class situations.
- Liaising with the Area Health Authority's representatives, the Educational Psychologist and any other external body who might need access to these SEND children or have an interest in their welfare.
- Supervising the work of the teaching assistants, including timetabling, in service training and resources management.
- Liaising with parents and guardians, to promote a good home and school partnership.
- Promoting, throughout the school community, an understanding of the implications of inclusion.
- Liaising with the governor responsible for SEND and attending Monitoring and Evaluation meetings; reporting regularly to school's governing body on current SEND issues.
- Selecting equipment for pupils' special needs and arranging for its care and maintenance, taking account of professional advice.
- Controlling and overseeing the use and storage of books, stationery and other teaching materials related to his/her teaching, ensuring that any Health and Safety Regulations are observed.
- Compiling reports and profiles on pupils as required.
- Contributing to the INSET training of staff, attend relevant INSET and disseminate this to staff.
- Informing the Headteacher of any issues arising.

- Monitoring the provision for SEND in line with the school's monitoring cycle.
- Monitoring the implementation of interventions on a termly basis.
- Managing any budgets available for SEND.
- Being responsible for all issues relating to Disability Access.
- Maintaining the school's SEND list.

## **Special Educational Needs Provision**

### Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children are met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it is necessary for them to spend time in small group work or being withdrawn from the classroom for specific targeted activities and interventions. This may be delivered by the teacher or teaching assistant and complements classroom work so that the skills, knowledge and understanding is transferred to the classroom.

The SENDCO monitors this provision to ensure it meets the objectives of this policy. A detailed list of children with SEND is maintained. It is cross-referenced to the PPP, EAL, CAF, FSM and forces lists.

### Arrangements for children unable to attend school

Where children are unable to attend school for any reason, e.g. sickness or exclusion, the school endeavours to maintain close links between teachers and the LA or hospital and home tuition services. Where appropriate programmes of work are available to pupils, social contacts are maintained and the school is able to assist successful reintegration.

### Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children are treated according to their needs in line with the school's policy for equality of opportunity. No child is denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the Governors make every effort to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support in their previous school, the continuation of this support is negotiated with the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

### Specialist facilities

There are specialist facilities and equipment available in school to meet the needs of pupils with physical impairment. There is no special unit in the school. All staff regularly receive in-house training through INSET. Teaching Assistants meet on a termly basis, where any updates and training are disseminated. Teaching Assistants mentor each other and share knowledge, skills and expertise. Teachers and Intervention Teaching Assistants meet fortnightly to plan, review and assess the targets for children with SEND.

Both sides of the school can be accessed through automatic doors.

The Main Hall and appropriate classrooms are wired for sound for partially hearing pupils.

There are 2 disabled toilets, one with an H Track ceiling hoist, a shower and a changing bench. The corridor carpets are designed for partially sighted pupils to easily navigate.

### Resources

Most of the resources used by children with special educational needs are available within the classroom. Any particular requests for additional resources are made to the SENDCO. An amount from the total school budget is allocated to special educational needs. The money is spent on additional resources, staffing costs and time allocated to the SENDCO to manage the support for inclusion and meet the objectives of this policy.

Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENDCO. An Education, Health and Care Plan may involve extra funding to the school from the LA. Outside agencies usually offer advice on the support to be given to these children and the school acts on this advice.

### Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014) and the Wiltshire Graduated Response to SEND Support (WGRSS). These documents recommend a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas as previously mentioned.

## Stages of Intervention:

<p>STAGE ONE CHILDREN</p>	<p>At Fynamore, we ensure that our Quality first planning, teaching and approaches meet the needs of the majority of the children in our school. However, at times some children may need extra support within the classroom, for example, extra reading, differentiated resources, fewer spellings, writing frames, etc. These children are 'Stage One' and their progress will be carefully monitored. No extra recording will be done for this category, apart from the differentiation element on our planning.</p>
<p>STAGE TWO CHILDREN</p>	<p>Through careful identification and assessment, and consultation between the class teacher, parents and SENDCO, we and/or the parents may determine that a child is not making satisfactory progress.</p> <p>It may be that the child:</p> <ul style="list-style-type: none"> <li>• Makes little or no progress even when teaching approaches are targeted to their particular needs.</li> <li>• Shows signs of difficulty in developing skills in literacy or mathematics.</li> <li>• Shows persistent signs of emotional or behavioural difficulties which are not addressed through the routine behaviour and discipline approaches used in school.</li> <li>• Has physical or sensory problems and despite specialist equipment still makes little or no progress.</li> <li>• Has communication and/or interaction difficulties which lead to them making little or no progress.</li> </ul> <p>We seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we consider with the parents and the child the next strategy for action. Where this review leads to the conclusion that the child needs help above and beyond which is normally available within the class or school we will help the child through a programme of interventions, designed to help the child on a short term basis, possibly one or two terms.</p> <p>The interventions run on termly basis, on an assess-plan-do-review cycle. Progress will be recorded on an Individual provision plan as needed.</p>
<p>STAGE THREE CHILDREN</p>	<p>This is similar to Stage Two, but in this case the child will have been identified as having longer term barriers to learning and the interventions which have been planned may need to be continuous or longer term. It may also involve us in contacting external support services provided by the Local Authority (LA) and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. We ensure that parental consent is sought before any outside agencies are involved.</p> <p>Progress will be recorded on a personalised provision plan and a My Support Plan written if required.</p>

<p>Education, Health and Care Plan (EHCP – called a ‘My Plan’ in Wiltshire)</p>	<p>Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we discuss with the parents and child the need for us to approach the LA to request an assessment for an Education, Health and Care Plan (EHCP or ‘My Plan’). This may or may not result in the LA issuing a My Plan. Where a child has a My Plan we carry out an annual review which parents, outside agencies, SENDCO, class teacher and teaching assistant are invited to attend. Where appropriate the child is invited to attend the meeting. In any event their views are sought usually through an interview conducted by the SENDCO with the support of their Teaching Assistant.</p>
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In-service training

This involves the SENDCO, teachers, support staff and SEND Governors in order to help them work effectively with children having special educational needs and is linked where appropriate to the School Development Plan. Continuing Professional Development (CPD), priorities are identified by the Head, senior staff and the SENDCO. Courses are recommended as part of the professional development of staff. INSET training is also provided on TD days and during TA meetings. Staff who attend courses feedback to colleagues at staff meetings. The effectiveness of such training is monitored and evaluated by the SENDCO.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENDCO makes the necessary arrangements and informs parents accordingly. These agencies normally include the Specialist SEND Service (SSENS), Physical Impairment Support Service, Speech Therapy, Behaviour Support Service, Social Services, Health and other LA personnel.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child’s attainment. They are encouraged and given the opportunity to be fully involved in the identification, assessment and decision-making process in the school. Parents’/carers’ contribution to their education is valued highly by all staff. Parents/carers are encouraged to involve their child in the decision-making processes. Parents/carers are updated regularly with their child’s progress through reports and parents’ consultation meetings, the SENDCO has an open door policy and is available to meet with parents at an arranged time to discuss a child’s needs.

Parents/carers will be kept informed of their child starting an intervention and their consent where necessary will be asked for.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. We encourage them to take ownership of their learning targets by discussing their targets and what they

can do to improve. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

#### Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Parents are informed about all Inclusion issues at an open meeting in the summer term prior to the children starting school and the SENDCO is available for consultation.

Close links are maintained with local Secondary Schools to ensure smooth transition between Years 6 and 7. Year 6 pupils make visits to the Secondary School of their choice during the summer term prior to transferring, and extra visits can be arranged by the SENDCO.

The Year 6 teacher completes transfer documents for all children. Additional information for children with SEND is provided by the SENDCO who co-ordinates transfers with the special needs department at the chosen schools and meets with secondary colleagues to discuss transition and support for individual pupils.

#### Arrangements for Monitoring and Evaluation

The school utilises a wide range of processes to monitor and evaluate the effectiveness of the SEND Policy and provision for SEND children.

The following outlines some of the processes, but is not intended to provide an exhaustive list:

- Reports to the Board of Governors
- Annual review of SEND Policy
- Ofsted
- Governor visits to school
- Pupil questionnaires
- Parent questionnaires
- School Council
- Complaints Procedure

#### Criteria for evaluating the success of the policy

The policy is evaluated against the objectives stated on page one and measured by:

- Teachers' planning reflecting the learning objectives for children with SEND.
- Parents being aware of individual targets set for children.
- Children being involved in discussing, constructing and reviewing their own targets, where appropriate.
- Child attainment or progress (as measured by objective testing and teachers' professional judgement) being enhanced.
- Termly monitoring of procedures and practice by the SEND governor.
- Governor School Profile.
- The School Development Plan priorities which include the provision for SEND.
- Any external evaluation or inspection.

### Complaints procedure

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

### **Monitoring**

The Governing Body's Monitoring and Evaluation Committee will monitor and review this policy bi-annually as part of its terms of reference.