



Special Educational Needs Inclusion Policy

SEN coordinator – D. Broadbent

Reviewed and revised – September 2014 – D. Broadbent

Reviewed – September 2015 – Governors

Who do I contact for further details? [Regulation 4](#)

SENCO	Danielle Broadbent
Principal	Debra Murphy
SEN Governor	Steven Wiseman
School Nurse	Jane Beeby
Ladywood advisor	Vivienne Fleming
Child Protection Officers	Debra Murphy/Debra Wharton/Alison Dale
Special Needs Team	Kim McIntyre
	Kelly Nelson
	Zoe Schofield
	Debra Wharton
Family Liaison Worker	Debra Wharton
Speech and Language Therapy	Lauren Derbyshire
Educational Psychology	Sue Cornwell
Focused Education	Carole Redmond

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 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 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April . 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept. 2013
- Safeguarding Policy
- Accessibility Plan
- Children and Families Act 2014
- Teachers Standards 2012

(Please find details of accessing these documents in Appendices)

The SEN Co-ordinator – Reg 4

The school's designated co-ordinator of Special Educational Needs is Mrs Broadbent. Mrs Broadbent is available to speak to in school, by appointment, or by telephone/email.

Contact details are as follows:

Telephone – 01204333019

Email – broadbentd@thefernsacademy.org

The SENCo will:

- (a) assist in the identification and assessment of children with SEN
- (b) assist in the provision of suitable resources for children with SEN
- (c) ensure that suitable targets are set in Individual Educational Plans (IEP's) for children at school action plus and that these are regularly monitored and reviewed by the class teacher
- (d) ensure, where possible, that children with SEN are aware of targets set and how they can work to achieve them
- (e) ensure early and regular involvement of parents
- (f) liaise with outside agencies such as Special Educational Needs Support Service (SENSS) and Educational Psychology Service (EPS)
- (g) organize, chair and report back the recommendation of annual reviews

- (h) initiate, where appropriate, formal statementing procedures
- (i) keep up to date with issues involving SEN by attending courses, conferences and networking with other SENCOs

Working closely with the head teacher and fellow teachers the SENCO is closely involved in the strategic development of the SEN policy and provision.

Special Needs Team

Special Needs Assistants are assigned to children who have an Education Health Care Plan. They work with children for a specialised number of hours per day and are valuable members of our team at The Ferns Academy. SNA's work in a variety of ways to benefit the child:

- Support the child individually or in a group setting.
- Support TA's who are working with SEN children in the classroom setting.
- Work with the child to develop independence, remaining near enough to assist the child as and when needed.
- Are involved in target setting and completing relevant documentation.
- Prepare materials and equipment to aid the children and the teacher.
- Carry out specific learning programmes e.g. SALT
- Take part in relevant SEN training
- Participate in observations and annual review meetings.
- Attend regular SEN team meetings.

What is the school ethos and approach to SEND? [Regulation 3](#)

Recognising, understanding children's needs and providing for those needs are central to our school's SEN policy. Special educational needs may arise at any time during the child's school life. They may be mild or severe, short or long term.

Special educational needs may relate to:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and /or physical need.

School plays a vital role in recognising and providing for children with special educational needs. It has the responsibility to ensure the curriculum is designed in such a way that it helps and encourages those who find learning difficult. All teaching and support staff are aware of these difficulties and work to ensure the children feel happy and secure in their own environment and recognise all small, successful steps the children make.

Aim

Every child at The Ferns Primary Academy is special, valued and encouraged to contribute to the life of the school. Our aim is to provide a rich, stimulating and structured environment with an equal opportunity for all. Our curriculum is based on the new National Curriculum and is differentiated to meet the needs of the child, thus enabling each individual to make progress and achieve their personal best.

Objectives

The School will endeavour to:

- To provide a framework of appropriate screening or assessment tools which will enable staff to identify, as early as possible all children with SEN.
- To use consistent criteria to assess pupils' performance identifying strengths as well as weaknesses, so that the rate of progress can be monitored.
- To provide and deliver appropriate programmes of study, including individual learning programmes where necessary.
- To employ clear procedures which will enable staff to monitor progress and to use agreed pro-formas for recording work with pupils with SEN.
- To ensure that staff recognise that there is a continuum of needs and a continuum of provision and support and that a structure is provided to enable outside agencies to be involved at the appropriate stage.
- To ensure that all staff, teaching and non-teaching, are aware of the needs and provision for those pupils with SEN with whom they come into contact.
- To establish procedures which will enable the staff to liaise with parents on a formal and non-formal basis.

What are special needs? What is the school policy for the identification of special needs? How does the school assess whether a child has SEN? [Regulation 2](#)

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them. All children may have a special need at some time in their lives.

Children have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- are under compulsory school age and fall within the definitions 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 will be taught.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its' duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and what sort of help they would like. This will be ascertained to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Monitoring and Evaluation of SEND– Reg 8

Evaluation and monitoring arrangements of SEND is a process of continual review and improvement of provision for all pupils. The success of the school's SEN Policy and Provision is evaluated through:

- The Governors' Annual Report to Parents
- The SEN moderation process (School contact Vivienne Flemming)
- The Whole School Development Plan/SEN Development Plan
- Monitoring of classroom practice by SENCo, subject and team leaders
- Analysis of pupil tracking data and test results for individual pupils/cohorts
- Value added data for pupils following an intervention programme
- Monitoring of procedures and practice by SEN/Inclusion Governor
- School self-evaluation and performance process
- Parents views being considered and acted upon appropriately and comments from parent SEN review meetings.

- Children's views being considered and acted upon appropriately and comments from parent review meetings • Monitoring of review and transition guarantee meetings
- The Governors Annual Report to Parents
- The School Improvement Plan
- OFSTED
- Comments from school council

What type of provision is made at The Ferns Primary Academy?

Our Graduated Response

Type of Need (SEND)	Wave 1 (Place)	Wave 2* (Place Plus)		High Needs Funding** (stipulated in the Statement or Education and Health Care Plan)				
<p>Cognition and Learning</p>	<p>Differentiated planning In class support – teacher, TA Access to appropriate support materials Access to ICT as appropriate Homework and lunchtime clubs</p>	<p>Catch up programmes – see below Working Memory intervention – breaking barriers Gross and fine motor interventions Nurture – Learning Mentor Pathways Access to pre-teaching</p> <table border="1" data-bbox="987 807 1706 1362"> <thead> <tr> <th data-bbox="987 807 1328 847">Maths</th> <th data-bbox="1328 807 1706 847">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="987 847 1328 1362"> <ul style="list-style-type: none"> • Springboard • Manipulating Numbers • Times tables • 121 Maths • Mathletics Support • Accessing word problems • Mental maths strategies • Calculations • SATs booster classes </td> <td data-bbox="1328 847 1706 1362"> <ul style="list-style-type: none"> • Every Child A Reader • Better Reading Partners • Bug Club • 1:1 reading • Extra guided reading • Reciprocal Reading • Phonics – RWI • RWI one to one tuition • Spelling </td> </tr> </tbody> </table>		Maths	English	<ul style="list-style-type: none"> • Springboard • Manipulating Numbers • Times tables • 121 Maths • Mathletics Support • Accessing word problems • Mental maths strategies • Calculations • SATs booster classes 	<ul style="list-style-type: none"> • Every Child A Reader • Better Reading Partners • Bug Club • 1:1 reading • Extra guided reading • Reciprocal Reading • Phonics – RWI • RWI one to one tuition • Spelling 	<p>Nurture groups Speech and language therapy Time To Talk Drama Support with Dyslexia and Dyspraxia</p>
Maths	English							
<ul style="list-style-type: none"> • Springboard • Manipulating Numbers • Times tables • 121 Maths • Mathletics Support • Accessing word problems • Mental maths strategies • Calculations • SATs booster classes 	<ul style="list-style-type: none"> • Every Child A Reader • Better Reading Partners • Bug Club • 1:1 reading • Extra guided reading • Reciprocal Reading • Phonics – RWI • RWI one to one tuition • Spelling 							

			<ul style="list-style-type: none"> • Comprehension • Handwriting and letter formation • Basic sentence construction • Improving sentences • Exam booster classes 	
Communication and Interaction	<p>Differentiated planning In class support – teacher, TA Access to appropriate support materials Access to ICT as appropriate Homework lunchtime clubs Simplified language Pre-teaching Structured class routines</p>	<p>In class support Access to ICT as appropriate Use of interpreters and other bi-lingual resources Communication visual aids Sign along Nurture Pathways</p>		<p>Small group or 121 support for language Social skills Programmes designed by Educational Psychologists or specialist teachers Speech and Language therapy</p>
Social, Mental and Emotional Health	<p>Whole school behaviour policy Class rules Good to be green Appropriate and individualised reward cards PSHCE SEAL</p>	<p>Learning Mentor Pathways Nurture Group Circle Time Individualised behaviour plans including rewards and sanctions Peer mentoring Time out</p>		<p>Small group or 121 support for social skills Counselling - CBT Anger management Programmes designed by Educational Psychologists or specialist teachers Time out Parent behaviour</p>

			groups – e.g. PPP
Sensory and Physical	<p>Flexible teaching arrangements</p> <p>All staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil Grips</p> <p>Accessibility Policy</p> <p>Moving and handling training for staff</p> <p>Wake Up Shake Up</p> <p>Dance Write</p> <p>Dough gym</p> <p>Squiggle while you wiggle</p>	<p>Use of a range of writing materials, keyboards, access to ICT as appropriate</p> <p>Gross and fine motor intervention</p> <p>In class support to access the curriculum safely</p>	<p>Individual support in class</p> <p>Physiotherapy programmes</p> <p>Occupational Therapy programmes</p> <p>Use of appropriate resources</p> <p>Programmes designed by Educational Psychologists or specialist teachers</p>

How will school staff support my child?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with the Inclusion Manager, setting appropriate targets. This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the Inclusion Manager.

What specialist services are their available at The Ferns Academy?

Currently we have teachers and teaching assistants who have had training in the following areas:

- Speech and language
- Dyslexia
- Autistic Spectrum Disorder
- Quiet child
- Complex needs
- ELKLAN

We may access support from other services, for example;

- Educational Psychology Service
- Language and Learning Support Service
- Speech and Language Therapy
- School nurse
- Early years services
- Education Support, Behaviour and Attendance Service
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Service for Children with Sensory Needs
- Children's services
- Traveller and English as an Additional Language Service

What provision is available for a child with SEN(D) outside of the classroom?

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What training is available to staff?

All staff are encouraged to consider their own training needs and to attend courses which will help them meet the needs of children with special educational needs. The school uses a number of outside providers both locally and nationally. The SEN team receive in house training given by the SENCo, head teacher and link SEN school (St Peter's Primary). If you have any questions regarding staff training, please contact the school office, who will provide further information.

I have a complaint regarding SEN provision, who should I speak to?

At all times every effort is made to maintain the appropriate for each child's education. However, there may be time when parents feel unsure or unhappy about the provision their child is receiving. It is every parent's right to seek further advice about their child's education if they are unhappy with the provision they are receiving or the level of support they are getting. At these times the parents should discuss their concerns with the class teacher or the SENCo, who will then be able to give more information or support. Should the situation remain unresolved then the parents can take their concerns to the principal or the Governor of SEN.

Where can I find information about the Local Authority provision for children with SEN?

For further information about Bolton Council's local offer to parents and children, please visit:

<http://www.localdirectory.bolton.gov.uk/send.aspx>