



The Ferns Primary Academy

Policy for Special Educational Needs & Disabilities (SEND)

Policy Document Control Sheet: Key Staff lead The Ferns Primary Academy Farhana Patel Portfolio Governor lead: Status: Agreed and adopted			
Date	Process	Name	Status
20/06/12	Rebranded for The Ferns Primary Academy		
Sept 2012	Drafted	Northern Education Trust	
Sept 2012	Approved by Stakeholders	Northern Education Trust	
20/02/13	Adopted by Governors	Full Meeting	Working document
February 2015	Reviewed February 2015	Gov meeting	Working document
Sept 2016	Reviewed		
March 2017	Reviewed		
May 2017	Approved by Governors	Full Meeting	
Sept 2018	Reviewed	Senior Leadership Team	
Oct 2018	Adopted by Local Council of Governors		
Nov 2018	Adapted and Reviewed	F Patel	
From this date:	To be reviewed annually and displayed on school website.		

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)

Guiding Principles

The Ferns Academy are committed to providing a high quality education and believe all children, including those children identified as having ‘special educational needs and disabilities’ have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to an education that enables them to make progress and to fulfil his/her potential.

Special Educational Need is defined as:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’

Special Educational Needs and Disability code of practice 0 – 25: July 2014

The Objectives of this policy are to ensure that:

1. We work within the guidance provided in the SEND Code of Practice 2014 and to use our best endeavours to make sure that a child with SEND gets the support they need.
2. Pupil’s needs are identified as early as possible.
3. Every child has access to a broad and balanced curriculum, including the National Curriculum, through reasonable adjustments and differentiation according to their needs.
4. Staff, governors and parents are aware of the school's Special Educational Needs policy.
5. Teachers are aware that special provision must be made in their planning for pupils with special educational needs.
6. The needs of pupils are met through a whole school response which includes adequate resourcing and appropriate training for staff.
7. The barriers to learning resulting from pupils’ special educational needs are reduced or eliminated through the provision of additional support.
8. The Ferns Academy Primary School maintains links with other schools and outside agencies, making the best use of collective resources.
9. The full involvement of pupils with SEND and of their parents is supported and promoted.

10. SEND provision is continuously monitored and regularly evaluated against the principles in this policy to identify needs as they arise and to provide support as early as possible.

11. To ensure the views, wishes and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision making process.

12. To ensure parent/carer views are taken into account when setting targets for their children and that they are provided with the information and support necessary.

Identification

At The Ferns Academy we aim to identify needs as they arise and provide quality first teaching and learning which enable every child to access the curriculum and achieve their best possible outcomes. We recognise that there is a wide spectrum of special educational needs and disabilities and that these are sometimes inter-related. These needs can be categorised into four key areas that may create barriers to learning:

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

Special educational needs can range from those that require short-term intervention to those that continue throughout a pupil's education. While the four broad areas identify aspects of primary areas of need for children and young people, at The Ferns Academy we identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person. We also appreciate that there may be other factors (other than a SEND) which may have a direct impact on a child or young person not making expected progress, including:

- Attendance and punctuality
- Health and welfare
 - English as an additional language
 - Being in receipt of pupil premium funding
- Low socio-economic background
- Being a child looked after
- Being a child of serviceman/woman

The process of identification starts from the Early Years Foundation Stage, or prior to this before the child starts at this school. Early assessment and provision for any child with special or additional needs is very important as it can minimise later difficulties, allow temporary learning difficulties to be overcome and raise a child's self-esteem. If a child already has an identified special education need, this information may be transferred from the child's previous setting and will be used by the class teacher and the SENCo to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning journey

- To involve parents in implementing a joint learning approach at home.

The identification and assessment of SEND children whose first language is not English, requires particular care. Where there is an uncertainty about a particular child, teachers will look at all aspects of their performance in different subjects to establish if the problems they are having in the classroom are due to limitations in their command of the language that is used or arise from special educational needs. The school's system for regularly assessing and recording the progress of all children is used to identify children who are not making the required progress and who may have additional needs. 3 Class teachers monitor the progress of the pupils in their class and notify the SENCo of any pupils who are achieving significantly below age-related expectations.

A referral that a child might have special or additional needs may come from a variety of sources:

- ♣ the class teacher
- ♣ pupil self request for help
- ♣ parents/carers
- ♣ school senior management
- ♣ GP or medical referral
- ♣ Speech & Language therapist
- ♣ information from a previous school or setting
- ♣ following diagnostic tests

Once a referral has been made, the SENCo and class teacher will collaborate to advise on strategies and differentiation for these pupils and their progress will be monitored. If, despite differentiated teaching within the class, their progress or attainment remains of concern, consideration of whether special educational provision is required will take place, by looking at the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

This information will identify pupils making less than expected progress given their age and individual circumstances and can be characterised by progress which:

- is not in line with year group expectations.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- indicates wider developmental and social and emotional needs

A graduated approach to SEND support

In order to help SEND pupils, our school will adopt a graduated response that recognises there is a continuum of special educational needs.

Quality First Teaching- WAVE 1

All children will have inclusive first quality teaching. It is the responsibility of the class teacher to provide quality teaching that caters for different learning styles and abilities. This includes support from teaching assistants within the class as directed by the class teacher.

Additional Support- WAVE 2 – SEN concern

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, will be monitored and placed at WAVE 2 in our graduated response. The child will be recorded by the school as SEN concern.

- Once a pupil has been identified as possibly having SEN concern, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- The child's class teacher will take steps to provide additional differentiated learning opportunities that will aid the pupil's academic progression which could include an intervention group or the provision and teaching style that needs to be applied
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- Pupil progress will be tracked rigorously by the teacher and SLT

By following the above steps it will determine the level of provision the child will need going forward. If a child makes significant progress after this intervention they will be placed back at WAVE 1. If the child does not make steady progress as a result of monitoring and evaluating progress, then placing the child at WAVE 3 will be considered.

Parents will be informed of the stages of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Any concerns will be discussed with parents informally or during parent's evenings.

Additional Focused Support - WAVE 3 – SEN support

A child who needs further support and/or intervention as a result of applying the assess-plan-do-review cycle, will be recorded by the school as SEN support. This means that support and strategies will be employed to enable the child to progress, and will be recorded on a provision map (PM). The PM may include:

- The short term targets set with the child
- The teaching strategies to be used
- Parental support opportunities
- The provision to be put in place
- When the plan is to be reviewed
- The evaluation, completed by the class teacher, including any success criteria

Regular meetings between staff, parents and child to review progress against the targets take place termly or more frequently where required. SEN support children will be monitored against the following:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age

- Has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the group/class, despite individualised behaviour management strategies
- Has sensory or physical needs and requires additional specialist equipment or regular advise or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

These will be incorporated into the **Assess, Plan, Do, Review cycle**.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Outside professionals from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO may contact them, if advice is needed, once parents' consent has been sought. Where it is decided that a pupil does need support, the decision should be recorded in the school records and the pupil's parents will be informed.

Plan

The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches required. This will be recorded on a provision map and will be shared with appropriate members of staff. Parents/carers will receive a copy of the education plan, so they can support their child at home. Children will also have their own working document to record progress against their targets, at least once per week, ensuring they are able to self-assess and be involved in the process.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. The SENCo will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching to assist with transfer of skills. Learners are

encouraged to actively use skills and strategies from interventions across the curriculum. The SENCo will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. As part of the planning process it will be made clear whether the intervention is additional to, or instead of, their class provision. We will use our best endeavours to make sure that a child with SEND gets the support they need.

Review

Reviewing interventions at each stage forms part of the school's monitoring and evaluation arrangements. Every half-term, we analyse the data we hold on attainment and progress against national expectations and outcomes. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we continually improve the school.

On a termly basis the SENCo analyses the data for the children on the SEND register, which highlights children who are making good or accelerated progress, in response to their provision. It may also highlight children who are not making expected progress. Identifying this as early as possible allows us to adapt provision to ensure that we meet the needs of the learners and that progress is made.

Reviewing individuals progress of children with SEN support will take place each term with the parents/carers, pupil and teaching staff. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will be involved in the evaluation process about the support and interventions provided enabling them to contribute to planning next steps.

Involving specialists

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The SENCO may liaise with a number of specialists and outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Early Years Specialist Teacher
- Speech Therapy
- Family Link Worker
- Learning Inclusion and Advisory Team
- Education Psychology Service
- Behaviour Support Services

A specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age. The pupil's parents/carers will be involved in any decision to involve specialists. Referrals will be made by the SENCo. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

The SENCo and class teacher, together with the specialists and involving the pupil's parents/carers, will convene a meeting, where together they can consider a range of evidence based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care (EHC) plan for the child. An EHC Plan should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to the school. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Where the school makes such a request, the child will have demonstrated significant cause for concern. The LA will need information about a child's progress over time and documentation in relation to the child's needs and any action already taken to deal with those needs. This includes any resources or special arrangements put in place. This information may include:

- Records of regular reviews and their outcomes
- A provision map of relevant strategies being implemented by the school
- The child's health including medical history where relevant
- National Curriculum attainment – attainment in literacy and maths against key performance indicators
- Other assessments – educational and otherwise eg: from educational psychologist
- Views of the parents and child
- Involvement of any other professionals such as health, social services or education welfare service

Once a request has been submitted by school for an assessment of education, health and care needs, the LA will work co-operatively with parents, the school and other agencies where appropriate. A child can be brought to their attention by the school, the parent or other outside agencies. Where the evidence presented to the LA suggests a child's learning difficulties have not responded to relevant and purposeful measures taken by the school and any others

involved, the LA may decide that the child's educational provision needs to be determined through a EHC Plan. An EHC Plan will include:

- The child's name, address and date of birth
- Details of the child's special needs
- The special educational provision deemed necessary to meet these needs
- Relevant long and short term outcomes for the child
- The type and name of the school where this provision is to be made
- Strategies to support
- Relevant non-educational needs of the child
- Information on non-educational provision
- Views of the parent and the child

Education, Health and Care Plan (EHCP)

A child who has an Education, Health and Care plan will continue to follow the four part cycle as for SEN Support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review meeting where relevant people (parents/carers, teacher, external agencies, Special Needs Officer) are invited. This meeting will be chaired by the SENCO, to review the appropriateness of the support and provision and to recommend to the Local Education Authority whether any changes need to be made, either to the EHCP or the funding arrangements.

All families with an approved Education, Health and Care Plan may choose to exercise a legal right to request a personal budget. Where a personal budget is allocated, this can provide parents /carers with the opportunity to consider directly commissioning support identified in the EHCP. Where parents choose to explore this option, the school will work alongside them to ensure their child is able to access the most appropriate provision for the child and setting.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at secondary stage. It will then be possible for the parents to visit secondary schools to consider the options within the same timescales as other parents. The SENCO of the receiving school will be invited to attend the final review.

Resourcing Special Educational Needs

Our school receives a notional sum for SEND which is used to support the needs of our pupils. Termly updates on SEND issues are delivered in staff meetings lead by the SENCO. All staff are encouraged to undertake relevant training in order to maintain and develop first quality teaching and provision. Where a specific need is identified training is provided. Staff induction includes SEND provision and practice within our school and to discuss the needs of individual pupils. The school's SENCO regularly attends LA network meetings to keep up to date with local and national developments in SEND.

Removing a child from the SEN register

Children can be removed from WAVE 3 when all concerned feel that there is no longer a specific area of need. This will be through discussion with parents and the child. When this decision is made the child will be placed back at WAVE 2 and will be monitored to ensure that they continue to make good progress in all areas.

Supporting Pupils with Medical Conditions

At The Ferns Academy we recognise that children with medical conditions need to be properly supported so that they can fully access their education including PE and school trips. All trips take into account the needs of all children including a residential visit. All children with specific medical conditions have an individual Health Care Plan. Where a child has specific on-going medical needs key staff are trained to meet individual needs. Where a child with specific medical needs and SEND we take care to seek the correct support from all relevant agencies to meet their needs.

Admissions

We welcome those parents seeking integration into mainstream schooling for their child with special needs. We follow the LA admissions criteria and we will seek to meet parental wishes for pupils with a Statement of SEN as far as practicable and in the best interest of the child.

Access to the Curriculum

At school we ensure that all pupils, including those with special or additional needs are able to have access to a broad and balanced curriculum, including the National Curriculum. Children are supported within class and out of class by TAs, either individually or in groups. I-pads, laptops and other equipment are provided to help children with special educational needs. Provision Maps are used to plan the support for some pupils with special needs. Teachers highly differentiate the work according to their children's needs, by setting targets and next steps.

TA Allocation

TAs and support assistants work to support pupils to access the curriculum in class and deliver intervention groups and 1:1 sessions under the direction of the class teacher, the SENCo and/or specialist teachers. Support assistants and key workers may be assigned to particular children with a Statement of SEN or an EHC plan but also work closely with other pupils to ensure that pupils are included with their peers as well as supported individually. The class teacher is responsible as the lead teacher for learning of every child or young person, including those with special educational needs and disabilities (SEND), supported by the Special Educational Needs Co-ordinator (SENCO), Senior Leadership Team (SLT) and support staff.

Roles and responsibilities

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including children with SEND. The Headteacher, SENCo and SEN Governor keeps the Governing body fully informed. The SENCo works closely with colleagues and has responsibility for the day-to-day operation of the SEND policy and for co-ordinating provision for pupils with SEND.

This involves:

- collation of SEND materials;
- overseeing the records of all children with SEND;
- giving support to staff in the use of SEND materials;
- reporting to the Governing Body on a termly basis
- working closely with Headteacher, class teachers and support staff in prioritising children's needs;
- keeping staff informed of new developments;
- working alongside the class teachers to provide appropriate individual programmes for children;
- ensuring that all individual programmes are followed;
- communicating and working with parents; providing strategies to help to support their children;
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies; • reviewing children's targets on a termly basis and monitoring pupils progress towards their targets;
- tracking the progress of all children termly to ensure that every child makes good progress throughout the year, identifying those children who are not and implementing support programmes to aid their learning;
- providing training opportunities for staff.

All teaching staff have responsibility for:

- teaching the range of pupils within their class effectively ensuring their individual needs are met across the whole curriculum;
- identifying children who may need additional support based on assessment data, previous strategies and quality first teaching. Completion of appropriate SEND documentation which expresses initial concern to SENCo, which will have already been shared with parents/carers;
- keeping accurate and detailed notes on children's progress;
- putting into place special arrangements to meet children's needs;
- keeping parents/carers informed of children's progress, any concerns and any action to be taken;
- informing colleagues and those concerned with the child of any information imparted by parents/carers;
- implementing individual programmes as devised by self, SENCO or outside agency;
- informing all support staff of any programme implemented.

Evaluation of Policy

The governor with responsibility for special needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENCo will ensure that the policy is monitored and regularly updated. The school will ensure that the budget for special needs is monitored and effectively used and also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND policy in meeting the needs of pupils with special educational needs

Complaints procedure

We work hard to actively seek feedback on the provision which we provide to ensure that we are providing the highest level of support (for both our pupils and their families) possible. If you have a concern we would really like to hear from you in order to resolve this as quickly as possible.

The first person to speak to is your child's teacher. If you feel that you need further support then Mrs Broadbent or a member of the leadership team.

If you feel that you cannot speak to a member of school staff, or you feel that your complaint has not been resolved then please direct this concern to the Chair of Governors. Bolton Parent Advisory Service is an organisation which supports parents/carers of pupils with SEN.

Reviewed – November 2018 – F.Patel (SENCo)

This policy will be reviewed every 12 months in compliance with the the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014)