

Fairhouse Primary School



Special Educational Needs and Disabilities and Inclusion Policy

Updated: Autumn 2019

To be reviewed: Autumn 2021

We recognise that a good community supports its most vulnerable people. It is our aim to ensure all our pupils access Quality First Teaching and, in addition, receive targeted support to enable them to make good progress in learning and social and emotional development.

DEFINITION

The Special Educational Needs Code of Practice (updated in 2015) states that, a child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which requires Special Educational Provision to be made.

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 or mainstream post-16 institutions.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, Head Teacher and staff will take reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors

Governors will fulfil their statutory duties towards pupils with SEN as prescribed in Sections 66 and 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEND Policy and Accessibility Plan (contained within the Equality Policy) and ensure provision is an integral part of the School Development Plan. They will make sure that the school has published its SEN Information Report. All governors, with the governor responsible for SEND taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

Head Teacher

The Head Teacher has overall responsibility for the day to day management of all aspects of the school, including SEND provision and the Accessibility Plan. The Head Teacher has previously worked in Special Education and supported pupils with Special Educational Needs and Disabilities in Mainstream and holds a number of advanced qualifications in SEND.

The SENCo (who has been awarded the National Award for SEN Coordination) works closely with the school's Inclusion Manager to keep the Governing Body informed about the

working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. All members of staff are encouraged to participate in training to help them to meet the objectives of this policy. The SENCo and Inclusion Manager work together with the Inclusion Team.

SENCo

The SENCo is responsible for:

- The daily implementation of SEND provision across the primary school by working closely with staff, parents / carers and other agencies.
- Working closely with parents / carers who have children with a or Educational Health Care Plan (EHCP) by meeting with parents through the One Planning process to address children's needs and the provision they require.
- Ensuring that all paperwork is shared with parents / carers and relevant staff.
- Liaising with external agencies such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists.
- Liaising with educational providers, both of prior stage of education and the stage of education for children with Special Educational Needs and Disabilities (SEND).
- Providing professional guidance to colleagues to support the implementation of high quality teaching strategies.

Inclusion Manager

The Inclusion Manager is a key member of the leadership team and in partnership with the SENCo is:

- Responsible for coordinating the work of the Inclusion Team and Support Staff.
- Assisting the SENCo with administration.
- Providing support to pupils and parents, particularly those who are vulnerable.
- Signposting parents to additional support in aspects of parenting.
- Supporting the SENCo with the day-to-day operation of this policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that proper records are kept.
- Contributing to the in-service training of staff.

All staff should be fully aware of the contents of this policy and in particular of the procedures described below. Appropriate in-service training will be made available where needed.

OUR PRINCIPLES FOR INCLUSION

The school achieved inclusion Quality Mark for the 2nd time in 2012

“Staff, Governors and Parents at Fairhouse School are committed to the inclusive culture of the School. The Inclusion Team provides excellent opportunities for all vulnerable children and the school's work with families is to be recommended.”

Everyone is responsible for all pupils at our school. Every teacher is a teacher of every child and teachers, assisted by support staff, are responsible for meeting the needs of all pupils in their class.

Setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

Responding to pupils' diverse needs, we take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils, we recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning and we need to address them by making special arrangements.

As part of a whole school approach, our Inclusion Team provide advice and training to staff and support pupils, parents and families and promote parental engagement. The Inclusion Team can signpost parents and families to external agencies and voluntary organisations. The Leadership Team consider pupil progress and the impact of support.

In making provision for pupils with Special Educational Needs and Disabilities (SEND), our policy objectives are:

- To ensure that our duties, as set out by the Equality Act 2010, are fully met to enable pupils with SEND to join in with the normal activities of the school along with pupils who do not have special educational needs.
- To ensure the school has an Accessibility Plan in line with statutory guidelines.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an educational that is appropriate to their needs. Where appropriate lessons are adapted to enable disabled pupils to fully participate.
- To identify the needs of pupils with SEND as early as possible.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
- To provide a graduated approach in order to match educational provision to pupils' needs.
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
- To take into account wishes of the children concerned and involve them in decision-making in order to provide more effectively for them.
- To make reasonable adjustments to enable children with disabilities to access the whole curriculum including school trips and out of hours activities and learning. This may require the school to treat pupils with a disability more favourably than non-disabled peers. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience.
- To ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with SEND.
- To ensure that all staff are aware of their responsibilities towards children with SEND and are able to exercise them sensitively.

STAGES OF ASSESSMENT AND PROVISION

At any time around 11% of our school population are identified on the SEND register. In addition to this, many pupils receive additional classroom and/or emotional support, some of this is funded from the Pupil Premium Grant. The SEND register is reviewed termly.

There are four categories of need:

- Communication and interaction including Asperger's and Autism.
- Cognition and learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical Needs.

However, it is important to consider the whole child and other factors which may impact on learning such as:

- Disability.
- Attendance and punctuality.
- Health and well-being.
- English as an Additional Language.
- Being in receipt of the pupil premium grant.
- Being a Looked After Child.
- Being a child of armed service personnel.

The Code of Practice states that for pupils who demonstrate a challenging behaviour, the underlying needs must be identified clearly.

CLASSROOM MONITORING

For most pupils, access to our broad and balanced curriculum is achieved by differentiation of class work by the class teacher. When teachers find, despite their planning, that a pupil is making limited or no progress to meeting the learning objectives they will:

- Discuss their concerns with the SENCo who will consider classroom provision.
- Discuss their concerns with the pupil's parents.
- Gather appropriate information about the pupil and make an initial assessment of the child's special educational needs and disabilities.
- Decide, on the basis of information gathered, whether further action is needed.
- Provide support for the pupil by ensuring differentiation of class work meets the needs of the individual child. Advice on approaches and materials will be provided by the SENCo. Review progress regularly to assess impact and discuss further support and intervention as required.
- Progress will be reviewed termly.

Concerns are taken seriously – parents, class teacher or external agencies are encouraged to discuss their concerns with the SENCo, who will ensure that appropriate action is then taken.

SEND Support – Monitoring

Most pupils with SEND will be supported by their teacher and teaching assistant as part of class provision. Some pupils may need further assessment and provision. This will be decided in discussion with the SENCo and with the Inclusion Manager. The teacher will, of course, remain responsible for working with the pupil in the classroom.

The SENCo will:

- Review available information with the class teacher and offer advice regarding appropriate targets and strategies that may be employed.
- Draw up a Support Plan (within the One Planning process) in collaboration with the class teacher.
- Discuss any help that the parents can give at home and agree a review date.
- Agree the arrangements for monitoring progress. This could include standardised tests, focused observations, teacher assessments against National Curriculum standards, progress towards One Planning and success of the strategies used.
- Parents have the opportunity to meet with teachers termly and if the child is in the One Planning process, a termly meeting will be held with the SENCo to review current targets and set future outcomes.
- If the pupil is making good progress, a decision may be made, parents will be consulted, and the additional/different support will be ceased. Alternatively, support will continue and in some circumstances external support may be requested through a One Plan or an Individual Support Plan.

SEND Support – Enhanced

The school will generally involve external agencies for pupils who need enhanced support. The teacher will, of course, remain responsible for working with the child in the classroom.

The SENCo with the Inclusion Manager, will take a leading role by:

- Reviewing information gathered by SEND Support services and external agencies.
- Drawing up a support plan in the form of a One Planning document with the help of outside specialists and in consultation with the teachers who will be implementing it.
- Agreeing with the child's parent the action to be taken, the help that can be provided at home and the proposed review three times per year.
- Agreeing with the relevant teachers and external specialist the arrangements for monitoring and assessing the pupil's progress in relation to targets in the SEND support plan.
- Co-ordinating the subsequent review meeting with the class teacher, recording the outcomes on the review form and considering targets for the next review meeting. Any external support specialists that have been involved will be invited to the meeting with the parents and staff who work with the pupil.
- If the pupil is making good progress a decision may be made, parents will be consulted, and the additional/different support will be ceased. Alternatively, support will continue and in some circumstances further external support may be requested from the Local Authority (LA) through a One Plan or an Individual Support Plan.

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

The SENCo with the Inclusion Manager will again take a leading role and will provide information including:

- The school's action through the graduated approach.
- Individual progress of the pupil.
- Records of regular reviews for at least a twelve month period.
- An individual One Page profile.
- The pupils' health, including a medical history where relevant.
- Tracking of progress in National Curriculum standards.
- Attainment in English and Maths.
- Educational assessments from an advisory specialist support teacher or educational psychologist.
- Views of the parent and child.
- Involvement of other professionals.
- Involvement of the Social Care services or Educational Welfare services.
- Pupil attendance details.
- Recent hearing and vision checks.

Where there is agreement to proceed, the Local Authority will take the lead in assessing and determining the provision that must be made to meet the pupil's needs. The school's role is to continue to support the pupil and this remains the case if the Local Authority decides not to draw up an EHCP following an assessment.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

If the LA draws up an EHCP then the school's role is as follows:

- The SENCo will implement the recommendations
- Short-term targets will be set and reviewed at least three times per year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum
- Progress will be formally reviewed at an annual review meeting as well as termly One Planning meetings
- The SENCo will seek:
 - Written advice from parents and professionals.
 - Ascertain the views of the pupil.
 - Convene the review meeting.
 - Prepare a review report for the Local Authority.
- Those to be invited to the meeting are:
 - The pupil's parent/carer.
 - Relevant teachers and LSAs.
 - A representative of the Local Authority.

- The pupil (for all or part of the meeting according to age and need).
- Where appropriate representatives of health and social care and other professionals closely involved.
- The review report will be copied to parents, the Local Authority and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

THE ANNUAL REVIEW IN YEARS 5 & 6

The Annual Review in Year 5 should be held no later than the end of the Spring term. The review should suggest amendments to the pupil's EHCP if required. The Plan, once amended, will be used to inform the consultancy for secondary schools in the following Autumn term. Following this review, planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year 6 annual review in the Spring term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary school will be invited.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Code of Practice specifies that "Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN". The school makes full use of the EAL service where relevant.

INVOLVING PUPILS AND PARENTS/CARERS

As well as Parent Consultation Evenings and Open Evenings, our School operates an "open door" policy. Parents are encouraged to come in as often as they like at a mutually agreed time to discuss the education of their child.

The views of the parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions made about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will make relationships with parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home. Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day-to-day

responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child, whilst appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The Local Authority has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with SEND. The overall aim of the service is to empower parents to play an active and informed role in their child's education.

WORKING WITH OUTSIDE AGENCIES

The SENCo with the Inclusion Manager will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by health and education. The SENCo and the Inclusion Manager will ensure that staff have relevant training and there are procedures in place to support pupils.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that they have SEN except where the pupil is the subject of an EHCP under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school. Admission of disabled pupils requires parents to make a visit, prior to the admission request, to ensure suitability of the school building.

Where a pupil due for admission is known to have SEND, the Inclusion Manager will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved.

TRANSFER BETWEEN EDUCATIONAL SETTINGS

Liaison with pre-school / nursery settings takes place before pupils enter Reception. Liaison with secondary schools may include meetings between our Year 6 teachers and Heads of Year 7, meetings between SEND leaders, additional visits to the secondary school for those with pupils with EHCPs or others who are particularly vulnerable or attendance at transition groups. Supported parental visits are available on request. When the children transfer to secondary school, all their educational records, including SEND records are transferred.

For other pupils who may transfer in mid-year, a visit to look around the school is arranged and liaison between SEND leaders from the two schools takes place where possible.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting SEND. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a young person.

SPECIAL FACILITIES

The school site comprises of 2 separate buildings linked by an external walkway. The junior building is a two storey building. There are four classes at ground level with the hall accessible by 3 steps. There are further steps to the dining area. The school has disabled toilet facilities within the boys' toilets. Ramps are fitted to one exit through the school hall, enabling wheelchair access to the main and school hall floor. The infant building has a hall and two classrooms on ground level. Four further classes, including the Early Years area, is accessed by 4 steps. There is a disabled toilet downstairs. Some staff are trained in a variety of medical care needs.

All monies used for specialist equipment is utilised from the SEND budget, EHCP allocated budget or from the pupil premium funds of SEND children.

At our school, pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. This includes representation on the school council and school monitors.

COMPLAINTS

Our School believes that good communication and the sharing of information between parents and school is the key to good relationships. By talking early on, we believe there is a greater chance of resolving potential problems.

If you have a concern, please come and talk to your child's class teacher or the Head Teacher. However, if you have concerns that you feel haven't been dealt with, there is a complaints procedure that is laid down by the Local Authority. A copy of this procedure can be obtained from the school office.