

Federation Policy
Special Educational
Needs and Disabilities
Policies

Statutory	Yes
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Committee	Standards
Full Governing Body	Yes
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Guidance:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010
- The Education Act 1996
- The Children Act 1989
- Supporting pupils at school with medical conditions 2014
- Reasonable adjustments for disabled pupils 2014

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Federation Statement on SEND

The Fox Federation is an 'inclusive' Federation. It welcomes pupils of all backgrounds and attainments. Both schools have clearly set out admissions criteria based on where children live and whether they have siblings attending the school. It welcomes pupils with Special Educational Needs and Disabilities (SEND). The individual schools' admissions criteria can be found on the website.

Where the policy refers to the 'federation' we are referring to all primary schools within the federation. Where policy points differ between schools we will make explicit by naming the school

As a federation we strive to create a safe and secure learning environment where children feel valued and happy. Through our values, we equip children with the skills and tools to become life-long learners.

Across the Federation we empower children with the skills and understanding to embody our values on a daily basis, both in and out of school. We developed our school values from a training session with all staff and with input from pupil council members. Our core values are:

Fox	Ashburnham	Avonmore
Caring	Honesty	Curiosity
Independence	Kindness	Kindness
Creativity	Collaboration	Collaboration
Collaboration	Perseverance	Perseverance
	Respect	Respect
	Creativity	Creativity
<i>Loving learning, making a difference</i>	<i>Achieving Succeeding Believing</i>	<i>Ambition Community Friendship</i>

They form the basis of both a student and staff code of conduct and run implicitly through all teaching and learning. Aspects of the school values and Social, Moral, Spiritual and Cultural (SMSC) education run through our core subjects and our foundation subjects, as well as in our assemblies, displays, after school clubs and enrichment opportunities so it is truly part of the ethos of the schools.

Documents to support Policy

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs and disabled (SEND) children and young people. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010
- The Education Act 1996
- The Children Act 1989
- Supporting pupils at school with medical conditions 2014
- Reasonable adjustments for disabled pupils 2014

We believe that all pupils have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice (September 2014):

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

Definitions of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (2014) states that a child of compulsory school age or a young person has special educational needs if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 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 school.

Children with disabilities including those with medical conditions

Many children and young people who have SEND may have a disability under the Equality Act 2010 that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

Schools must not discriminate against, harass or victimise disabled children and young people. Across the federation, staff plan and make reasonable adjustments including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers.

We seek to promote equality of opportunity and foster good relationships between disabled and non-disabled children.

Inclusive Education

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by, wherever possible:

- taking responsibility for working with children with special and additional needs on a daily basis
- where interventions involve group or one-to-one teaching, teachers must retain responsibility by closely working with support staff and or specialist staff to plan and assess the impact of interventions
- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- liaising with the Special Educational Need and Disability Co-ordinator (SENDCo) where appropriate
- informing and working in partnership with parents regarding their child's learning

Objectives of S.E.N.D Policy

The Federation aims to give every child, including those with SEND, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with SEND, we will aim to:

- ensure pupils with SEND are identified, assessed and provided for as early as possible and that early action is taken to meet those needs;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- keep clear, relevant, informative records that follow a pupil through school;
- ensure that pupils feel confident that they are listened to and that their views are valued;
- ensure pupils with SEND are involved, where possible and appropriate, in the decision-making processes regarding their own learning;

- ensure that parents are able to play their part in supporting their child's education.

Roles and Responsibilities

The Governing Body:

- Determines in cooperation with the Executive Head Teacher and Heads of Schools the federation general policy and approach to provision for children with SEND and maintains a general oversight with due regard to the Code of Practice 2014.
- The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEND.
- The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The Governing Body ensures that the Federation publishes appropriate information regarding SEND provision and that this is updated annually.

The Executive Head Teacher:

- Is responsible for overseeing management and ensuring provision for children with SEND is in line with the SEND policy across the federation.
- Regularly communicates with Governing Body, Head of School and SENDCos across the federation.

The Head of School:

- Is responsible for day to day management to ensure provision for children with SEND as described in the SEND policy is met.
- Keeps the governing body informed of developments in SEND provision.
- Has a particular interest in pupils with SEND and has extensive experience of administering appropriate provision.
- Liaises with the school SENDCo in the management and operation of the school SEND policy.

The Special Educational Need and Disability Co-ordinator (SENDCo):

- Is responsible for the day-to-day operation of the school's SEN policy.
- Ensures that the most current SEND Code of Practice is adhered to by all relevant staff members.
- Ensures that monitoring procedures are in place.
- Keeps records on pupils with SEND maintaining files containing current monitoring documents and cumulative information including specialist reports.
- Is responsible for ensuring staff are properly trained for their role in SEND provision.
- Manages a range of resources to enable appropriate provision to be made for children with SEND.
- Contributes to the professional development of all staff.
- Manages and safeguards SEND information and documents to ensure confidentiality rights.

- Liaises with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

The federation has limited resources, and in some cases it may be a parent(s)/carer(s) wish to provide supplementary private provision for their child. This would take place outside school hours and cannot be facilitated by the school. If parents are considering paying privately for assessment or support (e.g. speech and language therapy), they are strongly advised to consult the school SENDCo in the first instance. In exceptional circumstances, The Executive Head Teacher may consider parents seeking external support in school time for a short and specified duration.

Class Teachers:

- Are responsible for delivering quality first teaching to all pupils.
- Are responsible for the learning of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a Teaching Assistant or Learning Support Assistant, is in addition to and in no way replaces the attention pupils receive from their Class Teacher.
- Are familiar with the SEND Code of Practice 2014.
- Are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEND. They are responsible for giving pupils with SEND "attainable targets to encourage their development and promote self-esteem". The targets and strategies are discussed with parents, are written in the pupil's monitoring documents and kept in the teacher's planning file.
- Are responsible for informing the SENDCo and parents of any pupils they identify as having an area of need which requires learning support.
- Are responsible for ensuring that additional needs and targets are communicated appropriately to all adults who work with the pupil.
- Teachers have experience in supporting pupils with a range of needs e.g. speech & language difficulties, autistic spectrum conditions, specific learning difficulties (e.g. dyslexia), behavioural difficulties.
- Class Teachers have experience of working with other professionals i.e. Learning Support Teachers from within the school, teachers from Pupil Support Service, the school Educational Psychologist, the Speech & Language Therapist, Occupational Therapists etc.

Teaching Assistants:

- Support children individually or in groups.
- They may participate in meetings, contribute to records and assessment procedures, help draw up monitoring documents and plan work for individuals or group work.
- Assist class teachers.
- Many adults work both as Teaching Assistants and LSAs and thus the terms are used interchangeably at the school. Some adults will work, for example, 1:1 with a child in the morning and then undertake general class support tasks in the afternoon. Both are trained to meet the needs of the children with whom they are working.

SEND Learning Support Assistants (LSA):

- Work with pupils who have SEND. They may support one pupil with an EHCP or they may support a target group within a class.
- Liaise regularly with the class teacher, support teachers and outside specialists. LSAs do not have private communication with parents/carers. Communication goes through Class Teacher, SENDCo or Head of School.
- If the LSA is supporting a pupil on a with an EHCP, she/he will work according to the strategies recommended on the Education Health and Care Plan (EHCP) and the pupil's monitoring documents. This may be individual support, group work or whole class support. It may also involve monitoring and recording the pupil's progress in an agreed way.
- LSAs who work as general class assistants, support a target group of pupils in their learning. Some of the pupils in the group may have personal targets.

Mid-day Meals Supervisors:

- The Head of School, Deputy Head or SENDCo inform mid-day meal supervisors of the dietary, physical or behavioural needs of any pupils who may need special attention or care at lunch times.

Facilities and Accessibility:

- As a federation, we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Some strengths of the federation's existing accessibility for pupils with special educational needs and/or disabilities are:
 - The use of learning aids (writing slopes, wobble cushions for example) to support pupils
 - The use computers and a wide selection of programmes to meet varied needs as part of the resources available. Extra teaching support is given to pupils who need to acquire independence on the computer.
 - Ashburnham has a specifically designed disabled toilet facility on the ground floor.
 - Fox school site has been rebuilt and meets all requirements of Equality Act 2010.

Areas of Special Educational Needs

It is helpful to see pupils' needs and requirements as falling within one or more of these broad areas

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

Identification, Assessment and Provision

A child's special educational needs and disability may have been identified before they arrive at a school in the federation or they may be identified once they arrive at school, often by Class Teachers or parents. Identification of SEND is part of the continuous cycle of assessment.

Both schools will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from former school settings during transition or between staff when children transition between classes. Likewise, we will ensure information is shared whenever pupils transition to a new school or setting.

Class Teachers and the SENDCo will use this information 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 assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Identification of SEND in pupils speaking English as an additional language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. This may lead to deeper assessment through the Speech and Language Therapist (SALT) in both English and the child's home language to establish whether similar difficulties are present in both.

Progress as an indicator of SEND

The Federation's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.

- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than age related expectations, it should not be assumed that there is no learning difficulty or disability.

The SEND Register

Where a child is considered to not be making adequate progress they would be added to the SEND or Additional Needs Register. Children with additional needs will have a Termly Target Tracker which is a document which outlines the additional support they will be receiving and the individual targets that the children are working towards. Parents/Carers will be able to feed into the target setting alongside any other professionals working with the child.

Specific Needs

The Federation recognises that some children may have Specific diagnosed difficulties such as Autism, Dyslexia or ADHD. We benefit from support from the local authority in meeting the needs of children with specific diagnosed needs.

Education, Health and Care Plans

Most pupils' needs are met by the strategies put in place, such as a differentiated or individualised curriculum, but some children with SEND may require additional support to enable the Federation to meet their needs. This is additional support which cannot be expected to be provided out of the school budget but requires additional funding from the Local Authority (LA). This is a very small number of pupils who may have difficulties that may be of a more long-term nature. In this case the school (or the parent) may ask the LA to do a Statutory Assessment. The LA then gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an Education, Health and Care Plan (EHCP) is then drawn up. In this document the needs and the provision given by the LA are clearly outlined. Some pupils' special educational needs are assessed at pre-school age. They enter reception with an EHCP and with appropriate provision and support in place.

Intervention

The federation believes in teaching in a way that supports children on the SEND register including those with EHCPs. We recognise that there is a range of pupils within this spectrum and that each pupil has different specific needs. These pupils may have small group or individual learning support. Children with additional needs will also have access to a range of intervention which planned around their individual needs. The National Curriculum uses a structured approach to language & literacy; classroom strategies for teaching reading, phonics,

writing and spelling are structured and more multi-sensory; this is beneficial to all pupils including those with Specific Learning Difficulties. All pupils with SEN, including pupils with EHCPs are in mainstream mixed ability classes. Teachers ensure a variety of pupil groupings for learning and working in the classroom - mixed ability, friendship, interest groups etc. Monitoring of curriculum progress for all pupils is done at the end of each ½ term. This is done by the head teacher, deputy and curriculum co-ordinator using national criteria. Recommendations are made to the class teacher.

Across the Federation we have a model of intervention which may include:

- Small group teaching lead by intervention teachers
- Small group sessions lead by HLTA (Higher Level Teaching Assistant)
- 1:1 sessions delivered by HLTAs and TAs
- Emotional Literacy Support Assistant sessions
- Communication Champions speech and language sessions
- Sessions lead by Speech and Language Therapist (for those with an EHCP)
- Sessions lead by the OT (Occupational Therapist)
- School Based Social Worker
- Play/art Therapist

We also have access to the Local Authority Local Offer for Schools, which can be seen on the Bi-Borough Website for Fox and Ashburnham see www.rbkc.gov.uk/kb5/rbkc/fis/localoffer and for Avonmore see <http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

See **Appendix 1** for further details on specific services.

We currently benefit from support from;

- Visual Impairment Specialist Teacher (VIST)
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)
- Educational Psychologist (EP)
- Autism Team and Early Years Intervention (AEYIT)
- Teacher of the Deaf
- Behaviour Intervention Team Primary (BIT)
- Child and Adolescent Mental Health Services (CAMHS)
- Pupil Support Service (PSS)

Additional services outside the Local Offer

Where the budget allows the federation may be able to buy in additional support and services to meet the needs of children on SEND register. This may include OT, SALT or IST time. The decision to buy in additional support is considered by Governors and is at the discretion of the

Executive Head Teacher. Where additional services are bought in, the school enters into a contract with that service provider.

Working with Parents

Across the federation we believe in the importance of working in partnership with parents to ensure the best outcome for children. Parents and carers are expected and encouraged to be involved in supporting their children, including those who are on the SEND register. Parents and carers will be consulted when referrals to outside agencies may be required and invited to informal and formal meetings to discuss their child's progress towards their individual targets and/ their individual EHCP outcomes.

- If a translation service is required, this can be arranged through the LA.
- There are many opportunities for parents to meet teachers, to build relationships and exchange information. Staff will meet parents before their child starts school, and there are formal parents' evenings twice a year to report on progress.
- If there is a concern about a pupil the class teacher will make an appointment to see parents, discuss the concern and together form a plan to help the child.
- At each stage, parents are involved in planning how to best meet the child's needs.
- The federation has limited resources, and in some cases it may be a parent(s) wish to provide supplementary private provision for their child. This would take place outside school hours and cannot be facilitated by the school. If parents are considering paying privately for assessment or tutoring help they are strongly advised to consult the school first.

Staff Development & Training

- All staff have inset in SEND across the federation and access to courses provided by the LEA. They understand the SEND policy.
- The SENDCo and other SEND staff regularly attend inset, courses provided by the LEA and by outside providers. This training is shared across the school so that it reaches across the staff body.

Links with other Schools

Across the federation we have various systems in place to ensure a successful transition into school for a child with SEND, these include:

- Visiting the home of pre-school or nursery aged children with SEND
- Meeting with parents/carers and other professionals prior to a child transferring to school
- Observing the child in their current setting

- Attending the child's Annual Review if timing is appropriate
- The school will request the pupil's confidential file
- Liaising with the Local Authority

For a pupil in Year 6 the transfer arrangements include:

- Ensuring that the Year 5 pupil's Annual Review names an appropriate secondary school or states this to the local authority before the end of the academic year.
- Working with parents to visit or discuss various secondary schools
- Ensuring that transfer details are discussed with the secondary school. This will be individual to each child but may include pre-visits or photo-books.

Appendix 1

Details on specific services

The Educational Psychology (EP) Service

The E.P. visits the school regularly to work with teachers on:

- consultation and assessment over individuals who cause concern;
- consultation and assessment over groups or classes who cause concern;
- consultation and assessment over organisational issues that cause concern.

These 3 levels are inter-related and lead to more effective work and a wider coverage.

This work is carried out according to the needs and priorities of the school through collaborative work with teachers. Consultation takes place with the class teacher, parents and head teacher. This partnership illustrates the view that the E.P. cannot be an effective agent of change in relation to school-based concerns when s/he works alone. But s/he can be an effective role partner with skills and expertise to share in supporting teachers as agents of change within the school.