

# Fairfield First School



## Special Educational Needs and Disabilities (SEND) Policy

January 2021



Chair of Governors -

## **Mission Statement**

At Fairfield First School we recognise that any pupil with Special Educational Needs or disabilities (SEND), whether of a temporary or permanent nature, must have their needs met. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. One of our school aims is for children to develop a love of learning and the opportunity for each individual to achieve their full potential and to develop and explore their own interests in a secure and challenging environment. We fully believe in recognizing children's efforts and celebrating these for our SEND children encompasses our school core ethos, helping children feel pride in their abilities.

## **Key Documents**

- The Children and Families Act 2014 (Act 2014)
- Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (Code of Practice)
- Local area SEND Inspection: Information for families.

## **Objectives of the Policy**

This document provides a framework for the identification of and provision for children experiencing difficulties and barriers to their learning. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies. The code of practice from the DfE offers guidance on the content of Fairfield's SEND policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice. Figures given in brackets throughout the document refer to the Code of Practice definitions.

## **Special Educational Needs**

In the Code of Practice, children have a Special Educational Need if they have a learning difficulty or disability which requires special educational provision or intervention to be made for them. A child 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.*

## **Special education Provision**

This is recognized as additional or different from that generally made for other children of the same age. Not all children who have intervention or additional provision have special educational needs. Intervention may be put in place for any child that needs further support in a particular area.

## **Disability**

The Equality Act (2010) defines a disability as 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. Children with a disability do not necessarily have a special educational need.

## **Aims and Objectives**

- To ensure that every pupil receives a broad and balanced curriculum relevant to their individual needs, including the National Curriculum.
- To facilitate early identification and assessment of pupils who have special educational needs.
- To ensure that parents are informed of and understand their child's special educational needs and that there is effective communication between parents/carers and school, keeping the needs and views of the child and their parents at the heart of the decision making process.
- To ensure that all staff have high expectations for children with SEND and that challenging targets are set that reflect this.
- To monitor pupil progress towards these targets.

- To regularly monitor and review additional or different provision, ensuring that approaches used are based on good evidence and have a significant impact on progress.
- To promote and maintain effective partnership with parents/carers, other schools and external agencies.
- To promote positive outcomes in wider areas of personal, social and emotional development and mental health
- To ensure positive transition for pupils between Nursery provision and starting school, through to transition to middle school and points at which children join or leave Fairfield mid-year.

## **Identification of Need**

### **Areas of Need**

Fairfield First School supports children with a wide variety of needs. The four areas of special educational needs as outlined in the Code of Practice are as follows:

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for SLCN is different and their needs may change over time. They may have difficulty in one or all of these areas.

Children with Autistic Spectrum Disorder may also have difficulties with language and communication and may experience difficulty when relating to others. They are likely to have difficulties with social interaction.

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people who have vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

These descriptions give an outline of the range of needs. Individual pupils may have needs in one, two or more of these areas and their needs may change over time.

There is a commitment to providing an inclusive environment to ensure that where possible, children's needs are managed within the classroom. We share a belief of Quality First Teaching in the classroom, in order to enable all children to access the curriculum and make progress within a lesson. Where a child needs further support, children may be withdrawn for short periods for intervention or support to enable progress towards a target.

When teachers are concerned about the progress of a child, they may discuss the child with SEND meeting with the Special Education Needs and Disability Co-coordinator (SENDCo). The SENDCo may observe the child in the classroom or setting where they are experiencing difficulty. Specific targets and possible interventions may then be discussed and carried out. The child may not necessarily be identified as having special educational needs at this time but progress will be closely monitored. Parents/carers can speak to the class teacher or the SENDCo by appointment, if they have concerns about progress. Any difficulties or specific needs that are identified will be discussed with parents at the first possible opportunity. Collaboratively with parents the school will look at targets and any extra support that child needs and these will be reviewed regularly with parents and the school. If this child is still not making progress or if the child is still shows difficulties, the school will potentially refer to outside agencies to seek professional advice. This would usually be the Learning Support Team in the first instance. From this point, the child may be added onto the Special Needs register. Parents will be informed and their views will be sought in order to gain a full picture of their needs. They will then be included on the school's SEND Register and an Individual Pupil Profile will be completed including a record of effective strategies for that child, their academic progress, agency involvement and information on their assess, plan, do, review cycles. This will be added to as appropriate over the course of that school year. The graduated approach is used to remove barriers to learning.

This cycle consists of four parts.



**Assess** The child's needs are assessed using a variety of methods dependent on the area of need. Observations, teacher's knowledge of the child, progress and attainment and behaviour may contribute to this picture. Views of outside agencies may also be sought. Parent's/carer's and pupil's views will also be key in determining the way forward.

### **Plan**

If, through this assessment, it has been decided that support should be put in place, intervention will be planned and recorded on an Individual Pupil Profile. Targets will be set and this information will be discussed with parents and pupils.

### **Do**

All children are entitled to quality first teaching with their class group. Where it is difficult to provide support in this setting, interventions may be carried out in a small group or in a one-to-one setting with a teacher or teaching assistant. Teachers are responsible for monitoring progress during interventions. Teaching assistants providing this group work complete a record sheet to rate children's effort and understanding in each session and where sufficient progress is not occurring an alternative plan should be put into place. The SENDCo will support class teachers in deciding on next steps for a child at termly SEND meetings where all children on the register are discussed.

### **Review**

Reviewing the impact of intervention will be carried out by class teachers regularly, documenting the progress each child has made and the impact that this has had in the classroom. This review information will then feed in to discussions regarding future targets and provision for the child. This will be monitored by the SENDCo.

## **Target Setting**

A child on the SEND register will have targets that are reviewed by the class teacher on a termly basis. To help children reach their individual targets, interventions will be put into place. Most programmes will run for six weeks or a half a term, but some may be longer, depending on the target being achieved. In addition, we recognize that every child is an individual and as such the effect of a particular intervention can vary, some targets can be tackled over a shorter period of time and some may require longer. The SENDCo reviews Individual Education Plans every term and discusses targets set for the child with the class teachers. Targets set should be SMART targets (specific, measurable, achievable, relevant and time bound). Parents/carers are able to discuss and contribute to the target setting process at termly meetings with the class teacher.

The effectiveness of SEN provision at Fairfield will be measured using both qualitative and quantitative data towards their targets. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same chronological age. Any interventions will be regularly monitored to judge their effectiveness. If they are ineffective alternatives will be sought.

## **Education, Health and Care Plans (EHCP)**

Should the graduated approach be used and adapted several times without enabling good progress for the child and if the child is working considerably below the level expected for their year group, the parents/carers, teacher and SENDCo may consider making a request for assessment for an EHCP. The SENDCo is required to provide substantial evidence that the child has not made sufficient progress despite use of the graduated approach. Outside agencies will also be required to make assessments. Parent/carers are also required to contribute to discussion to provide evidence and to share their future wishes for their child. Where appropriate the child's views would also be sought.

Following this collection of evidence, the Local Authority will decide whether an EHCP Needs assessment is necessary. Should this be deemed necessary, further assessments will be carried out by outside agencies, including an Educational Psychologist. Where this assessment is successful, an EHCP will be provided by the Local Authority. This plan must be reviewed at least annually. Outcomes are focused on long term goals and steps required to make progress towards them.

School always welcomes discussion from parents/carers and endeavours to work with parents/carers to enable the best outcomes for children. However, parents/carers can request an assessment through the Local Authority without the agreement of the school, should they so wish.

## **Responsibilities**

As stated by the SEN code of practice, all staff have the responsibility of catering for children with SEND. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the schools aims by:

- being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs;
- a commitment to a partnership approach to provision.

## **The Role of the SENDCo**

It is a legal requirement that a school has a designated Special Educational Needs and Disabilities Co-ordinator (SENDCo). The SENDCo is responsible for the day-to-day operation of the Special Educational Needs and Disabilities policy and keeping an up-to-date SEND register. The SENDCo will co-ordinate provision for children with special educational needs and monitor this provision regularly. They will also be responsible for liaising with parents/carers, staff and outside agencies.

## **Roles and Responsibilities of Staff**

Class teachers are responsible for:

- the progress of the children in their class
- ensuring that teaching and learning activities match the needs of those pupils
- ensuring that children have access to appropriate resources which may be required to meet their SEND needs
- ensuring that appropriate record keeping (Individual Pupil Provision – IPP) is maintained in line with school policy
- ensuring every effort is made to meet with parents/carers of children with SEND at least once per term
- ensuring that regular discussion is held with children with SEND regarding their progress, targets and their feelings about school (at least once per term but probably more often)
- planning for and advising teaching assistants working with children in their classroom, ensuring that good progress is made
- liaising with teaching assistants who run interventions for children in their class to ensure that this remains effective

## **The SENCo is responsible for:**

- the day-to day operation of the SEND policy
- keeping an up-to date SEND register
- ensuring this policy and the school information report are kept up-to-date
- co-ordinating provision and resources, including staff resources, across the school
- liaising at least termly with class teachers about the progress of and provision for children with SEND
- analysis of data of progress and attainment of children with SEND
- liaising with outside agencies where appropriate
- being available to meet with parents/carers of children with SEND where appropriate
- liaising with other education providers when children with SEND make a transition to or from Fairfield monitoring records for children with SEND
- monitoring the effectiveness of interventions run across the school

## **Involvement of Parents and Carers**

Parents/carers are actively encouraged to be involved in their child's education and to share relevant information with staff. Parents/carers will be informed if their child is not making sufficient progress and if staff feel they need to be added to the SEND register.

Children are not referred to outside agencies without parental permission. Parents/carers are encouraged to contribute to assessments and reviews, be informed of any findings and become involved in planning and strategies to help their child.

Parents/carers are required to meet with their child's class teacher three times per year in order to discuss provision and targets. Their views are recorded on the child's Individual Education Plan following this meeting.

Should parents/carers be concerned about their child's progress they may contact the office to arrange a meeting with Mrs Skyrme (SENDCo).

## **Well-being**

Children's well-being and self-esteem is carefully monitored alongside their educational development. Staff continually monitor progress but are also closely attuned to changes in behaviour and attitude. They will endeavour to communicate with children should they feel that they are unhappy or not engaging with learning and provide support should this be appropriate.

## **Involving Outside Agencies**

Specialists may be required to provide support or advice where a child is working considerably below the expected level for their age or where progress is limited despite provision having been made in school. The child's parents/carers will always be informed of any intention to provide this level of support and their consent will always be sought before a referral is made or the child is discussed with a specialist. Examples of agencies which may be approached are as follows:

- Educational Psychology
- Learning Support Team
- Specialist teachers (vision impairment, hearing impairment, autistic spectrum disorder, physical disabilities, looked after children)
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Early help/ family support workers
- Occupational Therapy and Physiotherapy
- Behaviour Support Team
- School Nursing Service

## **Transition**

The SENDCo liaises with feeder nurseries in the summer term before the new intake begins Reception in September. Reception staff make visits to nurseries and where special educational needs have been identified the SENDCo will accompany staff. Parents/carers of children with SEND are encouraged to meet with the SENDCo to share information prior to their child beginning school.

When children leave Fairfield at the end of Year 4, the SENDCo is available to discuss SEND provision for children for transition. Information, records and IEP's are passed to the receiving school. Where needs are more complex, there may be a series of multi-agency meetings leading up to transition. Additional visits for those requiring them are arranged in the summer term.

Transition books are made in collaboration with pupils, particularly where there are anxiety issues or where the child has a diagnosis of Autistic Spectrum Disorder. These include photographs of key people and places and can be used over the summer holidays to reinforce messages and decrease anxiety.

## **Governors**

The Governors have a statutory duty to ensure that the necessary provision is made for all children with SEND and that parents/carers are notified when SEND provision is being made for their child. A SEND Governor has been appointed (Michelle Smith). They liaise with the SENDCo and report back to the Governing body. In addition, the SENDCo is invited to present a current "snap-shot" of SEND provision, needs and data to the body during Autumn 1, on an annual basis.

## **Equality and Inclusion**

There are children with a wide range of different special educational needs or disabilities who are supported at Fairfield First School. Through good transition procedures, provision is planned for children as children begin school. Specialist advice is sought where this is required. We make reasonable adjustments to prevent children being disadvantaged and promote equality of opportunity. It is our aim to identify barriers to learning at the earliest opportunity and to provide intervention to reduce or eliminate these issues.