



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Fulwell Infant School is a converter academy that provides a caring, safe and secure environment for children aged 3-11 years. We strive to fully meet the needs of each of every child enabling them to reach their full potential. We welcome them into our supportive community and enable them to participate in all aspects of school life.

The school was inspected by Ofsted in July 2014 and judged to be outstanding in all key judgements.

REVIEW DATE: November 2021

NEXT REVIEW DATE: November 2022

### SENCO

Jane Coates

### Link Governor (SEND):

Mrs L.Burtoft

All academy policies at Fulwell Infant are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

This policy has been developed in accordance with the SEND Code of Practice [2014] and any further updates which are lawful [ie Single Equality Duty 2010], for the identification and assessment of SEND.

This policy also follows the guidance associated with The Children and Families Act (2014) and its associated regulations including Special Educational Needs and Disability Regulations (2014), Special Educational Needs (personal budget) Regulations (2014) and The Order setting out transitional arrangements

It replaces the previous policy which was drafted during the Spring Term 2004 and ratified by the Trustees / Governing Body in June 2004. Procedures will be kept under continuous review. The policy was formally reviewed in March 2012, January 2015 and May 2016.

The policy should be read in conjunction with the Special Education Needs School Report and Local Offer together with other school policies, particularly Child Protection, Equality and Diversity, Learning and Teaching, Confidentiality and Data Protection [1998], Reasonable adjustments for disabled pupils (2012), Supporting pupils at school with medical conditions (2014), Admission Policy. These key documents are available on the website: [www.fulwellinfant.org](http://www.fulwellinfant.org).

## Definition

The Special Educational Needs Code of Practice (2015) provides the following definition of special educational needs:

### Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. 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

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Pp. 16 - 17 SEND Code of Practice 0 - 25 (2015)

## Principles

There are 3 principles that are essential to developing a Special Needs and Disability Policy, providing an inclusive curriculum:

- Setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Responding to pupils' diverse learning needs - planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- Overcoming potential barriers to learning and assessment for individuals and groups of children ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.

Therefore at Fulwell Infant School Academy we believe that in pursuit of our aims we will:

- Ensure that any child's special educational needs are identified early through ongoing assessment
- Make provision for a broad and balanced curriculum for all children
- Plan appropriate work that is matched to individual children's needs
- Provide good management of resources, including staff, to ensure all children's needs are met
- Regularly review progress, taking into account the views of the child, parents and professionals involved in line with statutory guidance
- Take into account the wishes of the child concerned, in the light of their age and understanding
- work in partnership with parents and take into account the views of individual parents in respect of their child's particular needs
- Ensure there is close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues as set out in the code of practice (2015)
- encourage and praise all pupils to develop a positive self-image

## **Roles and Responsibilities**

### **Trustees / Governing Body;**

- They will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- Appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.
- On an annual basis report to parents on the special educational needs provision in the school.

### **Headteacher**

#### **The Headteacher;**

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the Trustees / Governing Body fully informed about the provision for children with special educational needs.
- will work closely with the school's Inclusion Manager.

#### **The SENDcO (*Special Educational Needs and Disabilities Coordinator*)**

The SENDCO must be a qualified teacher who is working towards or has been awarded the 'National Award for Special Educational Coordination'.

#### **The SENDcO;**

- Coordinate all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Ensuring that parents are involved in supporting your child's learning and informed about the support your child receives and Involved in reviewing how they are doing
- Liaising with all the other professionals who may help to support learning e.g. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and Medical register making sure that there are detailed records of progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring children have effective support plans, relevant interventions and effective support
- Monitoring the impact of policies and the effectiveness of provision in the school and liaising with the Special Educational Needs governor
- Working with the Local Authority and external consultants to implement and monitor provision

### **Teaching and Non-teaching staff**

#### **The teaching and non-teaching staff;**

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service and Teacher Standards.
- Take into account the type and extent of difficulty experienced by the pupil when planning the curriculum and assessment.

- Take specific action to provide access to learning, for pupils with special educational needs and disabilities, working closely with representatives of other agencies who may be supporting the pupil, by:
  - providing for pupils who need help with communication, language and literacy
  - Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
  - Planning for pupils' full participation in learning and in physical and practical activities
  - Helping pupils to manage their behaviour, to take part in learning effectively and safely
  - Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

## **Assess**

### **Early Identification and Assessment of children with SEND**

The Code of Practice states: "The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*."

### **Triggers for Action Where Additional Support is Required**

At Fulwell Infant School early identification of SEND is a priority. This means support can be given to the child at the earliest opportunity. They may be identified as having SEND by one or more of the following;

- Records from nurseries/other schools
- Parental concerns
- Information (medical information, identified diagnoses) from parents and from outside agencies
- Child has cognition and learning needs;
  - Teacher observations ( Child continues to make little or no progress in specific areas over a long period or continues working at a level significantly below (two years) that expected of children of a similar age)
  - Minimal or no progress against school tracking documents and/or National Curriculum level descriptions at the end of a key stage
  - Identified in pupil progress reviews and the school tracking system
  - Child requires additional targets above the needs of their peers
  - Results from standardised assessments
  - Information from screening tests
  - PFA outcomes
- Child has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised programme
- Child has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Child has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Under these circumstances, if a child is not progressing as expected teachers may need to consult parents and the SENCO to consider how best to support the pupil. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject area. Once a child's specific

need(s) have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as possible.

There are four broad categories of SEND: **Communication and interaction** (such as autistic spectrum condition and language disorders) **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay) **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties) and **Physical and Medical** (such as hearing or vision impaired.)

### **Determining and Describing the Needs of Children 'The Ranges Document'**

Together for Children produced guidance for schools in Sunderland to follow regarding inclusive practice and removing barriers to learning in Autumn 2019 called 'The Ranges'. This is a whole School approach for students with SEND based on national best practice in determining needs of pupils. Using the document at FISA gives a consistent approach to assessing the children who have SEND needs within the local authority. The document provides guidance on Quality First Teaching (QFT) and the specific characteristics for effective provision for children and young people with SEND. This document states the most appropriate provision, interventions and resources that should be attempted at the first instance for support. In order to find the advice for effective provision teachers must 'range' the child using the range descriptors based on national best practice describing the needs of the child with SEND in order identify the correct support.

In school all teaching staff have received in house training surrounding the ranges and use for planning and within the classroom. We have incorporated these on to key information documents, support plans and on classroom planning so provision, intervention and adaptations are clear. This will ensure outcomes for children with SEND are to the highest standard throughout the school.

### **Preparation for Adulthood (PfA)**

This is a framework woven within the ranges document that suggests statements to shape learning to promote the development of independence for adulthood. Preparation for adulthood starts at the earliest stages of life. As these PfA outcomes are vital our EYFS curriculum reflects these values and outcomes which are identified within the threads of thematic planning. We have also used the PfA document within our curriculum plans in Key stage one to ensure that our curriculum best supports all learners including those with SEND. The PfA outcomes are useful for all children including those with SEND as the statements in the framework can be used to plan for next steps or outcomes. Using the PfAs to plan for outcomes is good practice and a useful tool however as children can have needs that span across several ranges and/or complex needs the whole PfA document will need to be scrutinised in order to plan a bespoke pathway of support for each individual child with SEND.

## **Plan and Do**

### **Support in Action**

Once a child has been identified as having SEND, they will be added to the SEND register and provision for children will be implemented using the following process;

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The first level of support is School Support where interventions and support will be supplied within school. The second level of support is SEND Support where outside agencies may be involved to support the child. Support at these levels for children at ranges 1 or 2 will have their progress assessed, planned and reviewed using high quality teaching and using a key information document. When a class teacher or the SENDCO identifies a child with SEND, the class teacher or TA will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

### **Further Support**

A Support Plan may be given to a child who requires a higher level of support above school or SEND support if they are not meeting their outcomes. The triggers for further intervention will be supported by evidence about a child who despite being provided with differentiated learning opportunities makes; little or no progress, even when teaching strategies that have been targeted particularly in a child's identified area(s) of need.

A support plan will give an overview of the child, their specific areas of need and their areas of strength. This plan will clearly identify the level of provision and will identify the outcomes the child will seek to achieve. Recently, we have developed a new support plan to ensure the children receive the best possible support targeted to their individual needs and outcomes. The support plan should have 'SMART' measurable targets with suggestions for activities. When setting targets or reviewing Support Plans staff should have regard to the principles central to the Code of Practice:

- High quality teaching, differentiated for individual pupils regardless of the child having or not having SEND
- The child's strengths as well as difficulties should be considered when planning an intervention
- The SEND should begin with a desired outcome; include the expected progress and attainment as well as the views and wishes of the pupil and parents
- A clear date for reviewing progress should be agreed and the pupil, parents and teaching staff should be clear about how they will help the pupil reach the expected outcomes

It is the responsibility of the class teacher to ensure the Support Plan is put into practice on a daily basis although, all of the Support Plan may not be delivered by the class teacher but by support staff too. The Support Plan should be continually kept 'under review' but the SENDCO will review the Support Plan when required. A record will be kept of the discussion, targets met, any new/continuing concerns and actions to be taken. Class teachers are responsible for discussing the child's progress with parents. They share progress and set new targets with the parents input for how they can assist their child at home.

All staff working with the child should have a copy of key information or Support Plans. Parents should be involved in the planning process and will be given a copy. The SENCO will keep a copy of all support plans. All information concerning individual pupils registered on the Code of Practice is kept in individual files in the school office and in their portfolios.

### **Educational Health and Care Plans (EHCP)**

Only a very small percentage of children with SEND need an Educational Health Care Plan (EHCP) in order to get the right support and provision. An EHCP brings a child's education, health and social care needs into a single legal document. It will describe aspirations outcomes for the child, what support is needed to achieve these, who will

provide the support and when it will be provided. These children have the highest level of need, at range four or above.

### **Provision**

Children with special educational needs will have access to the full National Curriculum although special provision may have to be provided to enable this to take place or they might need a bespoke curriculum depending on their specific needs. The class teacher remains responsible for working with the child on a daily basis and for the planning and delivery of an individual programme.

### **Provision mapping**

In order to track and monitor the impact of the provision children receive a provision map will be created. This will be updated when/if the provision needs to be updated, when the support plan is changed and/if the child's EHCP is reviewed. This will ensure that intervention, provision and support are measured by its impact and the cost monitored carefully for the budget.

### **Review**

#### **Monitoring Procedures**

The Head teacher and SENDCO meet with each class teacher, on a rolling programme, to discuss the progress of each child experiencing any difficulties. To best monitor the outcomes and progress of children with SEND audits are taken on a half termly basis in the form of, observations, discussions with staff looking at special books, provision trackers, key information documents and support plans. This is to ensure provision is SMART and appropriate. Staff may contact the SENCO at other times to discuss the progress of any child causing concern.

A register of children with medical conditions and SEND is kept and regularly updated. The stage they are on the Code of Practices and the involvement of outside agencies is recorded. The SENCO meets with the SEND Link Governor to discuss special needs issues. The SENCO regularly discusses the needs and progress of children with special needs with all staff working with specific children, including the Head teacher.

Children's key information and support plans will be updated every term, unless needs change or the child meets their outcomes sooner. These documents are working documents and are updated if/when necessary.

### **COVID 19 Implications, impact, provision and monitoring**

The recent COVID-19 pandemic has created many challenges for schools, in particular for those children with identified SEND issues. These challenges, if not addressed, could impact on the progress of some of our most vulnerable children and young people and create unsustainable long term costs. The impact on the pupils themselves also cannot be underestimated. The transition from phase to phase can be worrying enough for both pupils and their parents. Furthermore, the interruption to a child's education during the summer months could result in a delay in them achieving relevant outcomes which enables them to make expected progress. In light of these issues we have put the following strategies in place to support all pupils, inclusive of children with SEND;

- Catch up teaching in every classroom, identifying gaps and teaching using outcomes from their previous year
- Interventions or catch up from two experienced teachers in school on Wednesdays, Thursdays and Fridays (2020 - 2021) to support the children who's schooling has been impacted the most by the disruption in the summer months
- ELSA emotional literacy group intervention for children with SEMH needs
- 1-1 ELSA support for those identified of 'at risk' (from the COVID RAG from the LA)

- Whole school wellbeing and mental health awareness sessions built in to everyday schooling
- Seesaw online learning platform to virtually communicate with parents and for virtual work if children and families are isolating

For those with identified SEND the specifically targeted support has been:

- Flexible transitions for children beginning Nursery with SEND
- Ensuring all children with ASD received their passport to their new year group during the Summer holiday
- Provision mapping to track the needs of the SEND children with EHCP and high needs - updated half termly
- Close work and liaison with outside agencies
- COVID risk assessment completed and updated in conjunction with outside agencies so observations, virtual assessments and meetings can be carried out

The strategies and adjustments made for and during COVID 19 restrictions are monitored termly if updates and changes are required. This will continue to change and evolve during the pandemic.

### **Liaison with Parents**

Parents should be involved in all stages of the assessment and identification procedure. No child should be placed on the Code of Practice for Children with Special Needs without the parents' knowledge. The SENDCO is available to support the class teacher or to meet with parents to discuss the child's difficulties. At the initial and subsequent meetings, parents will be asked to sign a form indicating the meeting has taken place.

Parents can give us much knowledge about the child which can inform us of possible reasons for difficulties (e.g. difficult birth, early hearing difficulties and family history of difficulties). Staff will also need to acknowledge that it can be difficult for parents to be told their child is experiencing difficulties and treat the parents sympathetically and with understanding.

When meeting with parents, staff should complete the school's internal documents to record details of the discussion and decisions taken. These documents are necessary when referring a child for Formal Statutory Assessment and to inform outside agencies when working with a child. A copy should be retained by the class teacher and a copy given to the SENDCO.

### **Liaison with Other Schools**

Liaison will take place with feeder Nurseries where a child has already been identified with special needs. The SENDCO will attend any SEND transfer reviews with feeder nurseries, the Child Development Unit and or children transferring from another Local Authority. Liaison takes place with Fulwell Junior School when a child transfers to Key Stage 2. Transition reviews for children with an EHCP or support plan take place before the end of the spring term or beginning of the summer term. Liaison will also take place if a child registered on the Code of Practice transfers to another school. We seek the records of any child transferring to this school from another school.

### **Liaison with Outside Agencies**

At times, children with special educational needs require the support of/advice from specialist outside agencies. The SENDCO will coordinate this support and ensure adequate accommodation is available for the agencies to work with children / meet with staff.

All professionals involved with the child will be invited to attend reviews or supply an up to date report about the child's progress.

This will be essential if as a school we decide that a child needs specialist one to one support resulting in an application for an Education Health Care Plan.

### **Liaison between Year Groups**

When a child transfers to the next year group, the appropriate staff will meet to discuss the SEND child's particular needs, previous interventions, what works or doesn't work for the child and the next steps during the transfer all information. The SENDCO should also be given a copy of all relevant information.

### **Resources and Finance**

The allocation of resources is linked closely to the allocation of the budget for special educational needs, within the main school budget provided by Together for Children. We provide resources for children with SEND using information gathered from provision maps .

The needs of each year group within the school and advice can be provided by outside agencies. Although much of the work with children with special educational needs will take place within the child's regular classroom, provision is also made for small group/individual work within a separate classroom or work area including the 'Rainbow room'. In Summer 2021 a specially designed sensory space was created specifically for children with a high level of need within the early years.

### **SEND Training**

Staff members are encouraged to attend any relevant courses and disseminate information to the rest of the staff. Relevant qualifications held by staff are held centrally and the INSET Co-ordinator retains details of courses attended by staff. The SENDCO arranges In Service training by agencies when necessary e.g. Autism awareness or Makaton. The SENDCO will also take the lead on training and delivering updates about SEND within school on specifically identified dates throughout the calendar year.

### **Complaints**

Any parent or carer wishing to make a complaint about any aspect of their child's special needs should at first seek a meeting with the class teacher. If they continue to have concerns they should then contact the SENDCO or Head teacher. The Link Governor for SEND represents the Trustees / Governing Body in such matters and can be contacted via the school.

### **SEND at Fulwell Infant School Academy**

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. There is an SEND information report for parents on the website with further details for parents.

Other enquiries can be addressed to:

Jane Coates- SENDCO

Please make an appointment with the school office if you wish to speak to the SENDCO.

### **The Local Offer**

**The aim of the Local Offer is to support children and young people (ages 0 to 25) with SEN and disabilities to feel included within their communities and to be independent. It can help them to make choices and decisions that may have a positive impact now and into the future.**

The Local Offer contains information from providers who want to actively promote that they welcome disabled children and young people into their setting. You may be aware of other providers in your area that are not part of the Local Offer and you still may be able to access their services as every provider is legally required to make 'reasonable adjustments' to welcome your children.

You should contact each provider in order to ensure that they can offer the level of service you and your family need.

The Local Offer is not a guarantee that a particular service will be available, but should be a useful guide to what you can expect to find in your area and how you can access that service.

Link to Together for Children's Local Offer -

<https://www.togetherforchildren.org.uk/professionals/send-local-offer>

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### **Monitoring and Review**

This policy is monitored by the Trustees / Governing Body and SENDCO and it will be reviewed every year or earlier if necessary.

### **Ratification**

This policy was agreed and adopted by our Trustees / Governing Body \_\_\_\_\_