



"Developing potential without limitations"

# Frieth C.E.C. School

## Special Educational Needs Policy

**Date implemented :** September 2020

**Member of staff responsible:** SEND Coordinator and Headteacher

**Governing body committee responsible:** Curriculum committee

**Headteacher's signature** ...Jo Reid

**Chair of Governor's signature** ...Merelina Tebbot

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## Frieth School Vision statement

*'...Your light must shine before people, so that they see the good things you do.'*

*Matthew 5:16*

*We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.*

### Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

Sharing and caring

Gentle and Kind

Honest and Truthful

Challenging and Responsible

### **Rationale**

At Frieth CEC School our vision is to develop potential without limitations, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of sharing and caring, gentle and kind, honest and truthful and challenging and responsible guide all that we do and our aim is for every child to feel nurtured, supported and safe.

### **Introduction**

At Frieth CEC School the emphasis is on a 'whole pupil, whole school' approach. The teaching team takes responsibility for providing all children, including those with special educational needs (SEN), with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

Our aim is to raise aspirations of and expectations for all pupils with SEN by focusing on outcomes for the pupils. This is to be achieved by providing support tailored to fill the 'gaps' in the learning of pupils with SEN. This support aims to allow pupils with SEN to progress at the same rate as pupils without SEN.

The Special Educational Needs Co-ordinator (SENDCo) is:

**Mrs L Goodchild**

Mrs Goodchild is also an Assistant Head and a member of the Senior Leadership Team

The Special Educational Needs Governor is:

**Mrs G Sandeman**

Either can be contacted through the school office by

telephone: **01494 881554** or by email: **office@frieth.bucks.sch.uk**

The SENDCo is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN.

### **Context**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice (0-25 years) 2014 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice (0-25 years) 2014;
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Frieth CEC School Child Protection Policy 2019
- Teacher's Standards 2012

### **Objectives**

- To identify and provide for pupils who have special educational and additional needs;
- To work within the guidance provided by the SEND Code of Practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs lead who works within the SEN policy;
- To ensure that the SEN policy is implemented consistently by all staff;
- To provide support and advice for all staff working with pupils with SEN;
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies;
- To make full use of all the support agencies that have been made available through the Buckinghamshire Local Authority.

## **1. Identification of Special Educational Needs**

The SEND Code of Practice 2014 emphasises the importance of the early identification of needs and making effective provision for those needs.

The following pages set out the model of Assessment and Provision that Frieth CEC School will provide in line with the SEN Code of Practice:

### **i Special Educational Needs**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"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.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Some children and young people who have SEN 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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

## **ii Identification**

The SEND Code of Practice 2014 emphasises the importance of the early identification of needs and making effective provision for those needs.

### **a) Areas of Need**

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical needs

### **b) Identification**

At Frieth CEC School, we identify special educational needs within the context of the differentiated curriculum delivered through quality teaching. Children are identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes barriers to learning

Any of the following may trigger a concern. The child and parent/carers are involved throughout.

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later
- Records - transferred from another school
- Base line assessments
- In-house testing and assessment
- Records of achievement
- Pupil tracking
- Early Years provider when transitioning to reception

In identifying children who may have special educational needs we can measure children's progress and attainment by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- standardised screening or assessment tools
- performance against end of key stage assessment criteria

### **Non SEN pupils**

There are some circumstances where there may be an impact on progress and attainment but where the pupils do not have SEN:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman
- English as an Additional Language

### **English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

## **2. A Graduated Approach to SEN support**

As stated previously, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Regular and careful review of the quality of teaching for all pupils, including those at risk of underachievement takes place on an ongoing basis. Monitoring of lesson delivery, marking and feedback scrutiny, termly progress meetings (involving the Headteacher, SENCO, class teachers and support staff as necessary), moderation of assessments, book scrutiny and target reviews are planned methods that are used to ensure that pupils have access to the best possible opportunities for progress. Also included in the progress meetings and appraisal meetings is the review and, where necessary, the identification of methods for improving teachers' understanding of strategies to identify and support vulnerable pupils and of the SEN most frequently encountered.

Class teachers are responsible and accountable for the progress, development and attainment of the pupils in their class, including those pupils who are having provision from support or specialist staff.

The school operates an 'assess, plan, do, review' cycle:

#### **i Assess**

Children's progress is assessed using high quality formative assessment across the school.

#### **Early Years**

During Foundation Stage pupils are assessed against the age-related bands of the Foundation Stage profile. During this year the assessment methods are:

- Baseline assessments (NFER)
- Termly assessments against the Development Matters document
- Termly pupil-progress meetings
- Observations
- Keyword monitoring and assessment half termly
- Benchmarking of reading skills
- End of phase phonic assessments
- Buckinghamshire County recommended 'Language Link' screening programme for all children

Pupils receive significant targeted support in any of the prime areas where they show difficulty; Communication and Language, Physical Development and Personal and Social. At the end of the Reception year, there may be pupils who, although they have made good progress against their baseline, have not achieved 'a good level of development'. These children will be given additional support on entry to Year One to enable them to access the Key Stage 1 curriculum.

#### **Key Stage 1**

In Key Stage 1, the summative methods are below:

- Termly pupil-progress meetings
- Benchmarking of reading skills

- Keyword monitoring and assessment half termly
- End of phase phonic assessments
- Year 1 half termly phonics check
- Half termly phonics check for Year 2 pupils who did not make the standard in Year 1
- End of year NFER assessments for Year 1
- Year 2 mock SATs
- Half-termly assessment in Spelling, Punctuation and Grammar (Rising Stars)
- Termly assessment of Reading, Writing and Maths against National Curriculum objectives
- The pre key stage (PKS) descriptors

## Key Stage 2

In Key Stage 2, the summative methods are below:

- Termly teacher summative assessments in Reading, Writing, Maths, Science and RE (SIMs)
- Termly use of NFER or SATs for assessment of Reading, Writing, Mathematics, Grammar and Punctuation, Spelling
- Termly pupil-progress meetings
- Benchmarking of reading skills (Years 3 - 4)
- The pre-key stage (PKS) descriptors

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.

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies. Details of these interventions will be documented for evaluation within a whole class provision map, which will be regularly reviewed and monitored by the class teacher, SENDCo and SLT.

## ii Plan

A child is considered to need special educational provision once the teacher, SENDCo and SLT have considered all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Throughout the year there are opportunities for parents to meet with teachers. These take the form of 'Cohort Meetings', parent consultations and informal meetings, either arranged at the request of the parent or at the request of the teacher.

Where there is a concern about a pupil's progress, the class teacher will initially discuss their concerns with parents. This will not necessarily wait until the formal parent

consultations. In-class intervention strategies will be undertaken and reviewed as part of the whole class provision map. If this has resulted in little or no progress, the SENDCo will arrange for themselves and the class teacher to meet and discuss with parents the further provision that will be made available to the pupil.

As a result of these discussion and review all of the information about the pupil's progress the SENDCo will either, monitor the child further over a set period of time whilst offering support to the class teacher about more targeted support, or in conjunction with the class teacher will create an Individual Provision Map.

### **Individual Provision Maps**

Our Individual Provision Maps are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs.

Individual Provision Maps:

- are seen as working documents which can be constantly refined and amended
- will only record that which is **additional to or different from** the differentiated curriculum plan which is in place as part of provision for all children.
- Contain identified provisions or interventions which address the underlying reasons why a pupil is having difficulty with learning - they will not simply be "more literacy" or "more maths".
- will be accessible to everyone involved in the implementation of them. We will endeavour that all pupils have an understanding of and "ownership" for their map.
- will be based on informed assessment and will include the input of outside agencies
- will be monitored every term (10 - 12 weeks) with a termly parent review.
- where appropriate, will have pupil involvement with targets setting
- will be drawn up in consultation with parents, relevant professionals and colleagues.
- will specify how often the provisions will be made and what successful progress towards achieving them looks like (SMART Target).

The objectives in an Individual Provision Map are specifically targeted to meet the pupil's learning needs and aims to fill the gaps in a pupil's learning. The objectives are measurable and achievable within the time frame.

### **iii Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses,



problem solving and advising of the implementation of effective support will be provided by the SENDCo.

#### **iv Review**

The Individual Provision Map is shared with parents and reviewed and updated on a termly basis. It is the class teacher who has responsibility for evidencing the progress according to the outcomes described in the plan.

The Individual Provision Map is reviewed by the class teacher and any SEN team member working on targets with the child. It is the responsibility of the SENDCo to collate the reviewed documents and set meetings with parents and class teachers in order to discuss progress which is being made.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This is all taken into account when deciding the next steps for the Individual Provision Map.

On reviewing the Individual Provision Map, the school may consider requesting help from external support services such as those provided by the Local Authority - for example, an educational psychologist or the Pupil Referral Unit, - or by outside agencies such as Speech and Language Therapy, Occupational Therapy or the Community Paediatric Team.

This would take place if the pupil:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school;
- have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

#### **Additional support**

The school has access to termly advice clinics from Occupational therapy services and the 'Speech Link' package from the NHS Speech and Language Therapy Service.

Following consultation, advice would be taken as to future and further action. The necessary advised provision would be put in place. If the needs of the pupil require more than the school can provide from its budget, then the school will apply for Higher Needs funding from the Local Authority. This application will only take place after a discussion with parents. This is a short term fund to assist the school in working for the benefit of the pupil; the outcome of this is either the pupil will be able to access the curriculum

within the usual framework or that the school will continue to gather the necessary evidence to apply for an Education, Health and Care Plan.

### **Speech and Language Therapy Support**

Having been screened via the 'Speech Link' package, if a child is identified as needing speech and language therapy support within school, the SENDCo will:

- instruct the class teacher to make provision within their Whole Class Provision Map for the group interventions suggested by the 'Speech Link' screening tool to be put in place.
- in the event of the group intervention having minimal impact, will instruct the class teacher to make provision within their Whole Class Provision Map for the individual interventions suggested by the 'Speech Link' screening tool.
- contact the school's linked Speech and Language therapist, if instructed to do so by the 'Speech Link' screening program (result dependant).

If it is decided that an in school support programme is needed, it will be delivered by the school's teaching assistant. Speech and language targets are monitored internally as instructed by the Speech and Language Therapist.

### **Education, Health and Care plan**

A child will be brought to the Local Authority's attention as possibly requiring an assessment through:

- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency e.g. health authority, social services.

At Frieth CEC School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school then we would make a request to the Local Authority for an assessment.

When a child is brought to the attention of the Local Authority by a request for a statutory assessment, the Local Authority must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the Local Authority will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum
- evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- evidence of action already taken by the child's school to meet and overcome these difficulties

- evidence of the rate and style of the child's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level

### **3. Coordinating and managing provision**

#### **i The role of the SENDCo**

The SEN Coordinator is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- leading teaching assistants and learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority's Support and Educational Psychology Services, Health and Social Services, and voluntary bodies
- attending appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- working closely with the nominated Special Educational Needs Governor
- monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.

#### **ii The role of the SEN Governor**

The main role of the SEN Governor is to maintain an overview of SEN policy and practice within the school and:

- to be aware of the Local Authority's policies;
- to attend courses devoted to SEND and INSET days;
- to be familiar with the SEN Code of Practice and the language of SEN and disability;
- to meet regularly with the SENDCo to discuss the school's SEN strategy;
- to be aware of the progress that pupils with SEN are making and how this compares with that of pupils without SEN;
- to be aware of the School's Equalities Policy and the extent to which the school is meeting the targets of that plan and making reasonable adjustments for disabled pupils
- to ask about resources from the school budget allocated to SEN and the School's Accessibility Plan
- to be aware of targets related to SEN and accessibility that appear in the school development plan and get involved with monitoring their progress

#### **iii Role of the Teacher**

All those who teach and support pupils with SEN should demonstrate the highest aspirations for them. Teachers are responsible for driving the movement around the four stages of action with the support, guidance and leadership of the SENDCo and the school's specialist staff.

The Teaching Standards make it clear that it is a teacher's responsibility to "adapt teaching to respond to the strengths and needs of **all** pupils".

The SEN Code of Practice (Sept 2104) states that 'teachers are responsible and accountable for the progress and development of the pupils in their class.'

Teachers should also:

- Draw up Whole School Provision Maps, evaluating them on a termly basis
- Create Individual Provision Maps in consultation with the SENDCo
- Regularly review the SMART targets within the Individual Provision Maps
- Monitor progress
- Work with the child to develop a pupil profile and update on an annual basis
- Identify on planning the deployment of additional support and/or resources
- Be aware of school's SEN Policy

#### **4. Monitoring and Record Keeping**

##### **i Monitoring**

All interventions carried out staff are recorded at the time of delivery via the SEN Intervention log. This allows progress to be tracked. Interventions are adapted if necessary as a result of the monitoring, ensuring that the provision is relevant and meeting the needs of the pupils.

##### **ii Record keeping**

The records kept in school are appropriate for all children. It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs.

##### **iii Class Special Educational Needs Folder**

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. It contains the SEN policy, Whole Class Provision Map, Individual Provision Maps, tracking data, SEN Identification procedures, blank Intervention Record Sheets and any other relevant information on individual children. This is confidential. If the teacher is away, this information should be offered to the supply teacher.

##### **iv Other Records**

Teachers may keep anecdotal records, which are part of their continuous assessment. These could include:

- Individual records of support work kept by the support teacher

- Records of children who are working on specific programmes
- Reading record sheets
- Examples of work
- Annotations on plans

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as end of Key Stage statutory assessments and termly assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him/her make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the Education Psychology Service. This information must be accessible both in terms of its location and its content to parents and all support agencies.

## **5. Training and Resources**

The SENCO is responsible for ordering, maintaining and organising resources and for ensuring that all staff are aware of the resources available.

Training for teachers and support staff is identified through the appraisal process. Training takes place during INSET, staff meetings, courses provided by external providers either on site or off site.

The SENCO attends termly Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **6. Medical Information**

The school database is updated as and when information comes into school. Any major changes are passed on to the class teacher straight away. Updated class medical information is passed on to the teacher and kept, where relevant, in the class SEN file. However, a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

## **7. Partnerships**

### **i Partnership with Parent/Carers (all those with parental responsibility)**

We actively encourage all of our parents to support their child through modelling positive approaches and giving timely and effective guidance by providing user-friendly

information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communication effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents' and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents, to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child and understand the purpose of any intervention or programme of action.

The Headteacher, SENDCo, class teachers and support staff talk both informally and formally to parents.

Parents also have a responsibility to communicate effectively with professionals to support their child's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out the expectations of both sides.

## **ii Partnership with Pupils**

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher.

From an early age, children with SEN are to be actively involved at an appropriate level in discussions about their Individual Provision Maps, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class, this can only be viewed as a natural extension.

### **iii Partnership with Other Schools**

The school liaises with our feeder schools in order to ensure the easiest possible transition. Planning for transition for some pupils may start as early as the autumn term of the academic year when the child is due to transfer to secondary school.

The Year 6 teacher and the SENDCo discuss each child to ensure that all relevant information is passed on. Occasionally, a child may need to visit their next school more often in order to prepare more fully. This will be organised with the SENDCo and the future school. We make flexible arrangements to ensure a successful transition. All records - assessments, SEN records/Individual Provision Maps are passed on as required.

### **8. Complaints Procedure**

In line with the school's complaints policy, parents/carers are asked to speak first to the class teacher, then the SENDCo and then the Headteacher. If they feel that their complaint has not been dealt with appropriately then they should write to the Chair of Governors.

### **9. Evaluation of Success**

The evaluation of the success of this policy requires evidence of:

- How far the aims and objectives of the policy have been met;
- How effective the SEN provision has been in meeting the needs of the pupils;
- How well the resources have been allocated;
- How early SEN has been identified;
- How well the pupils with SEN have progressed in relation to their starting points and when compared to pupils without SEN;
- Increased parental and pupil involvement.

### **10. Policy review**

The next review of this policy will take place September 2021.