

SEN policy and information report

2018/2019

Fairfield Endowed CE Junior School



Approved by:

Date:

Last reviewed on:

Next review due by:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- At Fairfield Endowed CE Junior School, our first approach to providing for children with SEND is quality first teaching from the child's class teacher, differentiated to enable the child with SEND to access the full range of curriculum activities alongside their peers. This may involve the teacher providing the child with SEND with an alternative method of recording (including ICT), extra time to complete a task, a structured template for the child to complete their work within, a visual timetable, social story or a little extra support from the class teaching assistant.
- For some children with SEND however, additional or different provision is needed. This level of support is known as 'SEN Support'. For children requiring SEN support, we have a wide range of provision. This provision is graduated, so that all children with SEND receive the support they need to access a broad and balanced curriculum, whether this in the form of extra help or a more intensive programme of support.
- Our SEND provision includes: School Based Interventions – a small group of children (or in some cases an individual child) receiving extra teaching in a specific area of need. For example, reading, writing, spelling or number work. This extra teaching may be delivered by the class teacher, a Teaching Assistant (TA) or a Higher Level Teaching Assistant (HLTA). Where it is a TA or HLTA delivering the intervention, they will work under close supervision of the class teacher.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Wood

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 About us

Fairfield Endowed CE Junior School is a mainstream primary school with 196 pupils aged between 7 and 11, being slightly smaller than the average primary school.

Fairfield Endowed CE Junior School is committed to providing an appropriate and high quality education for all children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Fairfield Endowed CE Junior School is committed to inclusion. We believe that educational inclusion is about equal opportunities for all learners and we will support in ways which take account of their varied life experiences and needs.

5.2 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

5.3 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.

- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

Moving to a new phase of education, for example from KS1 (the infants) to KS2 (the juniors) or from Primary to Secondary school can be a daunting process for any child. At Fairfield Endowed CE Junior School, there are a number of ways in which we can help support a child with SEND to make a successful transition.

- For children moving from infants to juniors, or even from one year group to the next, teachers always pass on all relevant information about a child's provision to ensure continuous support for the child with SEND. If appropriate, the child may be invited to spend some time visiting their new classroom and teacher before the transition takes place.
- For children who are coming to the end of their primary education and are preparing to move on, our school SENCo will ensure all relevant notes and records are passed on to receiving schools.
- We have good links with St. Thomas Moore, Buxton Community School and Chapel en-le-Frith High School. Relevant information is always shared with the SENCo at the secondary school and if necessary, a meeting can be arranged to discuss children's needs in more detail.
- For children with an EHCP, the SENCo from their prospective secondary school will be invited to attend the Annual Review meeting at the end of Year 5 and again at the end of Year 6.
- Extra visits to secondary schools prior to making the transition are often arranged for the child with SEND, to give them extra opportunity to see their new environment and familiarise themselves with the staff who will be supporting them.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when a child is need of individual support or to support a personalised curriculum.

Teaching assistants will support pupils in small groups when additional help is needed within the class or for an intervention group additional to class lessons.

5.10 Expertise and training of staff



Our SENCO is Mrs Wood. She is based in school full time, teaching 3W every day but is available by appointment to meet with parents on Tuesday and Wednesday afternoons. Mrs. Wood can be contacted through the school office on 01298 22551. She is experienced in this role and holds the National Award for SEN co-ordination.

We have a team of five teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEN provision. Interventions may include:

- 'precision teaching'
- 'Read Write Inc.' and 'Nessy' Phonics and reading intervention (lower school)
- 'Freshstart' reading intervention (upper school)
- 'PASS' spelling intervention
- 'Success at maths' and 'numicon'
- 'Positive Play' for support with social and emotional skills
- Nurture groups
- Lego therapy
- Mindfulness

5.11 Securing equipment and facilities

Over the last few years, Fairfield Endowed CE Junior School has taken many steps to create a physically inclusive school environment accessible by all our pupils with SEND:

- There are a number of disabled toilets within the school
- One of our disabled toilets is situated in the main building and has a large changing area with a fully adjustable bed. The other disabled toilet is situated in the Year 6 Block.
- Our school building is single storey therefore is easily accessible. There are no steps.

- Specialist equipment required to support children with their learning (e.g. specialist laptops and equipment) is also made available as advised by outside agencies involved with the child's care.
- Smaller items of equipment used to assist children with their learning (e.g. pencil grips, writing slopes, coloured paper, wedge cushions) are routinely provided by the school where a need is identified.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Lea Green.

All pupils are encouraged to take part in sports day/school events/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our admissions policy and procedure can be found on our school website at:

<http://www.fairfield-jun.derbyshire.sch.uk/admissions-policy-and-procedure.html>

which clearly states that:

Any pupil who has a statement of special educational needs who names our school will be admitted, providing the school can meet the needs of the pupil.

At Fairfield Endowed CE Junior School, we have taken steps to ensure that pupils with SEND are not treated less favourably than other pupils, you can find our accessibility plan and equality policy here:

<http://www.fairfield-jun.derbyshire.sch.uk/equality.html>

5.14 Support for improving emotional and social development

The emotional and social development of all pupils, regardless of SEND, underpins the entire ethos of our school. We have a robust safeguarding policy in place and all staff have undertaken safeguarding training. All staff are dedicated to providing a safe, secure environment that strives to meet the emotional needs of each child, enabling them to focus on their learning and reaching their potential. We promote an inclusive environment that embraces the different qualities of every child in our school.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be play leaders to promote teamwork/building friendships etc.
- We have nurture groups, 1:1 positive play sessions and a school counselling service

We have a zero tolerance approach to bullying and children on the playground are supported by 'Play Leaders' who organise activities for all children, getting them to join in, have fun and meet new friends.

5.15 Working with other agencies

Fairfield Endowed CE Junior School has very good links with outside agencies which support us regularly, these include:

Health – School Nurse, Physiotherapy, Support Services for Children with Physical, Visual and Sensory Impairments, Speech and Language, Occupational Therapy, Community Paediatrician, CAMHS [Community and Adolescent Mental Health Service].

Learning and Behaviour – Educational Psychologist [EP], Behavioural Support Service [BSS], Autism Outreach, Support Services for Special Educational Needs [SSSEN], English as an Additional Language (EAL) Service.

It is the SENCO's role to make referrals to these outside agencies as appropriate. At Fairfield Endowed CE Junior School, we believe in the importance of working as a team to ensure any child with SEND, and their family, receives continual, co-ordinated support from all professionals involved in supporting their child's education and well-being.

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEN

Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about education issues to parents of children who have Special Educational Needs and Disabilities. You can contact them by calling their helpline on:

01629 533668 (Monday – Friday 9.30 – 3.00; messages can be left outside of these ours and someone will return your call as soon as possible).

Alternatively, they can be contacted via e-mail at ias.service@derbyshire.gov.uk

or you can visit their website at: <https://www.derbyshireiass.co.uk/>

5.18 Contact details for raising concerns

Any safeguarding concerns must be raised with Mrs. S. Parkes (Deputy Headteacher/Safeguarding Lead)

5.19 The local authority local offer

Our contribution to the local offer is:

Fairfield Endowed CE Junior School has an inclusive approach to mainstream education where children, regardless of ability or social background, are afforded all of the same opportunities as their peers. We are supported in this by the Derbyshire Local Education Authority to ensure that all pupils, regardless of need, achieve the progress that they are expected to and are capable of.

Our local authority's local offer is published here: www.localoffer.derbyshire.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs. C. Wood **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions