



# **Fingringhoe C of E (VA) Primary School**

## **Special Educational Needs, Disability Policy and Information Report for Parents**

**Reviewed and Approved by Staff and Governors:** March 2017

**Review:** March 2020

**The aims of this policy and information report are:**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's SEN;
- to enable all children to have full access to all elements of the school curriculum; and
- to ensure that all decision making around SEND is consistent and transparent.

**Educational Inclusion**

At Fingringhoe Primary School we work within the Essex guidance on Provision for children with SEN in mainstream schools. This explains the ways pupils with different additional needs are provided for within the school. We also follow our Equalities Policy and Accessibility Plan. All pupils, regardless of their particular needs, are offered inclusive teaching which enables them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental health problems or sensory or physical needs.

As part of Tiptree and Stanway Consortium of 23 schools we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools. When needed, we ask advice from one another and share expertise.

**Special Educational Needs**

Children with SEN have learning difficulties that call for special provision to be made. Many children may have some specific educational need at some time in their lives. From September 2014 the new Special Educational Needs and Disability Code of Practice: 0 to 25 years came into operation. Staff at Fingringhoe School always seek to work within the framework set out in that Code of Practice. This is a graduated model based on a cycle of Assess > Plan > Do > Review.

**According to the SEND Code of Practice 2014 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 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

**Special Educational Needs and Disabilities are deemed to fall into four broad areas of need:**

**1. Communication and Interaction**

- Speech, Language and Communication Needs (SLCN): Children may 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 every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**2. 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.

**3. 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.

**4. Sensory and/or physical**

- 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**Our SEND matters are managed by our Head Teacher Suzy Ryan.**

You can contact her via the school office on 01206 729266.

**The role of the SENDCo, together with the Senior Leadership Team, is to:**

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's SEN;
- supports and advises colleagues alongside the SLT;
- maintain the school's SEN register;
- contributes to and oversees the records of all children with SEN;
- manage the school-based assessment and completes the documentation required by outside agencies and the local authority;
- oversee resources and a range of teaching materials to enable appropriate provision to be made;
- act as link with external agencies and other support agencies;
- monitor and evaluate the SEN provision and its impact on progress;
- liaise with the SEN governor;
- ensure all children on the school's SEN register have their progress reviewed at least termly; and
- co-ordinate and lead a termly 'early identification' meeting at which teachers discuss all children causing concern whether on the SEN register or not.

**What should I do if I am concerned about my child's progress or special educational needs?**

1. You should speak to your child's class teacher. You can arrange a suitable time to meet either by talking to your child's teacher directly at the end of the day or by calling the school office on 01206 729266
2. If concerns about your child's progress remain, the next step may be for the class teacher to discuss the issue with the SENDCo.

**How does the school decide whether a child has special educational needs and what extra help they need?**

**Initial identification:**

- Class teacher and parents meet to discuss child and area of need.
- Ongoing daily monitoring by the class teacher takes place.
- Half-termly Pupil Progress Review meetings between the class teacher and the Senior Leadership Team take place to allow staff to identify pupils who are not making progress or who have special educational needs which are affecting their ability to engage in learning activities.
- After discussions with key staff, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.
- Regular reviews of this additional support.

### **SEND register and Individual Education Plan (IEP)**

- If a pupil continues to under achieve, an Individual Education Plan (IEP) may be implemented and further provision will be planned for. The views of the pupil or young person about their support will be given consideration.
- If a child's needs are more complex, and the schools and parents believe it is in the best interests of the child to seek more specialist support from outside agencies, then they may well be the subject of a **One-Planning meeting**. This meeting will take a person-centred approach with the child and their parents at the centre of the decision making process. At this meeting the school will work together with the child, their parents and other professionals to agree on desired outcomes for the child and the best way to secure these. Their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Pupils are involved in reviewing their own learning and target setting.
- One-planning will always start with what the child can do and what they would like to achieve rather than what they cannot do. The school will adopt the "tell us once" approach making every effort to avoid multiple meetings and duplicate paperwork.
- Review meetings, as part of the Essex One Plan approach, are held regularly. Parents, and when appropriate, relevant external agencies and/or pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. The outcomes of these meetings will be recorded. Support arrangements will be updated and revised accordingly.

### **Education Health and Care Plans/Statements**

- If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. In order to access this further external expertise, the school, parents, Essex Local Authority and external agencies must be in agreement and an 'Educational Health and Care Plan' will be put together. Further details about this process will be explained in the LA Local Offer.
- Statements or Education Health and Care Plans are annually reviewed.

- If a child transfers mid-year and has already been identified with SEND, Fingringhoe Primary School will liaise with your child's previous school/setting to ensure a smooth transition and that appropriate provision continues.

### **How is teaching and the curriculum adapted to my child's needs?**

- Quality first teaching: providing high quality teaching on a daily basis for all children. This includes adapting and differentiating tasks accordingly to meet the needs of individual pupils. **We have also embedded strategies within every day classroom life to provide dyslexic friendly classrooms for example.**
- Targeted intervention in small groups. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.
- Daily planning takes into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- A wide range of resources are accessed as appropriate to meet individual needs.
- Grouping arrangements are organised flexibly to maximise learning opportunities for all.
- Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

### **What training and specialist skills do the staff supporting children with SEND have or are having?**

All teaching staff receive on-going support and training within school or out of school throughout the year in order to provide consistent high quality teaching which is inclusive of all children. The school works with the Specialist Teacher Team at Essex County Council wherever possible for training and support.

### **What Interventions may be offered at Fingringhoe Primary School?**

#### **In Class Academic Interventions include:**

- Phonics Boosters (KS1 & EYFS)
- Spelling Boosters (KS2)
- Fine Motor Skills support
- Gross Motor Skills support
- Speech and Language Support groups: 'Chatterbox'
- Maths Boosters – including Plus One, Plus Two, Numicon

#### **Pastoral Interventions include:**

- Emotional Literacy Support including Wellbeing sessions, Smart Thinking, Transition and nurture groups, Confidence and Self Esteem support

- Social Skills Support including Lego therapy, visual timetables, visual aids, Now and Next Boards, Social stories
- Transition and nurture groups, Confidence and Self Esteem support to enable pupils to speak up when they help and support
- Key adults to check in with identified pupils and support their well-being and peer friendships

**The effectiveness of these interventions is regularly reviewed through half termly Pupil Progress Meetings, tracking children's progress, observations and pupil audits.**

**How do you make the school environment and curriculum accessible for all children?**

Please refer to our Physical Accessibility statement for detailed information. The school is regularly reviewed to ensure that the curriculum and site are accessible to all children. We may provide the following resources to support children in the classroom:

- ICT equipment and software
- Move 'n' sit cushions
- Exam access arrangements
- Writing frames
- Specialised Maths resources
- Different coloured backgrounds for reading and writing
- Stepped tasks to support independence

**How will the school prepare my child to join the school or transfer to a new school?**

If your child is joining our school or moving to another school we liaise with their previous school and any external agencies already involved. We endeavour to provide a smooth transition. If your child is in Year 6 the SENDCo will liaise directly with the Secondary School SENDCo.

**What specialist services from outside does the school use to help meet children's needs and how do you work together?**

- Children's Therapy Team (Speech and Language/Occupational Therapy)
- School Nurse/Doctor
- Social Services
- Educational Welfare Service Hearing Impaired Service
- Family Solutions
- School Counsellor/play therapist
- Specialist Teacher Team
- Behaviour and Learning Support Service
- Emotional wellbeing and mental health services (EWMHS) (formerly CAMHS (Child and Adolescent Mental Health Service))
- Educational Psychology Services

*Parents may be able to access some of these services through their family GP.*

If referrals are made to outside services, they may be invited to attend meetings as detailed above. They may observe or formally assess your child to gather as much information as possible. They will also speak to teachers and parents. They will attend One Plan meetings where required and will share findings and help develop strategies to support your child in school.

The team will set appropriate targets, plan for provision and review progress regularly.

### **What is the Local Offer? Support Services for parents**

Under the Children and Families Act 2014 each Local Authority was required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND by the 1st September 2014. The Local Offer is a living and organic resource that will be developed over time with the assistance of our partners, parents and young people.

The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Make service provision more responsive to local needs and aspirations
- Be developed and reviewed with the service providers and service users

### **How will it help me?**

The Local Offer will:

- Make it easier to find out what you need to know
- Help you to be less dependent on other people or word of mouth
- Help you find the nearest and most suitable services
- Help you to ask the rights questions

If you do not have access to the internet, please visit your local library where they will be able to help you access the internet. Your child's school may also be able to help you with internet access. The Essex Local Offer has been designed so that it is available to view on a mobile phone or device.

<http://www.essexlocaloffer.org.uk/>

### **What will you do if my child has medical needs?**

- We work closely with parents and health care professionals and the school nurse to ensure your child is able to access the curriculum.
- Training is provided for staff where required.

**What should I do if I am unhappy with my child's support or progress?**

- We will always endeavour to ensure every child meets their potential.
- If you are unhappy in any way with your child's progress or support, please speak to the class teacher in the first instance, then the SENDCo or Head Teacher, as soon as your concerns arise.
- If necessary please refer to the school complaints policy.