



Special Educational Needs and Disability (SEND) Policy

SEND WITHIN OUR SCHOOL

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/are:

- 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



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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEND Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability at Fingringhoe Primary School.

The designated teacher (our SENCO) responsible for coordinating SEND provision for our children is Mrs Rachel Niven, who normally works on a Tuesday.

School contact number: 01206 729266

Email FAO SENCO: admin@fingringhoe.essex.sch.uk

The governor with oversight of the arrangements for SEN and disability can be contacted by emailing FAO SEND Governor admin@fingringhoe.essex.sch.uk

AIMS AND OBJECTIVES

The Headteacher, Governors and Staff at Fingringhoe Primary School have high aspirations for all children in our school, including those identified as having SEND. We strive to ensure that all the children become confident individuals living fulfilling lives, and make a successful transition on to secondary education, then adulthood. We work hard to ensure all children are part of a fully inclusive environment where the whole community adapts to the needs of the individual.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To work in partnership with parents to support children's learning and health needs.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To provide access to and progression within the curriculum.



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- To involve children in planning to address and monitor their special educational needs and or disability.

OBJECTIVES

- To ensure all staff are aware, through annual safeguarding training and Prevent Awareness, of the importance of protecting all children.
- To identify and provide for children who have special educational needs and disabilities
- To place children at the heart of our inclusive management and provision of support for children with special educational needs or disability.
- To provide support and advice to all staff who work with children with SEND by promoting access to training and advice to support quality first teaching and learning for all pupils.
- To ensure that all staff are aware of their ROLES AND RESPONSIBILITIES in providing for children with SEND.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND.
- To work within the guidance provided in the SEND Code of Practice, 2014.

All school policies can be obtained from the school web site.

ADMISSION ARRANGEMENTS

Fingringhoe Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, our School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our school liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website <http://www.essexlocaloffer.org.uk/category/education/>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The school has an Accessibility Plan that is monitored, reviewed, and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in June 2015, we comply with the requirement to support children with disability as defined by the Act.



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RESOURCES

The governors will ensure that the needs of pupils are met by employing a SENCo. The Head and SENCo will use the child's EHCP and LA banding document to identify the areas of pupil need and make appropriate provision. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated in liaison with parents/carers, governors, and staff.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Some children may have needs in more than one category. We aim to ensure that individual 'One Plans' match personal learning requirements.

Our staff at Fingringhoe Primary School use a wide range of tools to assess the amount and level of SEND support required. These include:

- To identify the needs of individual children: -
 - Through discussions with teaching staff, parents, previous schools and nurseries
 - Regular in class teacher assessments
 - Termly reading and spelling age assessments
 - Regular 'Pupil Progress meetings' where children vulnerable to falling behind their peers are identified.
 - Screening tools for difficulties such as persistent literacy difficulties and speech and language difficulties
 - Assessments from specialists
 - Involvement with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Play Therapists and any other relevant outside agency.



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- Education, Health and Care Plan (EHCP) will be actioned if the need is great
- How parents and carers are involved in the process:
 - Parents are invited to attend and discuss the provision needed and contribute to the development of 'One-Plan' targets and provision as well as discussion regarding involvement with outside agencies.
 - Twice yearly parents and carers meetings with the class teacher - Meetings with the class teacher and SENCo, should this be appropriate

STARTING AND LEAVING SCHOOL

During the summer term, prior to their children starting school in Nursery or Reception, parents/carers are invited to the New Parents Information Evening. At this meeting, Parents/Carers will be able to talk about their child's needs with the class teachers &/or the SENDCo &/or the Head & Deputy Head.

For children who may need more support transferring to our school this may start earlier with input from parents/carers, nurseries and local authority. If a child enters our school 'in year' information will be sought from their previous schools and their parents/carers.

Before transition from Primary to Secondary our SENCo and Class Teachers will meet with the SENCo & members of the Senior Leadership Team of our local Secondary schools and all relevant information regarding an individual's needs will be passed on so that the appropriate support remains in place.

TEACHER REFERRAL

During regular cycles of assessment, Class Teachers, SENCo and Head Teacher meet to discuss 'Pupil Progress'. Prior to the meeting, the class teacher will have identified children deemed to be 'Vulnerable' to falling behind, either in terms of progress or attainment. During the meeting, the barriers to learning and the effect of strategies which have already been implemented will be considered. Targets for these children will be discussed and agreed and helpful teaching strategies / resources or targeted intervention programmes to enable them to achieve these targets will be identified. The impact of these interventions will then be reviewed at the following 'Pupil Progress' meeting. If the targets have been met the children will return to a normal level of classroom support. If the barrier to learning remains, then further interventions will need to be explored. Consideration of the level of additional to and different from support will be made when deciding if the pupil needs to be placed on the SEND register.



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TIERED SUPPORT

At Fingringhoe Primary School we use a three-tier system of assessing children's needs.

Tier 1

Vulnerable Children identified as 'at risk of falling behind' as part of the 'Pupil Progress' monitoring cycle.

Tier 2 SEND

Children who have an Educational need or disability that provides a significant barrier to learning which requires more than a short-burst or simple intervention to overcome. A 'One Page Profile' (see below) will be established for children falling into this category.

Tier 3 Complex need

Children who have a complex Educational need in more than one area. These children have undergone an EHCP assessment and must have an individualised plan (One Plan – see below) to enable them to work alongside their peers in our mainstream school setting.

Levels of SEND support needed will vary from child to child and the following plans may be put in place. Initially, children may be placed on our 'vulnerable' list, which indicates that we are monitoring their progress and putting provision in place to support their learning. If further action is needed, a child may then move to our SEND Support list, where more targeted provision will be given. This may be detailed on the class provision map unless a pupils requires significant support which is additional to and different from that of their peers. For example:

ONE PLANNING-PERSON CENTRED PLANNING

'One Plan' Provision Maps are drawn up for pupils with EHCPs or children with a high level of need in discussion with parents/carers and the child. Targets are set and actioned by the parent, child and class teacher with support from the SENCO and other trained staff. These will be reviewed regularly (at least once a term). All progress will be monitored through the school's 'Pupil Progress' meetings.

EDUCATION,HEALTH AND CARE PLANS (EHCP)

Children with more severe needs will have an Educational, Health & Care Plan (EHCP). These replace the Statements of Special Needs and are issued by the local authority. Information about the arrangements for identifying, assessing and making provision, including personal budgets, for children with SEND can be found on Essex County Council's website:

[Early Years and Education Archives - Essex Local OfferEssex Local Offer](#)



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CURRICULUM

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are discussed during 'Pupil Progress' meetings. When considering an intervention, we look first at the child's barriers to learning to select the intervention which is best matched to the child. Targets for children identified as 'Vulnerable' or SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are usually planned in six week blocks.
- A pre-test is carried out before intervention starts.
- At the end of each block, children's progress towards their targets are recorded.
- An assessment or test is carried out at the end of the six-week block and this is compared to the pre-assessment test.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

PARENTS

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND Register;

- discuss assessments that have been completed;

- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice:



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ASSESS: The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. When deciding whether to make special educational provision for a child, the class teacher and SENCo will consider all the information gathered from within the school about the pupil's progress, alongside shared information, national data and expectations of progress.

PLAN: If a child is identified as needing additional SEN support, this will be fully discussed with the child and parent / carer. The class teacher and SENCo will liaise with the pupil and parent / carer to identify desirable outcomes including targets and strategies to facilitate them. The class teacher will meet with the parents within the first month of each term to discuss progress made so far and new targets for the coming months.

DO: The appropriate support strategies / interventions will be put in place at school and/or home. When there is a concern related to specific areas of education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the class teacher or teaching assistant. Interventions will be recorded on a provision map. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

REVIEW: The child will be assessed as per regular assessment cycle and 'Pupil Progress' meetings, these will be used to inform the future planning for the child. The teacher will keep a record of pertinent results and examples of work. The SENCo will support teachers in the review of progress and setting of targets within 'Pupil Progress'. If required, pupil, parent / carer and teacher will meet to assess the pupil's progress towards the chosen outcomes. Effective strategies may be continued if necessary; new strategies or outcomes may be identified. If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from other professionals outside of school. These professionals are invited to contribute to the monitoring and review of pupil progress at the termly planning meetings with the SENCo. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Pupils are only identified as having a special educational need if they do not make adequate progress once they have had all appropriate interventions / adjustments and good quality personalised teaching. The SLT regularly monitors the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is a transition meeting with the next class teacher.



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COMPLAINTS

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Date of this policy: November 2023

Date of review: November 2024