

# **Federation of Fairfield and Colneis**

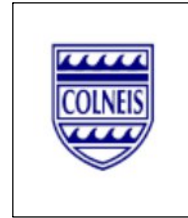
## **Special Educational Needs Policy**

<b>Date:</b>	<b>November 2017</b>
<b>Date of approval:</b>	<b>November 2017</b>
<b>Review date:</b>	<b>November 2018</b>
<b>Review undertaken by:</b>	<b>Policy Review Committee</b>



# Fairfield Infants and Colneis Junior School

## SEN Policy



### Introduction

Fairfield Infant School and Colneis Junior School have a Headteacher as SENCO who is supported in the role by a Consultant SENCO with over 20 years of experience and a named Governor who is responsible for SEN. They ensure that the Fairfield and Colneis Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies currently within the school.

**Headteacher/The Special Educational Needs Co-ordinator (SENCO): Mr Keith Rimmer**

**Consultant SENCO: Mrs Anne Marks**

**Governor responsible for SEN: Mrs Corrine Franklin**

**Contact Details:**

Fairfield 01394 283206 [fairfieldoffice@fairfieldandcolneis.co.uk](mailto:fairfieldoffice@fairfieldandcolneis.co.uk)

Colneis 01394 284052 [colneisoffice@fairfieldandcolneis.co.uk](mailto:colneisoffice@fairfieldandcolneis.co.uk)

At Fairfield and Colneis we firmly believe that all children should be able to achieve their best and become confident learners who lead fulfilling lives. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our school community is valued and respected. We offer a broad, balanced, creative curriculum which provides opportunities for everyone to achieve and succeed. Every teacher is a teacher of children with Special Educational Needs and

every member of our teaching and support staff is totally committed to all of our pupils achieving their full potential.

This SEN policy details how, at Fairfield and Colneis, we will do our best to identify and understand any special educational needs a pupil might have as well as ensure that any necessary provision is made to meet them.

## Aim

Our aim is to raise aspirations, expectations and achievement of all pupils with Special Educational Needs

## Objectives

- To work within the guidance provided in the SEND Code of Practice 2014
- To identify and provide for any pupil who have SEN or any other form of additional needs
- To create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To make reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum
- To operate a 'whole school, whole pupil' approach to the management and provision of SEN
- To request, monitor and respond to parents/carers and pupils views in order to achieve high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities for any pupil with additional needs through consultation with health and social care professionals
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our schools we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also regularly measure and assess the impact of our provision through meetings with our SEN coordinator, consultant

SENCO and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

## Identifying SEN

The new SEN Code of Practice (September 2014) describes four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

While the four categories above broadly identify primary areas of need for children in our schools we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

We recognise that while the following are not SEN they can impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current disability equality legislation but this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of a serviceman/woman
- Family breakdown

The school will assess each pupil's current levels of attainment on entry in order to ensure that we build on the patterns of learning and experience already established during the pupil's pre- school years. If a pupil transfers to us from another school information about their prior attainment will be shared. If the pupil already has an identified special educational need, this information will be transferred from other

partners in their Early Years setting, or their previous school, and the class teacher, SENCO and consultant SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use further assessment processes as needed
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

We also know that special educational needs may not necessarily be apparent when a pupil first joins the school and that special educational needs can develop and change over time. If a parent/carer tells us that they think their child has a SEN we will discuss this with them and carry out any relevant assessments or make any relevant referrals. We will share with the parent/carer what we find and agree with them what we will do next and what they can do to help their child.

Our half termly pupil progress meetings will indicate whether a child is not making the expected progress and is below age expected levels. This may indicate a SEN. Staff will also raise concerns if they feel that other factors such as a child's behaviour, self-esteem, ability to follow instructions or ability to form relationships are affecting performance or well being. Steps will be taken in discussion with parents/carers to ascertain whether any of the factors causing concern may indicate an underlying SEN.

## A Graduated Approach to Supporting SEN

At Fairfield and Colneis we use a graduated approach to SEN support and whatever level of support a child is receiving the school applies an Assess – Plan – Do – Review cycle to ensure that provision remains effective and appropriate.

Many children will have their additional needs met through excellent targeted classroom teaching also known as Quality First Teaching. This means teaching where:

- the teacher has the highest possible expectations for all pupils
- teaching is carefully planned to build on to what the child can already do and understand so as to accelerate progress
- different ways of teaching are put in place so the child is fully involved in learning
- specific strategies (which may have been suggested by the SENCO/Consultant SENCO or another professional) are put into place to support the child's learning

Some children may take part in specific group work with a smaller group of children. Such groups are put together to address specific gaps that have been identified in a child's learning and will be closely monitored to ensure that they are resulting in good progress for the child. These groups may be:

- run in the classroom or outside the classroom
- run by a teacher or learning support assistant who has had training to run these groups (usually school staff but sometimes from an approved outside agency which would only be done with a parent/carer's permission)

Some children may have needs that require one to one support. This support may be:

- to deliver a specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist)
- to access certain parts of the curriculum
- individual teaching programmes to improve literacy or maths skills
- support with medical/physical needs
- support to manage social situations and emotional needs

The Code of Practice suggests that pupils should only be identified as having a SEN if they do not make adequate progress once they have had all the interventions and adjustments that make up good quality personalised teaching. Therefore it is at this stage that the child's name will be officially added to the school's SEN register and support for their SEN will continue at a School Based Stage for SEN.

For children whose needs are severe, complex and lifelong the school (or parents/carers) can request that the Local Authority carry out a statutory assessment of the child's needs.

After a request has been made to the Local Authority they will decide whether they think the child's needs (as outlined in the evidence provided), seem complex enough to need a statutory assessment. If they do agree to carry out a statutory assessment, they will ask parents/carers and all professionals involved with the child to write a report outlining the child's needs. If they do not think a statutory assessment is necessary, they will ask the school to continue with the support they are providing and may make suggestions as to how this can be further improved.

If they do decide to carry out statutory assessment the reports requested by the Local Authority will be carefully collated and they will write an Education, Health and Care Plan (EHCP). The Education, Health and Care Plan will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and short term goals for the child. It will then be regularly reviewed, with you and the child providing input as to how well it is meeting their needs. If a child has an EHC Plan there will be a formal

meeting each year called an Annual Review. Parents/carers, the SENCO/Consultant SENCO and the pupil will always attend this meeting. Often other professionals involved in working with the child will attend too. At this meeting the child's progress will be discussed in relation to the objectives on the EHC Plan. If any changes are felt necessary to the EHC Plan this will be discussed too and those present at the meeting will seek agreement as to what those changes should be. A formal written report will be sent to the Local Authority. They will formally respond to the report and make any necessary changes that they agree to. If parents/carers do not agree with the Local Authority's decision at any point they can engage in the Local Authority's appeal process.

Once a pupil has been added to the school's SEN register at the School Based Stage for SEN, or if a child has an Education, Health and Care Plan, a Pupil Passport will be drawn up. This is a person-centred document where the child contributes directly to the personal profile that their passport contains. It will outline areas of strength, areas of difficulty, what helps the child to learn and steps to success. The passport will also contain short term targets. These will be set and reviewed half-termly in consultation with the child and the parents/carers. The passport will come home weekly with a brief teacher comment as to progress and will contain a space for the parents/carers and child to respond too.

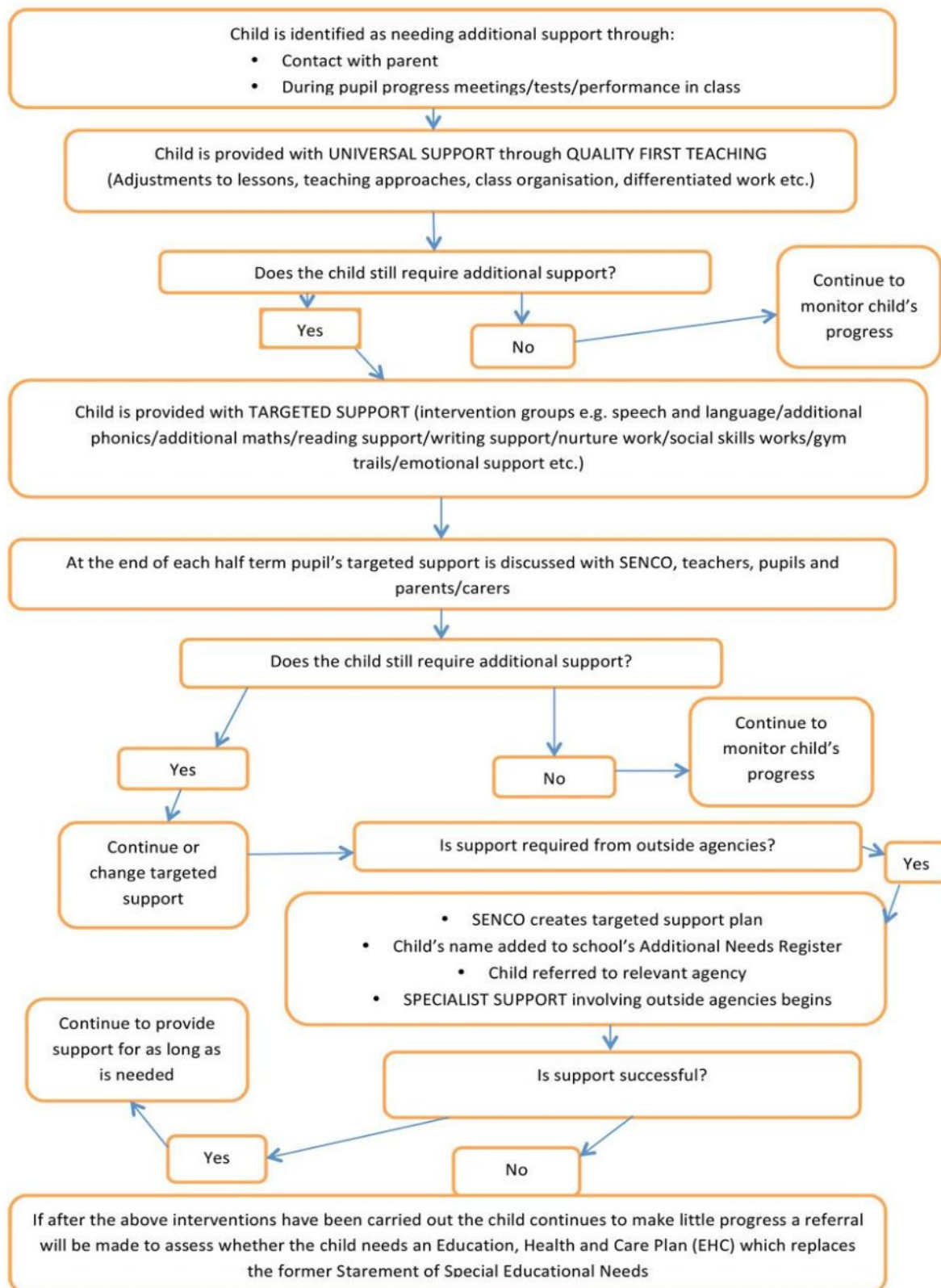
The class teacher will work directly with you and your child on the passport but this will be in consultation with the SENCO/Consultant SENCO.

The provision for a pupil on the SEN register or a pupil with an EHC Plan will closely match the targets set on the Pupil Passport. Provision may change as targets are reviewed to reflect what the most appropriate form of support is at that time.

If it is ever felt that a child's special educational needs have changed over time and that they no longer need to be on the school's special needs register and meeting would be held with parents/carers and the pupil. The reasons for such a decision would be discussed in full and everyone's views recorded. An agreed way forward would be planned by all present.



The flow chart below illustrates the process described above:



## Partnership with Parents/Carers and Pupil Voice

In the processes described above the schools firmly believe that partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We take account of the wishes, feelings and knowledge of parents/carers. All parents/carers of children with SEN will be treated as partners and given support where necessary to play an active and valued role in their child's education.

Class teachers will meet with parents/carers at least termly to discuss progress and half termly if a child has a Pupil Passport. In addition to this class teachers will always be willing to discuss a child at any point throughout the year if the parent/carer or they feel the need to. The SENCO/Consultant SENCO is also available to parents/carers at any time to talk about a child's needs, progress and provision.

Children with a SEN often have a unique knowledge of their own needs and their own views about what sort of help they would like. From an early age they will be encouraged to contribute to the process of identifying and supporting their needs.

We recognise that transition times between year groups, key stages and other schools can be especially worrying times for many pupil's and their parents/carers. We will work with any pupil who needs additional support with this to ensure that transitions go as smoothly as possible. This support will involve additional liaison with receiving staff and additional visits to new classrooms or schools. In all classes it will be tailored to meet the individual requirements of each pupil.

The schools have a full-time Family Support Worker who is available to parents at any time if they feel that they need any support regarding their child or a range of other family matters.

## Working With Other Agencies

Other professionals may become involved if it is considered that their input would be helpful in further assessing a child's individual needs or in putting together effective provision. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. This would only happen with the full knowledge and consent of parents/carers.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period despite having received carefully targeted intervention
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## Training and Resources

Both schools have a strong commitment to continuous staff training and development. We consider it very important to keep up to date with the most recent research and its findings regarding SEN. All teaching and support staff access a range of courses to help further their individual knowledge and expertise. The schools have a continuous programme whereby they audit the skills and expertise of staff and provide the relevant training to fill any gaps identified. The SENCO and Consultant SENCO oversee this process and work directly with any staff who need additional training to support a pupil with SEN.

The Headteacher, Governors and Consultant SENCO review pupil's needs annually and set a budget for SEN. If it is felt that extra funding is needed to meet a pupil's needs additional funding can be applied for from the Local Authority through the High Tariff Needs (HTN) funding process. Schools can apply for this funding on a termly basis. The Local Authority set clear criteria for different levels of need which are matched to different bandings for funding. The levels used are Universal Level of Need, Additional Level of Need, Complex Level of Need and Severe Level of Need. Children whose needs match the criteria for Additional, Complex or Severe attract extra funding termly. The Local Authority sets the amount of funding received for each of the bandings. Once a year the school is required to submit to the Local Authority evidence of the child's needs and the provision they have in place to meet them. This is so that the Local Authority can ensure that the school's judgment as to which banding the child matches is accurate. If the school decides at any point during the academic year that a child's banding needs to increase evidence for that decision will have to be presented to the Local Authority.

## Monitoring and Evaluation of SEN

The quality of provision for all pupils is regularly and carefully monitored in both schools. This is done through direct classroom observations, scrutiny of planning,

scrutiny of work, pupil perception interviews and sampling of parent/carer views. This runs alongside a continuous and rigorous analysis of pupil progress data. The evaluation and monitoring arrangements across both schools promote an active process of continual review and improvement of provision for all pupils.

## **Roles and Responsibilities**

### **Special Educational Needs Coordinator (SENCO)**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the Special Needs Register
- Managing and deploying a range of support staff

The school's Consultant SENCO works alongside the Headteacher assisting in all aspects of the SENCO role.

### **Governing Body**

The Governing Body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

### **Designated Teacher for Child Protection**

The following staff are designated staff for child protection:

Mr Keith Rimmer – Headteacher/SENCO

Mrs Lisa Ransom – Deputy Headteacher

Mrs Dawn Piper – Family Support Worker  
Mrs Libby Winton – School Business Manager

### **Designated Governor for Child Protection**

Mrs Celia Davies – Chair of Governors

### **Pupil Premium**

The Senior Leadership team are responsible for managing pupil premium and looked after children funding.

## **Storing and Managing Information**

All records relating to a pupil's special educational needs are stored securely on the school premises and only staff working directly with a child has access to them. Parents/carers can request access to their child's records at any time. These records will be passed on to the receiving High School on transfer. Records will only be shared with other professionals with parents/carers permission.

## **Complaints**

At Fairfield and Colneis we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. If you have any concerns at all please talk to us first. Firstly contact your child's class teacher as they work with your child on a daily basis. If you still feel that your concern has not been fully addressed, or if you prefer, you can always ask to meet with the Headteacher or Deputy Headteacher. We will do whatever we can to try and resolve the issue.

If you continue to feel that your concern has not been adequately addressed and wish to make a complaint please refer to the school's complaint policy for full details of the complaint procedure.

## **Reviewing This Policy**

This SEN policy will be reviewed annually and any necessary changes made. Once reviewed the policy will be formally ratified by the Governing Body. Through our direct work with parents/carers and the pupils themselves we continually seek to gather their views regarding how the school identifies and makes provision for SEN. These views are recorded through direct contact/conversations, pupil and parent questionnaires and pupil perception interviews. The views gathered then feed into the policy review to ensure that they are represented.