



# **FARINGTON PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

**HEADTEACHER: Mr G. Hollinghurst**  
**SENCO / DEPUTY: Mrs A. Ashcroft**  
**SEN Governor: TBC**

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1.9.2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (1.9.2014)
- 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 Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was co-produced in the spirit of current reform
- This policy was developed through consultation with the SLT, SEN governor and staff and it was shared with our stakeholders, including parents and families
- The policy was developed in line with other school policies

## **ROLES AND RESPONSIBILITIES**

- The person with responsibility for Special Educational Needs at Farington Primary School Mrs Ashcroft, Deputy Head Teacher, SENCO and Deputy Designated School Leader with specific Safeguarding responsibility
- Contact details: [a.ashcroft@farington.lancs.sch.uk](mailto:a.ashcroft@farington.lancs.sch.uk) Tel: 01772 421977
- The SENCO is a member of Senior Leadership Team
- Farington Primary school is a fully inclusive school where every child is educated to the best of their ability and where they can have all their needs met by the teaching and support staff
- Staff actively promote equality for all members of the school community
- The SEN Governor has meetings with the SENCO and reports termly to the full board
- The Head teacher, Mr G. Hollinghurst, is responsible for managing LAC funding (supported by the SENCO)
- Mrs A. Ashcroft is responsible for managing the schools responsibility for meeting the medical needs of pupils

## **AIMS**

At Farington Primary School we:

- Provide a safe, stable, enriching and stimulating environment
- Value and respect each other, providing good role models

- Develop confidence, independence and high self-esteem
- Provide opportunities for all children and members of our school community
- Aim for everyone to achieve academically, physically, creatively and socially

We are committed to meeting the special educational needs of pupils to ensure that they make progress. We aim to raise the aspirations of and expectations for all pupils with SEN and our focus is on outcomes for children. We believe that all children should:

- Be involved in their learning and conveying their views
- Be offered full access to the National Curriculum at a level appropriate to their needs, encouraging children to reach their full potential

And the school:

- Will liaise with parents, carers and support agencies, working together for the benefit of the child

## **OBJECTIVES**

In order to achieve our aims and ensure that children with SEN achieve their full potential and make progress we:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2014
- Ensure that pupils share responsibility for their learning as they move through school
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCO)
- Provide support and advice for all staff working with special educational needs pupils
- Involve SEN pupils in target reviews and have regular sessions dedicated to working towards their targets

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

In the Code of Practice 2014 there are 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Farington Primary School we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child. We ensure that all of our children access the entire curriculum, including sports inclusion and extra-curricular activities.

There are some areas of need that are not SEN but may impact on progress and attainment, eg:

- 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
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Poor behaviour (identifying behaviour as a need is not an acceptable way of describing SEN. Poor behaviour is an underlying response to a need which we identify through working closely with the child and his/her carer).

## **A GRADUATED RESPONSE TO SEN SUPPORT**

Farington Primary School identifies and manages children with SEN by following the school's 'Provision Map by Areas of Need' (Appendix 1). This document outlines 3 areas of intervention:

**Wave 1** – Quality First Classroom Teaching (through differentiation)

**Wave 2** – Additional Small Group Intervention (through intervention)

**Wave 3** – Specific Targeted SEN Teaching

This policy relates to the Wave 3 element only. Children identified as SEN have specific targeted teaching to address their individual area of need. These needs are recorded on individual Learning Plans (Appendix 2) and these pupils are on our SEN register.

Children are only identified as SEN children (with an individual Learning Plan, Wave 3) when Waves 1 and 2 have already taken place and the child is still not making adequate progress. The class teacher remains responsible and accountable for the progress and development of all 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 SEN. Additional intervention and support will follow, directed by the teacher, before a decision is made about a child having a Learning Plan.

Members of the Senior Leadership Team regularly monitor 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. This is done at termly pupil progress meetings and lesson observations by the Senior Leadership Team and by consultation with the SENCO.

The school decides whether to make special educational provision by consultations involving the teacher and SENCO. They consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Where necessary, for specific and higher levels of need, Farington Primary School involves external agencies and professionals to carry out specialised assessments. Examples include Specialist Inclusion Teachers, Educational Psychologists, Speech Therapists, Paediatricians and CAMHS.

The decision made to place pupils on the school's SEN register is made by applying the ASSESS - PLAN - DO - REVIEW cycle.

Parents, families and children are involved in this process at every step from initial concern to formal assessment of need.

## **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

There is now a single category of support, SEN SUPPORT. The graduated approach described above is personalised to meet the specific needs of a child.

Individual Learning Plans are used to assess, plan and deliver Wave 3 provision. This states exactly what needs have been identified and what outcomes are to be achieved within an agreed time frame. It also states who is responsible for maintaining and updating the plan. The teacher is accountable and has responsibility for evidencing progress and measuring impact according to the outcomes described in the plan. The monitoring sheet (Appendix 3) records each time target work takes place.

The teacher is responsible for keeping the plan up-to-date and can consult with the SENCO at any time. Designated support staff often work with children on their Learning Plans, but always under the guidance of the class teacher. These Learning Plans are reviewed termly and needs feed into pupil progress meetings. The SENCO also keeps copies of all plans and monitors their impact.

The level of provision decided is in line with the provision stated in the school's Local Offer (Appendix 4 or follow the link on the school website).

If we are unable to fully meet the needs of a pupil through our own provision arrangements then the relevant expertise will be sought to identify and support a particular child. The process for engaging additional support and engaging specialist services is via the SENCO. The SENCO monitors this and with the Headteacher costs it in line with LA guidance.

If the school identifies that additional funding and support are needed from the LA High Needs Block then a costed provision map specific to the child and any professional reports already generated will be sent to the LA to request additional funding. Any referral documentation needs to be completed in line with LA guidance. Pupils and parents are involved in this process and parental consent is required along with the voice of the child and parental responses.

The Common Assessment Framework (CAF) provides a multi-agency approach and if a referral is requested then the agreed lead professional (SENCO, Health, Social Services or other external agency) is responsible for completing and submitting a CAF in partnership with the parents.

## **CRITERIA FOR EXITING THE SEN RECORD**

When the impact of the Learning Plan is evident and the needs of the child are met (and it is agreed that their future needs can be met through Wave 1 or 2) then a child exits the SEN Register. This decision is made by the class teacher and the SENCO. Parents are notified of this decision and invited to discuss further with the teacher.

## **SUPPORTING PUPILS AND FAMILIES**

The LA local offer (*Regulation 53, Part 4 of the Special Educational Needs and Disability Regulations 2014*) is published on the LA website; follow the link from the school website: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>. Links with other agencies to support the family and pupil are available from this site.

Admission arrangements can they be found on the LA website: <http://www.lancashire.gov.uk/council/strategies-policies-plans/children,-education-and-families/school-admissions.aspx>

The school's SEN Information Report is also on the school website (*Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act 2014*) <http://www.farington.lancsngfl.ac.uk/statutory-information> under 'Governor annual report.'

At Farington Primary School SEN children are able to access exams and other assessments and these arrangements are made through the SENCO and SLT.

Transition – from class to class, across key stages and to another school – including Secondary School is managed by the class teacher, phase leader, SLT and SENCO according to need.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement of Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. In such cases the SEND Code of Practice (2014) is followed.

Arrangements in place in school to support pupils at school with medical conditions and the details of the school's policy for supporting pupils with medical conditions is on the school's website. Please see the Medicine Policy to find out more about how the school manages the medical conditions of pupils.

## **MONITORING AND EVALUATION OF SEND**

Farington Primary school regularly and carefully monitors and evaluates the quality of provision we offer all pupils. This is done at pupil progress meetings each term, at Parent's Evening and by taking account of parent views, pupil views and staff views. Any findings are reported to the school governors.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **TRAINING AND RESOURCES**

SEN is funded by the Local Authority as a budget which is costed and monitored by the Head teacher and SENCO. Additional funding is requested by the SENCO according to need.

Training needs of staff are identified at pupil progress meetings, during staff meetings and as a result of any local/national changes in SEND; training sessions are subsequently planned and monitored by the SENCO. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **STORING AND MANAGING INFORMATION**

- All documents are stored in a locked filing cabinet in the Sunshine Room
- SEN documents are passed on at transition to High School or if a pupil leaves the school
- All historical documentation for any children with statements are stored securely in school for the requisite time period

## **REVIEWING THE POLICY**

The policy is reviewed every three years (earlier if required by changes to the SEN Code of Practice) by the SENCO and the Governing Body. The policy can be found on the school's website.

## **ACCESSIBILITY**

### **Statutory Responsibilities**

- The Equalities Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans
- Schools are required to produce accessibility plans for their individual school and LAs are under a

duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility Plan (appendix 5) can be found on the school website.

- Farington Primary School is fully accessible to all staff and pupil. There are ramps and accessible toilet facilities throughout the school
- Teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school visits) is available to all pupils in the school
- Physical aids to access education are provided on a needs basis
- Parents and carers can contact key staff easily. There is an open door policy and staff are available to meet with parents before and after school or by appointment

## **DEALING WITH COMPLAINTS**

- The school complaints policies and procedures are on the school's website
- The Parent Partnership Service is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). It is available for all parents to access on the LA website and can be found at: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/parent-partnership-service.aspx>

## **BULLYING**

- The school's Anti-Bullying policy is on the school website and the SLT take steps to ensure and mitigate the risk of bullying of vulnerable learners at your school. All incidents are logged by staff and monitored by the Headteacher
- Pupils with SEN are safeguarded by addressing the needs of pupils with SENs, promoting independence and building resilience in their learning
- All pupils have access to the school's learning mentor

## **CONCLUSION**

The implementation of this policy will be monitored by the SENCO and Head teacher and should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Medicine Policy

## **APPENDICES**

- 1 Provision Map by Areas of Need Waves of Intervention Model
- 2 Learning Plan
- 3 Learning Plan monitoring sheet
- 4 School Local Offer
- 5 Accessibility Plan 2015
- 6 SEN Information Report 2017

*Last Reviewed/Updated: January 2018*

*Date for next review: Spring 2021. (Earlier if required by changes to the regulations or law)*