

Fern Hill Primary School

SEND and Inclusion Policy September 2024

Approved	2 October 2024
Next Review	September 2025
Approved by	Fern Hill Local Academy Committee
Lead Person	SENDCO

Name of SENDCo: Samantha Stephenson

Introduction

Fern Hill Primary School is committed to providing a supportive and caring environment, in which all children feel valued and secure. Our core aim is to ensure 'excellence for all' through the quality of provision we offer, overcoming barriers to learning and by responding to the diverse needs of our pupils. We are dedicated to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities (SEND). We understand that all children are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, training, further or higher education.

Fern Hill is a large, mainstream primary school in the heart of North Kingston. We are at the centre of our local community and encourage respect and celebration for everyone's diverse needs, beliefs and cultures.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014

- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

Purpose

This document is intended to provide clear, comprehensive and accessible information about the SEND provision at Fern Hill and should be read in conjunction with the following policies: Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding and Child Protection Policy, Complaints Policy, and any other policies that are relevant to SEND issues in the school. This document was developed in liaison with the Local Academy Committee, school staff and parents of children with special educational needs and will be reviewed annually.

Aims

The aims of this policy 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 promote an inclusive approach to meeting individual needs and to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children’s special educational needs
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child’s education
- to ensure that our children have a voice in this process
- to ensure we raise aspirations and expectations of pupils with SEND
- to provide a focus on outcomes for SEND pupils.

Objectives

The objectives of this policy are:

- to identify and provide for pupils who have special educational needs and additional needs
- to work within the guidance provided in the SEND Code of Practice 2014
- to operate a “whole pupil, whole school approach” to the management and provision of support for special educational needs

- to provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND inclusion policy
- to provide support and advice for all staff working with special educational needs pupils

What is SEND?

The SEN part stands for Special Educational Needs and the D stands for Disabilities. The Special Educational Needs and Disability Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEN part can be characterised by progress which:

- 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

(SEND Code of Practice, 2014, p.84)

The "D" part can be characterised by a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Levels of Support

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. All teachers are teachers of children with SEND needs.

Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

There are two distinct categories for children who require additional provision to be made for them: -

1. SEND support- The majority of children and young people with SEND will have their needs met at 'school level' – support within school.
2. Children who have or require an Education, Health and Care Plan - If the special educational provision at Fern Hill is unable to meet a child's requirements or needs at SEND Support, an application can be made to the Local Authority for an assessment of education, health and care needs (EHCP, formerly known as a 'Statement of Educational Need'). An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve their current and future aspirations.

Identifying Special Educational Needs

There are four main categories of need as outlined in the SEND code of practice 2014. These are:

- *Communication and Interaction (CI)*
- *Cognition and Learning (CL)*
- *Social, Emotional and Mental Health (SEMH)*
- *Sensory/Physical needs (S/P)*

These broad categories of SEND give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action needs to be taken to support the pupil, not to fit the pupil into a category. We consider the needs of the whole child and we will look at their strengths and areas of need. A child will only be identified as SEND if they do not make adequate progress once they have received all the interventions/ adjustments and high quality personalised teaching.

The SEND Code of Practice (2014) describes adequate progress as:

- *Is similar to that of children of the same age who had the same starting point*
- *Matches or improves on the pupil's previous rate of progress*
- *When the attainment gap closes between the pupil and children of the same age*

It is important to identify what is **NOT SEND** but may also impact on progress and attainment.

- Disability, the Code of practice outlines the "reasonable adjustments" duty for all settings and these on their own do not constitute SEN.

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

A Graduated Approach to SEND Support

Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)

At Fern Hill, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and we firmly believe that pupils are entitled to high quality teaching: additional intervention and support cannot compensate for lack of good quality teaching. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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
- may require reasonable adjustments to be made to access learning
- may require a personalised curriculum
- need a range of different teaching approaches and experiences

Teachers are responsible and accountable for progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As a school, we regularly review the quality of teaching for all pupils including those who are 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 SEND.

As a school we regularly review the progress of all pupils in termly pupil progress meetings, in which teachers have analysed their class data and are able to talk about the impact of interventions and identify pupils who are at risk of underachievement or who may have SEND needs. If at any point in the year a teacher has initial concerns around a child's progress, they will complete a record of

concern form and this will then be discussed with the SENDCo to review strategies that are in place and a discussion of strategies and adjustments that can be made. If need be an observation of the child, in class or at play, will take place to monitor the child's strengths and needs. The school may also use additional tests or questionnaires to ascertain areas of need. They will meet with parents to discuss their concerns while they are monitoring the child to see if there is additional information that can be used to understand the whole child. This information will be explored alongside information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. The responsibility for planning for these children remains with the class teacher.

The school follows a termly cycle of assess, plan, do, review. It is important that parents/carers, the child and all professionals are involved at each stage of the process, through consultation and review meetings.

Once a child is placed on the SEND register at SEND Support, clear outcomes for every term will be set and shared with parents and child and reviewed termly. Class teachers are responsible for monitoring a child's progress at SEND support. They will have worked with the teaching assistants and intervention teachers to set clear outcomes for every intervention. The SENDCo will advise on suitable interventions and will also monitor the progress of pupils. A comprehensive intervention and provision timetable is drawn up with class teachers for each term and all interventions are logged on the Edukey provision mapping system. Teaching assistants, teachers and SENDCo, update the interventions regularly. The effectiveness of the interventions are evaluated regularly by the SENDCo by looking at data; discussions with teaching assistants; entry and exit points; success in achieving outcomes; learning walks, book scrutiny, observations and discussions with pupils, class teachers and parents. From this, the impact of additional support can be measured and altered accordingly.

On school visits, pupils with SEND are considered and risk assessments are carried out. Additional adult support is put in place where required to ensure access for SEND pupils. For higher levels of need, we may draw on specialist external assessments from CAMHS, EPs, and other therapists such as speech and language therapists, occupational health therapists and play therapists and we will work with parents to make referrals and share feedback. The SENDCo will make referrals and will engage class teachers and parents. The waiting list for these external professionals can be long and children may be escalated to the top due to significant need or recommendations by other professionals such as social services.

Exiting the SEND register

Children on the SEND register are monitored closely and inclusion on the SEND register is reviewed termly. The decision to remove a child from the SEND register will be done in consultation with parents. The school will continue to monitor the pupil's progress.

Supporting Pupils and Families

There is a direct link on the school website to the Local Authority Local Offer

www.kr.afcinfo.org.uk

The school SEND information report will be updated annually by the SENDCo and placed on the school website.

Admission arrangements will also be found on the school website or available from the school office.

The Year 6 teaching team and the SENDCo will discuss access arrangements for the year 6 SATs and will apply for any specific access needs. In other year groups, access arrangements to tests in school will be made in discussion with class teachers and the Inclusion team. These may include, enlarging a script, timed rest breaks, timed movement breaks, a scribe, a reader, a prompter or additional time.

Class teachers will be responsible for passing on information to the next class teacher during class handover. If specific arrangements need to be made to ease transition for a child then a plan will be put into place with the class teacher and SENDCo. The SENDCo will attend the Local Authority transition meeting for Y6 to Y7. If pupils require additional transition plans then this will be discussed during the Summer Term review meetings. For in-year transfers, the SENDCo or school office will telephone the previous school to seek additional information and ensure records have been transferred.

We work with a number of agencies to support families and pupils. These include CAMHS, Educational Psychology, Education Inclusion Support Service (EISS), Speech and Language, physiotherapist, occupational therapists, Educational Services for sensory impairment (ESSI) and parent partnership. We are also able to signpost parents to services such as parenting courses, Early Help practitioners, parent partnership officers and parent support groups.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including educational visits 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 pupils with medical needs may also have SEND and may have an Education Health and Care plan which brings together health and social needs, as well as their special educational provision. Further information can be found in the 'Supporting Pupils at School with Medical Conditions' policy which is available on the school website.

Monitoring and Evaluation of SEND

The SENDCo and Senior Leadership Team regularly monitors the quality of provision we offer all pupils. This is done through lesson observations; learning walks; work sampling; moderation of work; review of data; pupil progress meetings; observations of interventions; outside reviews and audits. We seek to sample our parent voices and our pupil voice through annual questionnaires. We also use a pupil survey to monitor pupil views and undertake staff surveys. We have a link trust associate for SEND who visits termly to meet with the Inclusion team and reports to the Local Academy Committee. The SENDCo writes an annual report to the Local Academy Committee and contributes termly to the Headteacher's Report. The process of evaluation and review is an active process and is in continual review.

Class teachers record strategies that work for the pupils and notes are made on strategies that do not work. Teachers and support staff monitor the progress of all pupils closely and provide detailed feedback to the SENDCo in order to ensure good levels of progress continue and improve the provision of all pupils.

Funding, Training and Resources

The Headteacher informs the governing board through its committees of how the funding allocated to support special educational needs has been deployed. Staff training needs are identified through questionnaires and through auditing provision and needs of pupils. In order to maintain and develop the quality of teaching and learning for all pupils, staff are required to attend training and the school has regular training sessions for teachers and teaching assistants. All teachers and support staff undertake induction and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and to discuss individual needs. The SENDCo

regularly attends the Local Authority SENDCo network meetings and conferences in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Role of the SEND Lead Trust Associate

- The governing board has due regard to the **Code of Practice** when carrying out its duties toward all pupils with special educational needs.
- The governing board through the Local Academy Committee undertakes regular monitoring of SEND provision within the school.

Role of the SENDCo

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- works effectively with parents;
- acts as link with external agencies and other support agencies;
- monitors closely the provision for children in school and ensures that the needs of all children are being met through different learning strategies. Monitoring includes carrying out regular ongoing observations of classroom practice, learning walks; holding regular meetings with teachers and support staff;
- reports to the governing body regarding monitoring;
- manages a range of resources, human and material, to ensure that the needs of children are being met through different learning strategies;
- contributes to the professional development of all staff;
- attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion;
- works closely with external agencies i.e., Educational Psychology, Speech and Language Therapy & Occupational Therapy services to ensure that children needing more support to acquire, assimilate and communicate information are provided with the correct support

The role of teachers to respond to children's needs by:

- ensuring that quality first teaching is delivered consistently in the classroom;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- setting clear outcomes for all children to ensure progress across the curriculum;
- involving the pupils in the setting of the goals;
- reviewing the progress of children regularly and sharing this with the child, parents and school team:
- promoting an ethos of inclusivity,
- ensuring that they are responsible for setting outcomes for interventions and communication with the teaching assistants and SENDCo

The role of Teaching Assistants and support staff to respond to children's needs by:

- supporting teachers with the above provision utilising quality first teaching principles;
- supporting children's thinking as a vehicle to fostering greater independence;
- facilitating learning as opposed to 'telling' children;
- encouraging children to listen to teachers first and only check levels of understanding after teaching;
- ensure regular communication takes place with teachers so that the correct level of support is in place for all learners;
- keep records of work and progress of work with children and groups so that they are accountable and can discuss progress of children;
- running specific interventions for 1:1 or groups and updating records for these;
- take part in relevant training opportunities to support their practice.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- *understand the relevance and purpose of learning activities;*
- *experience levels of understanding and rates of progress that bring feelings of success and achievement.*

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and work is differentiated appropriately. Assessment is used to inform the next stage of learning. We aim to set outcomes that can be monitored by breaking down the existing levels of attainment into finely graded steps and targets; we ensure that children experience success. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Pupil Voice

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school. We recognise the importance of children developing social as well as educational skills.

The school aims to use person-centred planning for the Education, Health & Care plans (EHCPs) and SEND Support Plans. This will involve the careful and regular monitoring of these plans over time, seeking views of pupils and parents.

The school supports evidence-based teaching; this is where teaching is evaluated on a regular basis and the impact of teaching can be evaluated. Teachers will be held accountable for applying appropriate teaching and learning strategies, feeding back to pupils through assessment for learning (AfL) and ensuring that pupils take on board the principles of metacognition through the school's 6Rs.

Complaints

If parents wish to raise a concern, they are invited to request a meeting with the class teacher and/or SENDCo. For formal complaints, please refer to our Complaints Policy for further information. This can be found on the school website.

A parent may request an EHC Assessment to be undertaken by the LA and if the parents disagree with the outcome they may appeal. Further details can be found on the LA Local Offer website.

External Support

The school accesses support from a number of external agencies including:

- Educational Psychology Service
- Speech and Language Service
- Visual Impairment Service
- Hearing Impaired Service
- School Health Team
- Educational Welfare Office
- Single Point of Access
- Child and Adolescent Mental Health Service
- Moor Lane Centre Integrated Service for Children with Disabilities
- Educational Inclusion Support Service

Parent partnerships: support service for parents of pupils with special educational needs -

<https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/parenting-support>

www.enhanceable.org

<https://www.ipsea.org.uk/>

Information regarding the local offer for children and young people with special educational needs is available on. www.kr.afcinfo.org.uk

The SENDCo meets regularly with these agencies to discuss strategies, impact of teaching on learning and formulating outcomes.

The school also supports families through contact with:

- Social Services
- Early Help practitioners
- Occupational Therapists
- Paediatric Units
- Clinical Psychology Units
- GPs
- Education Wellbeing Practitioners (EWP)

Storing and Managing Information

- Documents are stored in a locked filing cabinet
- Sensitive documents are password protected.
- SEND support plans and personal learning plans alongside provision maps are stored on the Edukey system
- We use Arbor to store all information about pupils
- SEND data is transmitted electronically via the Arbor system or via a secure method to the Local Authority/other schools.
- We store and manage information in compliance with the General Data Protection Regulations 2018.

Accessibility

Schools are required to produce accessibility plans for their individual school and the local authority is under a duty to prepare accessibility strategies covering the maintained schools in their area. The school's Accessibility Plan is available on the policy page of its website. Emergency plans are in place for key pupils with disabilities and SEND needs.

Bullying

The school takes bullying seriously and recognises that pupils with SEND may be vulnerable to bullying. We take a number of steps to teach pupils how to deal with bullying and we hold anti bullying events during the school year. We record behaviour and bullying incidents. We also embed strategies in our Personal Social and Health Education curriculum. Please refer to the schools behaviour policy for further details.

Reviewing the Policy

This policy is reviewed annually by the SENCO, Head teacher taking into account feedback from staff and parents and approved by the Local Academy Committee..

Date: 2 October 2024

Next Review Due: September 2024