



S.E.N.D. Policy

Together we encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity for life-long learning.

Together we strive for success in academic, creative, sporting and personal accomplishment.

Together we care for each other through the kind and positive choices we make.

Together we are proud of the inspiring and supportive environment we create for children, families and staff.



Reported to Governors: November 2019
Review: October 2020

1. Introduction

This policy has been written with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and DfH 2014) and the regulations associated with the Children and Families Act 2014 (The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014 and The Order setting out transitional arrangements).

Falconhurst School is committed to a Whole School Approach to Special Needs ie: all teachers and teaching assistants accepting responsibility for children with special needs within their care.

Our whole school system of assessment, target setting and record keeping will enable continuity, progression and consistency of provision for all our children.

Definition of Special Educational Needs (SEND) – (SEND Code of Practice 2014)

A child or young person has special educational needs 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 or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
 - Children may also have an educational difficulty that is associated with Social, Emotional and Mental Health, or Communication and Interaction or medical needs or have a Sensory and/or Physical disability.
 - In addition to the above, children at Falconhurst School are considered to have a special need if he/she has been formally, or informally, referred to the educational psychologist or external agencies before starting school.

Special educational provision means:

- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for the children or young people of the same age by mainstream schools.

Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘ 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’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Legislations and guidance to consider are:

- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

2. Principles

- A child’s special educational needs should be identified and assessed early
- children with special educational needs and their parents should take part in decision making
- A greater choice and control for children and young people and their parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

3. Aims

At Falconhurst School we aim to:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets
- track their progress towards these goal

- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- Make sure the children with SEND get the support they need
- Ensure the children with SEND engage in the activities of the school alongside pupils who do not have SEND
- provide an Individual Learning Plan (ILP) for children, to raise standards in small achievable steps
- monitor and review progress
- allot appropriate resources to meet the child's needs
- allocate time for the school's inclusion leader to support teaching and non-teaching staff
- consult with other support agencies when necessary

4. Role of the Pupil and Families Inclusion Leader

At Falconhurst School:

- The current Pupil and Families Inclusion Leader is Mrs Katie Peachey
- All staff are responsible for liaising with the Pupil and Families Inclusion Leader.

This role involves:

- Overseeing day to day operation of our school's SEND policy
- Co-ordinating provision for children with SEND and maintain the schools provision map
- Advise on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupil with SEND
- Liaising with, and directing, the work of the SENAs based in Early Years
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially with the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Ensuring the school keeps records of all pupils with SEN up to date
- Advising, liaising, managing and supporting teaching staff and teaching assistants
- Supporting staff with assessment and writing Pupil Passports
- Ensuring appropriate Pupil Passports are in place
- further assessments of the child's particular strengths and weaknesses
- support planning for future support for the child in discussion with colleagues
review action taken
- Managing all Teaching Assistants
- Contributing to in-service training of staff
- ensuring the 'SEND Policy' is adhered to

5. The Governing Board

The governing board approves the school's SEND policy and oversees the school's work. At Falconhurst School we have an SEND Governor who meets regularly with the Inclusion leader to be informed of the school's arrangements and reports these to the full governing body.

The governing board should ensure that the school makes the necessary provision for pupils who have special educational needs. Governors through the SEND Governor and the Curriculum Committee group should ensure that they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment, personnel and resources are deployed. When SEND school objectives are prioritised, they will be reflected in the School Improvement Plan.

6. Involving parents and pupils

Partnership with parents plays a key role in supporting the school in their individual programmes for children with SEND. The school recognises and promotes the active role that parents can play in their child's education. The school acknowledges parental expertise in relation to their child and the importance of recognising the child's strengths and achievements out of school. Parents will be invited into school to help set clear outcomes and review progress towards them as well as identifying their role in the process.

The views of the pupil should also be included in these discussions. The pupil may be involved in all or part of the discussion, or their views may be gathered as part of the preparation.

7. Taking Action

The school has a register of all pupils who have been identified with SEND. Children identified at SEND support or EHC are registered in the SEN school census.

The following sequence of action will be followed to support children with SEN:

Where a pupil is identified as having SEND, Falconhurst School will take action to remove the barriers to learning and put effective provision in place. SEND support will take the form of a four-part cycle: Assess Plan, Do and Review.

Plan:

The class teacher and Inclusion Leader should agree in consultation with the parent and pupil the adjustment, interventions and support to be put in place as well as expected progress (clear entry and exit levels), development or behaviour and a clear date for review. This will be recorded on a Pupil Passport. Parental involvement will form part of the Support Plan. Alongside the Pupil Passport a FACT will also be completed and targets written from this.

Do:

The class teacher will remain responsible for choosing the interventions and will work closely with the teaching assistant/s or specialist staff to plan and assess the impact of the support and interventions. The interventions will be monitored and place on the schools provision mapping document.

Review:

With parents and the pupil, the class teacher and Inclusion Leader will review the impact of the support and interventions and their impact on the pupil's progress in line with the agreed date. The class teacher, Inclusion Leader, parents and pupils should revise the support in light of the pupil's progress and development. If it is agreed the pupil requires more support, they may continue with adjusted targets or they will require more support, at which point the school, with parental support, will consider involving specialists.

Where, despite the school taking relevant and purposeful action to identify and meet the SEND of the child and they have not made expected progress, the school or parents should consider requesting Additional High Needs Funding or an Education, Health and Care needs assessment (depending on the child meeting criteria)

Assess:

Working with the Inclusion Leader, the class teacher will carry out a clear analysis of the pupil's needs, taking into account peers and national data, the views of parents, the pupil's own views and if relevant, advice from external agencies.

EARLY YEARS

A child in Early Years Foundation Stage may come to school having already been identified as having a special educational need. Early identification in Early Years will enable the school to put in support for that child as soon as possible. The advice of key specialists can greatly support the class teacher's planning for that child.

Early Years Triggers for support

The triggers for intervention will be that the child:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties, which are not changed by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning (Level 3 or 4 in areas of the early years FACT)

Early Years Next Level Support

Early Years Next Level Support is characterised by the involvement of external support services who can help us with advice on new Support Plans and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

A request for help from external services is likely to follow a decision taken by the Inclusion Leader and colleagues, in consultation with parents, at a meeting to review the child's Pupil Passport. The review should consider:

- has progress been made?
- What are the parents' views?
- Is there a need for more information or advice about the child?

The triggers for referral for seeking help from outside agencies are that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialised service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Stages of Assessment

First Stage- Inclusion Leader and class teacher should provide interventions that are additional to, or different from those provided by our differentiated curriculum.

The triggers for this intervention are that the child:

- A child is scoring Level 3's and 4's on the FACT.
- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child will be monitored and support will continue if necessary or be withdrawn if no longer needed. The Inclusion Leader and class teacher will collect together all available information about the child and seek additional information from the parents and possibly other agencies, as appropriate.

Intervention will be initiated which may:

- provide different learning resources
- introduce group or individual support
- extra TA time

Individual Learning Plan (ILP)

Strategies employed to enable the child to progress should be recorded within an ILP focusing on the 'additional provision' necessary for the child in order to secure small step successes over 10 day periods (Target 10 approach). These should include information about:

- short-term target set
- teaching strategies to be used
- provision to be put in place in school
- support to be put in place at home
- when the plan is to be reviewed
- successful recall of previous target 10 outcome
- success criteria
- who will work with the child in school
- outcomes
- the date when the plan will be reviewed to see if targets have been achieved

Support Plans are reviewed each term and discussed with parents and changes signed by the class teacher, Inclusion Leader and parent(s).

Teaching assistants who work with children will keep brief notes on the activities undertaken and the child's responses and show these to the class teacher.

Next Level Support

Request for help from external services is likely to follow a decision taken by the Inclusion Leader and colleagues, in consultation with parents, at a meeting to review the child's Support Plan.

The triggers for Next Level Support could be that, despite receiving an individualised programme and/or concentrated support under *First Support*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- 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
- the school's Inclusion Leader or class teacher will obtain parental permission for involvement and professional advice from external agencies as appropriate may be sought with agreement from the parents. This advice will be incorporated into the child's individual support programme
- the child may receive individual support from a teaching assistant and/or work in a small group with a teaching assistant.

At this stage we will:

- seek help from external agencies.

The Inclusion Leader and class teacher, together with curriculum, literacy and Numeracy co-ordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology.

The new ILP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the ILP should usually be implemented, at least in part and as far as possible in the normal classroom setting. The delivery of the interventions recorded in the Pupil Passport continues to be the responsibility of the class teacher.

If the Inclusion Leader and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

OUTSIDE AGENCY ASSESSMENTS

Requesting an Education, Health and Care (EHC) needs assessment

If a child's needs are significant and cannot be met from the school's usual resources it may be decided to apply for an Education, Health and Care (EHC) needs assessment by the LA we will have collected written evidence of, or information about:

- the school's action through *Support*
- ILPs for the pupil and individual provision maps
- records of regular reviews and their outcomes
- the pupil's health, including the child's medical history where relevant
- Assessments /P levels/Pupil Progress data
- FACTs and FACT + and monitoring
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher, or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service
- Clear plan-do- review monitoring cycles

The LA will consider assessment and decide within 6 weeks whether an Education, Health and Care (EHC) needs assessment is necessary – meanwhile the child should continue to be supported.

When making a request for an Education, Health and Care (EHC) needs assessment, the school or setting should state clearly the reasons for the request and submit the following evidence:

- the views of parents
- the ascertainable views of the child
- evidence of progress over time
- copies of advice, where provided, from health and social services
- evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school or setting
- evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge and evidence of plan-do- review cycles.

See 'Code of Practice' Chapter 3 'Working together across education, health and care for joint outcomes, Chapter 4 'The Local Offer' and Chapter 9 – Education, Health and Care needs assessments and plans

- Parents are fully involved with the Education, Health and Care needs assessment process.
- the Assessment Panel will meet to consider whether the child fulfils the criteria to be awarded an Education, Health and Care Plan. Parents will agree on the most appropriate setting for the education of their child
- Assessment will not always lead to the LA issuing an Education, Health and Care plan
- if a child receives an Education, Health and Care plan and attends Falconhurst School, resources will be allocated to the school to fulfil the recommendations made in the child's Education, Health and Care plan
- reviews will take place annually.

Annual Review

Before producing the review report, the Inclusion Leader must convene a meeting. The Inclusion Leader must invite:

- the child's parents, (if the child is looked after by the local authority, under a care order, the child's social worker and the residential care worker or foster parents, should be invited, as appropriate)
- a relevant teacher, who may be the child's class teacher or Phase Leader or some other person responsible for the provision of education for the child, the choice resting with the Inclusion Leader
- a representative of the placing LA
- any person who the LA considers appropriate and specify in a notice
- any other person the Inclusion Leader considers appropriate

Copies of all the advice received must be circulated at least two weeks before the meeting.

The Inclusion Leader should consult social services department if a child with a statement or EHC is currently subject to care proceedings.

See Code of Practice, Chapter 9, for further information on procedures connected to the 'Annual Review'.

8. Partnership with Other Agencies

Parents

The School is able to supply an information leaflet published by the DFE to support parents.

Governors

Special Needs Governor has attended the Milton Keynes Council course – 'Role of SEND Governor'.

Both the Inclusion Leader and TA's attend SEND courses which are appropriate and accessible.

The Local Offer

The Local Offer sets out in one place information about provision expected to be available across education, health and social care for children and young people with SEND or who are disabled including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and to access it and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

For more information about the Local Offer, see Code of Practice Chapter 4 and for Falconhurst School's Local Offer see appendix and our school website.

Other Links:

The Inclusion Leader has access to Speech and Language Therapists and other health professionals as appropriate and will seek their advice and assistance as appropriate in consultation with parents.

Children and Families Practice (CFP)

The Children and Families Practice (CFP) will focus their support on children and young people with additional and considerable needs. The CAF process will be central to identifying the children and young people, including the needs that cause concern

School Transfer

When a child moves schools we are required to transfer school records within 15 school days of the child leaving our school.

Prior to transfer to secondary school the SENCo/Inclusion Leader from both schools will meet to discuss all children on the Special Needs register and transfer all Special Needs Files.

Removing barriers to learning

We are firmly committed to the principle of inclusion and each child in our school is set individual challenging learning targets dependent on need supported appropriately by material and human resources.

Equal Opportunities/Special Needs/Inclusion

All pupils have access to learning on an equal basis and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum is provided in order for each child to achieve their potential as far as their capability allows.

9. Raising expectations and achievement

In order to ensure that the provision for all of our children is appropriate and challenging, we have an established monitoring role:

- Head teacher, Inclusion Leader, class teachers and TA's meet at least termly to review provision for each child
- SEND Governor is encouraged to make regular monitoring visits
- Views of parents are considered, discussed and responded to
- Pupil progress is regularly monitored by class teachers
- Early identification of Special Needs is responded to immediately
- SEND policy is reviewed annually

10. Complaint procedures

Parents having any cause for complaint about the provision of the school curriculum should contact class teachers or the Head teacher for informal discussions. Any situation which is not resolved to parents' satisfaction should be referred to the Head teacher. Parents may then approach the Chair of Governors or the Local Authority.

THE EFFECTIVENESS OF THE SEND POLICY

Staff, Governors and parents will measure this policy's effectiveness by looking at aspects such as:

- The level of children's progress
- Involvement of parents
- Support Plans reviewed half termly
- Support Plans are tightly focused
- Curriculum differentiation detailed in planning etc

Decisions will be taken as to its relevance and appropriateness in helping children with SEND.

11. Summary

It is the school's ethos that all children are happy at school and have high self-esteem.

We have high expectations of each child at their own level and we emphasise a positive attitude for all. We wish for all children to feel valued and proud of their achievements.

12. Policy Review

This policy will be reviewed annually.