

SEND policy and information report

Fosse Primary School



FOSSE PRIMARY SCHOOL
TOGETHER EVERYONE ACHIEVES MORE

Approved by: Emma Tuffey - Acting Head Teacher **Date:** 27.1.2021

Last reviewed on: 27.1.2021 by Kerry Bishop - SENCo

Next review due by: 28.1.2022

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report	3
6. Monitoring arrangements	7
7. Links with other policies and documents	7
.....	

1. Aims

Fosse Primary School SEND policy and information report aims to:

- Place a high value and priority on inclusivity and take safeguarding very seriously (as outlined in our safeguarding policy which is interlinked).
- Comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.
- Set out how Fosse Primary School will support and make provision for pupils with special educational needs and/or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND.
- Hold a shared vision with high values on differentiated teaching and learning for pupils with SEND within a mainstream classroom.
- To strive to achieve the best outcomes for pupils with SEND and progression towards lifelong enjoyment of learning, preparing them for further education, the wider world and adulthood.
- Value the pupil and parent voice in the SEND educational process.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A **significantly greater difficulty** in learning than the majority of others of the same age, or
- A **disability which prevents or hinders** them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is **educational or training provision** that is **additional to, or different** from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kerry Bishop.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early monitoring discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early monitoring discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and be placed on the SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment, observations and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- All Year 6 pupils will have an induction session at their new secondary school
- All Foundation pupils all pupils will have an induction session at this school

- Some pupils and their parents, dependent on need, may be invited for an additional transition day, time or meeting to support a smooth transition process
- All pupils will have a 'meet the teacher' induction day/session with the next year's teacher

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide some of the following interventions:

- LEXIA, as required
- Nurture and Social groups, as required
- Closing the Gap – Reading, Writing, Spelling and Maths interventions
- Small group differentiated support groups – dependent on needs
- Key-worker close support for those with additional funding for example, EHCP or Element 3 Top Up Funding

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, outcome, objective/content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 5 teaching assistants who are trained to deliver interventions such as nurture, colourful semantics, Lexia, BRWP, KTC phonics, ASD support and sensory.

Teaching assistants will support pupils on a 1:1 basis when outlined in their statutory EHCP plan or the school feels it appropriate

Teaching assistants will support pupils in small groups when teaching differentiated groups of all needs and abilities to close the gaps or next steps for progress

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Speech and Language
- Early Years Specialist Teachers
- Learning, Communications and Interaction Team including ASD.
- Social, Emotional and Mental Health Team
- School Nurse, GPs and Community Pediatricians

5.9 Expertise and training of staff

Our SENCO has 6 years' experience in this role and has worked as a teacher from EYFS to Year 6 in Primary.

They are allocated 3 days a week to manage SEN provision.

We have a team of 10 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in: Safeguarding, Making Sense of Autism, Transitions, Understanding Autism, Understanding Specific Learning Difficulties (SpLd), Sensory Experiences, Self-Harm, Mental Health Awareness, Mental Health Ambassador, KTC phonics and School-Based Assessments

5.10 Securing equipment and facilities

The SENCO in collaboration the head, phase leader, class teacher and key-worker (TA) will endeavor to purchase the required SEN equipment and resources deemed as 'reasonable adjustments' and outlined in statutory EHCP plans as recommended and outlined by outside professionals.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term within Year Group Monitoring meetings.
- Reviewing the impact of interventions after approximately 6 weeks, dependent upon half-term and intervention
- Using pupil questionnaires &/or interviews
- Monitoring by the SENCO
- Using provision maps and Pupil Outcome Passports to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs (on hold during COVID)

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops , etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We support pupils with disabilities to be part of the Fosse Primary School Community and engage fully in learning

- All admission of disabled pupils will be considered inline with the LA policy
- We have made steps to provide equal access by specialist seating/tables/resources/toileting facilities, differentiated seating plans, visual support – IWB and print size, risk assessments, positive handling plans, individual support plans and personal emergency evacuation plans.
- The school's accessibility plan is located on our website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of a nurture group/club/play interventions to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families to ensure a child centered approach.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO & or head-teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Currently, being updated -please ask your SENCo for up to date details.

5.17 Contact details for raising concerns

Acting Head – Emma Tuffey

SENCo – Kerry Bishop

5.18 The local authority local offer

Our local authority's local offer is published on the Leicester Local Authority website. Please speak to the SENCo if you would like support finding it.

6. Monitoring arrangements

This policy and information report will be reviewed by the Acting Head – Emma Tuffey and SENCo Kerry Bishop **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies (found on our website) on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions