



# Preesall Fleetwood's Charity CE School

## SEN Policy

### Our School Vision Statement

*'You are the light of the world. A school built on a hill cannot be hidden.'*  
*Matthew 5:14 (adapted)*

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

**Name of the Special Educational Needs/Disabilities Coordinator:**

Mrs Michelle Potter

**Contact details:**

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# SEN Policy

## Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. 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 this school 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.

## Our Aims:

Every child at Fleetwood's Charity Church of England Primary School is an important and valued member of the school community. Class teachers take responsibility for the progress and well-being of all children within their class, meeting Government standards of teaching and learning. However, during their time here, some children may experience periods when extra support is required to help them to feel secure and make good progress. Early identification of needs is important, so the school works with parents and external professionals to ensure the most appropriate support is available for all children. If parents have any concerns about their child's progress and well-being, they can discuss them initially with their child's class teacher, then with the school's SEND Co-ordinator, Mrs Michelle Potter. We wish to work in partnership with you to ensure that your child's needs are being met.

All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level, which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEND.' In addition, we implement some focused interventions to target particular needs and skills.

## Defining SEND

The 2014 Code of Practice says that: *A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv).

This school is committed to inclusion, striving to meet the needs of all pupils within his/her classroom environment, as far as possible. This is overseen the SENCo, in accordance with The Code of Practice 2014.

The Code of Practice 2014 encompassed the following changes:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels, with a stronger focus on high aspirations and on improving outcomes for children. This includes the early identification of SEND, and a graduated approach to planning appropriate support for children.
- It gives details of the LEA Local Offer of support for children and young people with SEN or disabilities, as well as the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).

## **Documents**

The School SEND Report can be viewed following the link below.

## **SEND Report**

### **What is the Local Offer?**

The Local Offer gives details of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.

Parents can access the website following this link below.

### **What will it do?**

The Lancashire framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEND. To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential.

## SEND at Fleetwood's Charity C of E Primary School

There are four broad categories of SEND as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

The progress of every child is monitored at half termly pupil progress meetings. Where pupils are identified as not making progress, they are discussed with the SENDCO / Head Teacher / Class teacher and a plan of action is agreed. Information is collated from all parties and is considered. This includes high quality and accurate formative assessment.

Class teachers are continually assessing their pupils' learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause (as recommended by the 2014 Code of Practice). This can be defined by progress which:

- is significantly slower paced 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 a child and their peers
- if the child is supported by outside professionals eg) SaLT, OT etc.

All pupils on the SEND register are discussed at termly meetings between the SENDCO and the class teachers. Pupils are part of the Individual Pupil Plan(IPP) process alongside staff, and these are shared and discussed termly with parents.

Parents may approach school in relation to their child's learning. All parental requests are taken seriously and investigated. Often, the concern can be addressed by Quality First Teaching otherwise, the child is placed at SEND Support on our SEND register.

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEND Code of Practice 2014.

There are three levels of support:

Wave 1 - This is what every child can expect from the school, Wave 2 is extra help targeted at particular difficulties (including short-term 1:1 or small group interventions) and Wave 3 which is for pupils who have very special and long-term needs.

### **Wave 1**

Class Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching with differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Termly Pupil Progress Meetings rigorously monitor progress of all of its pupils. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment. Our teachers will utilise strategies such as:

- Explaining things in simple words and in ways that help pupils remember.
- Use visuals prompts on our whiteboards and in our communication
- Give instructions so that pupils listen, understand and remember
- Ensure the child knows how much time they have to get their work done
- Ask questions that check out a child's understanding
- Adapt the classroom and the seating plan so that everyone can see and hear and additional needs are taken into account.
- Adapt lesson plans to accommodate student's strengths and weaknesses
- Understand and talk with pupils who are shy, worried or angry; make adaptations to include them in school life
- Settle pupils whose behaviour is challenging, utilising The Burrow and Emotional Well-Being sessions and Nurture as needed.

## **Wave 2 (SEND Support)**

If a child is not making adequate progress then they will be moved to Wave 2. Here children will be added to the SEND register at the SEND Support level. We provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include: Speech and language and social skills groups, fine motor Skills groups, gross motor skills, Sensory Diet, numeracy interventions, daily reading, speech and language programmes, emotional awareness / support.

At Wave 2, other things that the school may do include:

Utilising an Educational Psychologist to get advice to improve teaching for individual pupils

Staff training about different areas of SEND

Staff led interventions – Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. Class Teachers, TAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the Pupil Progress Meetings.

## **Wave 3**

At Wave 3 a child may have an EHCP. At Wave 3 the SENDCO may ask outside professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at our school.

## **Statutory Assessment / EHC Plans**

If a student fails to make adequate progress in spite of high quality, targeted support and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting. The SENCO is responsible, on a

daily basis, for providing support and mentoring, allocating pupils with statements/EHCPs a specified amount of support.

### **Managing pupils needs on the SEND register**

Every child is involved in the assessment cycles including the Pupil Progress Meetings, which enables pupils to be identified as requiring SEND support. Class teachers are responsible for evidencing the progress of SEND pupils in their classes. The SENDCO is responsible for managing the SEND register and keeping it up to date. The Head Teacher and SENDCO tracks the pupil's provision and cost of this provision on a termly basis. This is being developed to comply with the SEND Code of Practice 2014 guidance. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels already identified above. All interventions will become outcome based and have clear time frames to comply with the SEND Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions. Paperwork for TAs is continually reviewed and updated to make sure it is fit for purpose and complies with the guidance in the SEND Code of Practice 2104. The interventions are then monitored by the SENDCO. Some children at Wave 2 who continue to struggle with progress may either be put forward for Statutory Assessment or Additional Funding from the LA.

### **Criteria for exiting the SEND register**

Pupils will exit the SEND register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

### **Monitoring and evaluating**

SEND Pupils on the SEND register have their levels reviewed termly by the SENDCO and are discussed at the Pupil Progress and Teacher/SENDCO Meetings. Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. Teachers, TAs and the SENDCO are involved in this process. The child's progress is then reviewed by the SENDCO reviewing the interventions and at the Pupil Progress Meetings. Out intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils with social, emotional and mental health needs.

A CAF can be opened for concerns regarding a child's social and emotional wellbeing, academic ability or issues at home. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the school may refer directly to Children & Families Well-being Service, or seek advice from our school CAMHs link worker. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. All pupils' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Working together with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be given support to play an active and valued role in their child's education. If a child is

experiencing difficulties, parents will be informed either at parents' meetings (Autumn, Spring and Summer terms) or during informal meetings to discuss the child's progress. Once a child has been identified as having SEND, the class teacher/SENDCO will invite the parents to a meeting to formally let them know that their child is being placed on SEND register, discuss assessments that have been completed and agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents – and pupils- are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

### **Transition into and within school**

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery and into the secondary phase – as smooth as possible. This may include additional meetings for the parents and child with the new teacher or Secondary SENDCO, opportunities to take photographs of key people and places in order to make a transition passport. Enhanced transition arrangements are tailored to meet individual needs. At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEND. The Year 6 SEND pupils moving to the Secondary Phase are discussed between the Primary SENDCO, Secondary SENDCO and Year 6 Teacher.

### **Pupils with Medical Conditions:**

We recognise 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 pupils 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 also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

### **Complaints procedure for SEN Pupils**

All SEN complaints must follow the school's formal complaints procedure. We encourage parents to discuss their concerns, firstly with the class teacher and school's SENCo, Mrs Michelle Potter and then the Headteacher, Mrs Victoria Gladwin, to try to resolve the issue before making the complaint formal to the Chair of the Governing Body.

With regards to managing any parental complaints related to SEN, any of the following may apply:

- The SEN governor (Mr. Andy Brooke) is consulted.
- External advice may be sought.
- Key legislation regarding the matter is identified.

- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as parent support.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.

### **Bullying**

We have a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both parties to improve awareness and empathy.

### **Reviewing the policy**

Due to the climate of reform under the new requirements of the SEND Code of Practice 2014 Hambleton Academy will review their SEND policy annually (or sooner in the event of revised legislation or guidance).

**Headteacher:** Victoria Gladwin

**SEN Co-ordinator:** Michelle Potter

**SEN Governor:** Andy Brooke

**Chair of Governors:** David Sanders

Reviewed: September 2021