



## **Flowery Field Primary School Special Education Needs and Disabilities (SEND) Policy**

### Introduction

Flowery Field Primary School is an inclusive school and we recognise that provision for children with SEND is a whole school responsibility, as determined by the SEND Code of Practice (2014). We believe that every teacher is a teacher of every child, including those with SEND. We believe that communication is vital to the success of this policy. We therefore, seek to establish close links with parents and other support agencies.

A child with SEND requires educational provision which is additional to, or different from, the educational provision made generally for children of their age.

Mrs Janet Vo-Mullin is the SENDCo at Flowery Field Primary School, is a qualified teacher and has completed the National Award for Special Needs Co-ordination (NASENCo), which are statutory requirements.

Mrs Sue Smith is the Assistant SENDCo.

There are four broad areas of SEN as outlined in the SEND Code of Practice 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and / or physical

Other factors that may impact on progress and attainment, but that are NOT considered an SEN:

1. Disability (the Code of Practice 2014 outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
2. Attendance and Punctuality
3. Health and Welfare
4. English as an Additional Language (EAL)
5. Being in receipt of a Pupil Premium Grant
6. Being a Looked After Child
7. Being a child of a Serviceman/woman

### AIMS:

The aims of this policy are:

1. To create an environment that meets the SEND requirements of each child.
2. To ensure that the special educational needs of children are identified, assessed and provided for, through differentiated planning and teaching of the National Curriculum and extra curricular activities.
3. To identify roles and responsibilities of staff in providing for children’s SEND.

4. To ensure that person centred approaches are used to enable the views of children with SEND and that their parents/carers are heard.

#### IDENTIFICATION AND ACTION:

Children with possible SEN in school can be identified in various ways:

- Via outside agencies on entry to school
- Via Pre-School/Nursery/other school settings
- Through teacher/parental concerns that are monitored through performance over time.

Identification will be confirmed by the SENDCo. Triggers for initial SENDCo consultation regarding any particular child will normally include a combination of several factors, such as:

- staff concern regarding academic progress
- parental concern regarding progress
- properly grounded suspicion or evidence of a medical, physical or social problem that impacts on a child's academic progress
- results of formal/informal assessments

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation. Parents will be notified of SENDCo consultation/involvement and permission will be sought before the involvement of other agencies (if that is necessary).

The school uses a 3 stage model to respond to children's SEN:

#### Cycle 1:

If a class teacher or parents are concerned that the child is not making progress, they will be placed on Cycle 1. Provision will be put in place (in line with quality first teaching). The pupil will then be monitored over a half term.

#### Cycle 2 (SEND Support):

The pupil is moved to Cycle 2 if there are still concerns after Cycle 1. The pupil will then be put on the SEND register. The class teacher consults with the SENDCo. The class teacher and SENDCo gather information and co-ordinate the provision in school. Support from outside agencies may also be requested should the school feel that this may be of benefit to the pupil.

#### Cycle 3 (SEND Support and request for statutory assessment):

If a pupil on Cycle 2 makes limited progress, despite a significant amount of intervention/provision being in place as well as outside agency involvement, they will then move onto Cycle 3. On Cycle 3, evidence is usually gathered to apply for statutory assessment.

#### Education, Health and Care Plans (EHCPs):

The Local Authority may issue a formal EHCP where it is deemed necessary to secure the best possible outcomes for a child across education, health and social care, and as they get older, to prepare them for adulthood. The Local Authority seeks a range of advice before considering an EHCP. The needs of the child and the opinions of the parents are considered paramount in this.

## Roles and Responsibilities:

### **Teaching staff:**

- To identify pupils with SEN, evidencing good quality teaching and reasonable adjustments and differentiation.
- To devise/operate interventions additional to or different from those provided as part of school's usual differentiated curriculum and record these through weekly planning.
- To be responsible for working with children with SEND on a daily basis and for planning and delivering focussed support within the class timetable.
- To liaise with SENDCo/outside agencies, enabling interventions to take place accordingly.
- To operate day to day liaison with parents (where appropriate) and maintain regular communication.
- To plan with and guide teaching assistants who support children with SEND in their class.
- To prepare for and contribute during review meetings.

### **Support staff:**

- To liaise with SENDCo and class teachers ensuring delivery of appropriate tasks and activities.
- To provide differentiated support, with teacher guidance, for groups and on an individual basis.
- To contribute to the assessment and record keeping processes for children whom they support.

### **Governors:**

- To be involved in developing and monitoring the school's SEND policy and practice, to meet legal requirements and children's needs, as far as possible.
- To delegate operation of the policy to the SENDCo, providing the time and resources for role effectiveness.
- To ensure that SEND provision is an integral part of the school development plan.
- To be involved in and approve the financial decisions which affect SEND provision in school.
- To annually review the effectiveness of the school's work with pupils with SEND.

### **SENDCo:**

- To take daily responsibility for operating the SEND policy, co-ordinating, managing and mapping provision within available human and material resources.
- To revise and update policy in consultation with colleagues.
- To liaise with, advise and support colleagues regarding SEND issues and promote staff development in this area.
- To arrange and attend reviews for children with SEND.
- To work with colleagues and outside agencies to prioritise need across school and deploy staff and resources accordingly.
- To liaise with parents and external agencies.
- To keep up to date with current LA and National issues and attend training as required.

- To maintain the school's SEND register.

**Parents/carers:**

- At all stages of the process, the school recognises the importance of keeping both pupils and parents fully involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- We consult with parents before requesting any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with SEND.

**Child:**

- Children with SEND are invited to attend and contribute to their review meetings.
- Children with SEND are made aware of their targets and are asked their opinion of what works and what doesn't work for them.

**Safeguarding:**

- Mrs Claire Silk, Mrs Sue Smith, Mrs Lesley Jeffers and Mr Phil Hargreaves are the designated staff with responsibility for Safeguarding.

**Admissions:**

Children with SEND are admitted into school in accordance with LA Guidelines. Where SEND has been identified in pre-school/nursery settings, staff will liaise with appropriate external services.

**Links with other schools/settings:**

Information will be shared at all transition times. Pupil records will be shared and key personnel from receiving settings invited to reviews, as appropriate.

Signed: J. VO-MULLIN

Date: Sept 2021

Date for review Sept 2022