

Farsley Farfield Primary School

Special Educational Needs and Disability (SEND) Policy



SECTION 1

Contact details:

SENDCo: Lucy Swindlehurst
Lucy.swindlehurst@farsleyfarfield.org.uk
0113 2058130

Our beliefs:

- All pupils at Farsley Farfield Primary School are entitled to access first quality teaching and a broad, balanced and relevant curriculum whatever their individual needs.
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- Every teacher is a teacher of every child or young person including those with SEND.
- All pupils with SEND are fully included in the educational and social life of the school wherever possible and reasonable. If this is not possible, we will work with parents to identify more appropriate specialist provision. Parents and other appropriate agencies are fully involved as partners in this decision.
- All pupils with SEND are actively involved in their own learning; pupil voice is essential.
- The school will work in partnership with outside agencies/schools.

How this policy was developed:

Following the legislative requirements of the SEND Code of Practice that came into force in September 2014, the policy was reviewed. A consultation period for reviewing this new policy began in January 2015 and ended March 2015. In December 2019 the policy was reviewed and updated as a new SENDCO was in post.

SECTION 2

Aims:

Farsley Farfield Primary School is committed to the inclusion of all pupils. We therefore:

- provide an environment which enables every pupil to be safe and healthy
- value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- enable every pupil to make a positive contribution to their school and community
- identify and respond to pupils' diverse and individual needs
- identify and overcome potential barriers to learning
- set suitable learning challenges for every pupil

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator who will implement the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3

Identifying special educational needs:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age. Early identification is essential – it is particularly important in the Early Years Foundation Stage (EYFS) that there is no delay in making any necessary special educational provision.

Farsley Farfield Primary School has a clear approach to identifying and responding to pupils with SEND. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils who are: significantly below the development of their peers or are making less than expected progress given their age and individual circumstances. Progress can be categorised by that 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 (please note that sometimes children do 'slow down' or 'plateau' in their rate of progress and this would not always mean that the pupil would be identified as having a SEND)
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

There are four broad areas of need that we plan for when identifying special educational needs of our pupils. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. The broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Descriptions of these categories can be found in the SEND Code of Practice (2014) 6.28 – 6.35

At Farsley Farfield Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also other factors that may be impacting on progress and attainment. These may include:

- Disability
- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/women

It is important to note that identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to another area of need.

SECTION 4

A Graduated Approach to SEND Support:

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had access to appropriate interventions and quality first teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those 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 the SEND most frequently encountered.

SEND Code of Practice (2014) 6.37

At Farsley Farfield Primary School, staff are encouraged to access regular CPD in order to increase understanding of strategies that can be used to support pupils with additional needs. This is sometimes arranged as INSET or as external training. Staff are also kept informed and updated about SEND issues and pupils on the SEND register through staff meetings, briefing meetings, face to face discussions, email correspondence and Sharepoint messages. Staff have also been given a list of those members of staff who have knowledge and expertise in specific areas of SEND so that staff know where to ask for support/advice if they need to e.g. those who have knowledge in dyslexia, intensive interaction, Speech Language Therapy, Autistic Spectrum Disorders etc...

SECTION 5

Managing pupils needs on the SEND register:

Where a child has been identified as needing SEND support, we will follow this model of support: assess, plan, do and review. The cycle for this model is continuous.

Each child on the SEND register should have a personal file with up to date details of needs and provision. Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and Provision Maps can be used to plan programmes and monitor and review progress for those on the SEND register. Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively, what outcomes

are to be achieved (and by when) and who is responsible for maintaining and updating this record/plan. **The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.** This information should also be recorded on the SIMS SENCo module.

We have a review meeting for each child on the SEND register at least once every term. These ISAR (Inclusion SEND Action Review) meetings are planned onto the school diary. Before the meeting, pupils are given an opportunity to express their views (pupil voice) regarding their additional needs. Teachers will then meet with parents/carers of children who are on the SEND register to discuss current provision and progress against outcomes. Teachers are expected to record the details of the meeting and pass this to the SENDCO to monitor and liaise with the teacher as required.

For higher levels of need, we can refer to external agencies. The decision to do this would usually be made by the SENDCo. Where external agencies are involved with a child, meetings between professionals, staff and parents may be recorded as an additional ISAR. The SENCo coordinates external agencies and invites them and parents to joint meetings.

If the school identifies that a child meets the criteria for additional 'Top Up Funding', the SENDCo will make an application to LA FFI (Funding For Inclusion) Team. FFI monies are usually used to pay for an additional member of staff to provide 1:1 support for the individual child as required. At Farsley Farfield Primary School, we believe in 'inclusion' as well as the importance of 'independence' and as such 1:1 SEND teaching assistants are managed appropriately to ensure this.

SECTION 6

Criteria for exiting the SEND register:

Where a child no longer requires provision **different from or additional to** that normally available to pupils of the same age, he/she will be removed from the SEND register. This is usually done at an ISAR meeting and is agreed by all who attend this meeting.

SECTION 7

Supporting pupils and families:

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Leeds SEND Information Advice Support Service).

Farsley Farfield Primary School has published its 'Local Offer' in the Special/Additional Needs section under the tab '**Key Information**' which is located on the front page of its website. This section also signposts all stakeholders to the LA 'Local Offer'. Admissions information can also be located here too.

<http://www.farsleyfarfield.org.uk/specialadditional-needs/>

Transition arrangements – from class to class, across key stages and to another school - usually take place in the summer term. These are planned for carefully by the class teacher to ensure that pupils with additional needs are able to move classes as smoothly as possible.

SECTION 8

Supporting pupils at school with medical conditions:

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. We recognise that pupils at Farsley Farfield Primary School with medical conditions should be properly supported so that they have full access to education; including school trips and physical education. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010. Some pupils may also have 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. Where this is the case, the SEND Code of Practice (2014) is followed.

The First Aid and Medication Policy was reviewed and updated in January 2019. Please also refer to 'Supporting pupils with medical conditions' policy. (September 2018)

SECTION 9

Monitoring and evaluation of SEND:

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. At Farsley Farfield Primary School we monitor and evaluate the quality of provision that we offer to all pupils. We do this through:

- Termly ISARs where staff views and parent/pupil voice information is gathered
- Analysing progress data for pupils with SEND
- Analysing attendance and exclusion data for pupils with SEND
- Annual parent surveys
- Day to day management by the SENDCo who provides leadership across the school.
- Monitoring progress against SEND priorities in the School Improvement Plan

SECTION 10

Training and resources:

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and the SENDCo meets with staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENDCo also attends network meetings in order to keep up to date with local and national information regarding SEND.

SECTION 11

Roles and responsibilities:

- The governing body, in co-operation with the head teacher, is responsible for the school's general policy and approach to provision for pupils with SEND.
- The head teacher has overall responsibility for the day to day management of all aspects of SEND provision.
- The SENDCo, working closely with the head teacher, has responsibility for the day to day operation of the school's SEND policy and for co-ordinating, and delegating responsibility for, provision for pupils with SEND.

SECTION 12

Storing and managing information:

Individual pupil SEN files are stored in filing cabinets in the North Admin Office (for Infant children) and in the South SENDCo Office (for Junior children). Electronic files are also securely kept on the network as well as in SIMS. Files are passed on to the SENDCo at other settings where a child has transferred to another school.

SECTION 13

Reviewing the policy:

Due to recent reforms and the new requirements for SEND effective from September 2014, this policy will be reviewed every 3 years.

SECTION 14

Accessibility:

Farsley Farfield is an accessible school; it has a care suite in each building and a range of other DDA (Disability Discrimination Act) compliant toilets. Both buildings have lifts so that all areas are accessible to wheelchair users. We have a number of smaller teaching spaces for small group work or 1:1.

We are committed to ensuring every child can access an exciting curriculum. We always strive to:

- Set suitable learning challenges
- Respond to pupil's diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need.

Teachers and staff work together at Farsley Farfield Primary School to maximise effective access.

SECTION 15

Dealing with complaints:

The school has well established procedures for dealing with parental complaints. These are detailed in the complaints policy.

SECTION 16

Bullying:

The Anti-Bullying Policy details how we will tackle incidents of bullying at Farsley Farfield Primary School. It states the ethos of the school as being a place that is inclusive and tolerant of all:

'... is a safe, warm and supportive place in which to work, learn and play. We promote positive, progressive and tolerant ethics. We celebrate our diversity and see it as a strength of the school.'

Anti-Bullying Policy January 2017

SECTION 17

Appendices:

Farsley Farfield Primary School SEND information:

<http://www.farsleyfarfield.org.uk/specialadditional-needs/>

Farsley Farfield Primary School policies:

<http://www.farsleyfarfield.org.uk/policies/>

Leeds City Council Local Offer:

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SECTION 18

Glossary:

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Leeds SEND Information Advice Support Service (SENDIASS): provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Special Educational Needs and Disability (SEND): A child or young person has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

Special Educational Needs and Disability Co-ordinator (SENDCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENDCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Policy review date:
September 2022