Farsley Farfield Primary School
Special Educational Needs and Disability (SEND) Policy

Farsley Farfield Primary School
We Can We Will

SECTION 1

Contact details

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Our beliefs

- All pupils at Farsley Farfield Primary School are entitled to access Quality First 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 should be 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 should be actively involved in their own learning; pupil voice is essential.
- The school should be proactive in partnership with outside agencies/schools.

Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilitiesThe Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and

advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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 promote good 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 support for pupils who have special educational needs, disabilities and additional needs
2. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
3. To provide support and advice for all staff working with special educational needs pupils
4. To maximise academic attainment and progress amongst our cohort of children with SEND
5. To provide an environment where all children are accepted and differences are celebrated ensuring children are happy in school.
6. To maintain and monitor Educational Health Care Plans with professionals and parents.

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 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 in these ways:

- 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 more than one of these areas and their needs may change over time. The broad areas of need are:

1. Communication and interaction
2. Cognition and learning, including specific learning difference
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)

It is always our aim to provide the best education and care for our children but there are times when a specialist setting is required for a child to reach their potential. If this is something we believe would benefit a child, we would always have this conversation with parents/carers and support them through the process of finding a suitable specialist setting.

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 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 with the SENDCO, CPOMS updates and email correspondence. There are 3 Lead Practitioners of Autism in school and a Speech and Language Therapist who is in school for one day every week and can offer expert advice.

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 electronic file on Google Drive with up-to-date details of needs and provision. Every child will have an SEND Support Plan (SSP) detailing their personal offer in school. **The teacher holds the responsibility for evidencing progress according to the outcomes described in the SSP.** Assessment information should also be recorded termly on INSIGHT - the school's academic tracking system.

We have a review meeting for each child on the SEND register at least once every term. 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 make any amendments needed to the SSP. Teachers are expected to record the details of the meeting, which the SENDCO then reads before sending a final copy to the parents.

For higher levels of need, we can refer to external agencies. The decision to do this would usually be made by the SENDCO. A report will be sent to school when external agencies are involved with a child and there are meetings between professionals, staff and parents. The SENDCO coordinates external agencies and invites them and parents to joint meetings.

If a child isn't making as much progress as we would expect, even with an appropriate support plan in place, or if we feel the child may benefit from a specialist setting, we can apply for an EHCP. This is always discussed with parents

and we work cooperatively throughout the assessment process. Once an EHCP is in place, an Annual Review process needs to be completed so clear, long-term outcomes can be set and reviewed. This process is overseen by SENSAP. The Annual Review meeting takes place with school staff, parents, carers, and other professionals involved with the child.

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 a review 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 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. IAT or Speech and Language Therapy. Records of any discussions are added to the child's records and a copy given to parents.

Farsley Farfield Primary School has published its 'Local Offer' online 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 Local Authority's 'Local Offer'.

Transition arrangements – from class to class, across key stages and to another school - usually take place in the summer term. These are carefully planned for by the class teacher, any teaching assistants specifically involved and the SENDCO, to ensure that pupils with additional needs are able to move classes as smoothly as possible and that relevant information is shared with new staff.

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 SEND pupils may have an 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 September 2022. Please also refer to the 'Supporting pupils with medical conditions' policy. (2024)

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 meetings where staff views and parent/pupil voice information is gathered
- Analysing progress data for pupils with SEND who are not working close to age related expectations – this could be using small step assessments such as the Developmental Journal or Progression Steps.
- 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 any SEND priorities in the School Improvement Plan

SECTION 10

Training and resources

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.

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 required to undertake training and development. In the last academic year, staff have been trained in Intensive Interaction, Executive Functioning skills and Emotion Coaching.

Our SENDCO has successfully completed the Post Graduate Certificate in the Coordination of Special Educational Needs through Leeds Beckett University.

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 provision for all pupils with SEND and their progress.
- The SENDCO, working closely with the head teacher, has responsibility for the day-to-day operation of the school's SEND policy along with determining the strategic development of the SEND provision and policy in school.

SECTION 12

Storing and managing information

Individual pupil SEND files are kept up to date on the shared Google Drive.
Any paper files are passed on to the SENDCO at other settings where a child has transferred to another school or the Google Docs are sent electronically.

SECTION 13

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 almost 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 a 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. Adaptations are made to teaching styles and delivery, resources and staffing. Recommended aids, such as coloured overlays, visual timetables or larger font size are incorporated into provision. Advice is also sought from the Deaf & Hearing Impaired Team and the Visually Impaired Team. Teachers and staff work together at Farsley Farfield Primary School to maximise effective access.

SECTION 14

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. Our approach to supporting pupils who are absent from school due to their SEND is set out in our Attendance policy.

SECTION 15

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Safeguarding & Child Protection policy.

SECTION 16

Bullying

The Behaviour policy and Anti-Bullying Policy detail 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:
'Farsley Farfield Primary School aims to be 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.'

SECTION 17

Admissions arrangements

Children with our school named on their EHC plan will be given a place in our school.

If our school has more applications than places (called being oversubscribed), we will give children priority for places in the following order:
1. Children who are in care and some children who were previously in care in England or adopted from state care abroad (see full LCC Admissions policy for details).
2. Children with special educational or medical needs that can only be met at one school (evidence and conditions apply).

3. Children who have a brother or sister attending the school (conditions apply).
4. Children who live in the catchment priority area for the school.
5. Any other children prioritised by how close they live to the school (measured on a straight line distance).

SECTION 18

Dealing with complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. The query or complaint will then be discussed and resolved or passed on to the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's Complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, contact SENSAP - Leeds City Council - Resolving disagreements. You can request mediation by contacting Collis Mediation.

SECTION 19

Reviewing the policy

This policy will be reviewed annually.

Policy review date

October 2027

SECTION 20

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.