



## **The Fairlawn and Haseltine Federation Special Education Needs and Disabilities (SEND) Policy**

The aim of this policy is to explain how Fairlawn Primary School makes provision for pupils with additional educational needs, in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). If you require further information about the provision for SEND in the school please talk to your child's class teacher or contact Emily Bruggy, Assistant Head and Special Educational Needs Coordinator (SENCO), on 020 8699 7948.

## **Inclusion Statement**

In the Fairlawn and Haseltine Primary School Federation we strive to raise the aspirations and expectations of all pupils with Special Educational Needs and Disability (SEND). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. The Federation operates a 'whole pupil, whole school' approach to the management and provision of support for SEND and endeavours to achieve inclusion for every pupil regardless of need.

In identifying and providing for pupils with SEND we work within the guidance provided in the SEND Code of Practice 2014. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **Definition of Special Educational Needs and Disability (SEND)**

The Federation follows the Special Educational Needs and Disability Code of Practice 2014 definition where:

*'A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her.'*

A child of compulsory school age has a learning difficulty or a 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 facilities of a kind generally provided for others of the same age in mainstream schools

A child under compulsory school age has a learning difficulty or a disability if he or she is likely to fall within the above definition when of compulsory school age (or would be likely to, if no special educational provision were made).

A child with a long term medical condition does not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the Special Educational Needs and Disabilities (SEND) definition.

A child does not have a learning difficulty or a disability solely because the language in which he or she is taught is different from a language which is spoken at home.

## **The Federation's Key Objectives for SEND**

In providing for those pupils identified as having SEND we aim to:

- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- ensure that pupils with SEND are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable

- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the local authority (LA) and other agencies, including social services, parent support groups, psychologists and medical services, in identifying, assessing and meeting the needs of children with SEND
- develop and maintain a range of appropriate/relevant professional expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis

### **Roles and Responsibilities**

Provision for pupils with SEND is the responsibility of the whole school. In addition to the Governing Body, Executive Head Teacher, Head Teacher and SENCO, all members of staff have an important role to play.

### **The Governing Body**

The Governing Body, with the Heads and staff, has agreed this policy and the procedures for meeting the needs of those pupils with SEND. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The link Governor with responsibility for SEND closely monitors the schools work with children with SEND on behalf of the Governing Body.

The Federation Governing Body endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2014 in order to:

- do its best to ensure that the necessary provision is made for any pupil with SEND
- ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LA/other Advisory Body that a pupil has SEND, those needs are made known to those who are likely to teach them
- ensure that all teachers are aware of the importance of identifying and providing for those pupils with SEND
- ensure that a pupil with SEND joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical. This should be compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources

### **The Executive Head Teacher**

The Executive Head Teacher has overall leadership and managerial responsibility across both schools in the Fairlawn and Haseltine Federation.

### **Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed on SEND issues. The Head Teacher will work closely with the SEND Co-ordinator (SENCO).

## **SENCO**

The SENCO plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing quality first teaching for children with SEND.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO collaborates with Curriculum Leaders so that the learning for all children is given equal priority.

At Fairlawn Primary School the principle responsibilities for the SENCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision
- liaising with, and advising, teachers
- managing specific learning assistants
- overseeing the records of all children with SEND
- the administration of reviews
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies, including the LEA/other Advisory Body support and Educational Psychology Services, Health and Social Services and voluntary bodies

At Fairlawn Primary School we acknowledge the importance of this role and the time required for managing SEND. The SENCO will be given sufficient time for administration and monitoring. Clerical support will also be given if necessary.

### **All Teaching and Non-Teaching Staff**

All staff should be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care, writing 'teaching and learning' action plans and collecting additional information for the SENCO and other agencies. Their responsibilities include:

- setting suitable learning challenges
- responding to pupils' diverse needs
- planning to help overcome potential barriers to learning
- monitoring progress

Teaching Assistants, employed to support a child with SEND, have appropriate responsibility for the child's specific needs during their time with that child. The teaching assistants should liaise with the class teacher and SENCO on planning, pupil response and progress.

## **Identification and Assessment of SEN**

### **Early Identification**

At Fairlawn Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has SEND before they enter school, every effort will be made to liaise with the early education

setting, other agencies and the parents to enable the school to develop a provision map and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need or Disability after Baseline Assessment, the school will endeavour to:

- use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use curriculum and Baseline Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- involve parents in developing and implementing a joint approach at home and in school.

Fairlawn Primary School is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

### **Record-keeping**

At Fairlawn Primary School, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed.

- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- The SENCO is responsible for ensuring that comprehensive records are kept properly and are available as needed.
- If the school refers a child for EHC Assessment to the LA/other Advisory Body, a record of the child's learning, including the resources or special arrangements already used are made available.
- On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the SENCO, including provision plans (where appropriate).
- Copies should be kept in the school for future reference.
- Records are kept by the SENCO in the Rainbow Room and pupil profiles are held electronically on the school server for school staff to access.

### **Quality First Teaching**

At Fairlawn all class teachers are fully aware of their responsibility and accountability for the progress and development of all the pupils in their class through the delivery of quality first teaching differentiated for individual pupils.

### **Teacher Concerns**

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child. This should be done in liaison with the SENCO.

The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

Detailed records of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed must be maintained.

Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the SENCO should be consulted.

The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

### **Monitoring Children's Progress**

At Fairlawn Primary School, the progress of all pupils is regularly monitored throughout the school by the senior leadership team in partnership with the teachers.

The principal test of the need for action is evidence that current rates of progress are less than expected. Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of a pupil's difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Expected progress can be defined in a number of ways; it might, for instance be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- matches, or betters, the child's previous progress
- demonstrates an improvement in self-help, social or personal skills

### **A Graduated Approach to SEND Support**

Where a pupil's 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, he/she is identified as a child with SEND and is placed on the school's SEND register and the school then puts in place SEND support. This takes the form of a four-part cycle referred to as '**Assess-Plan-Do-Review**':

- **Assess:** a clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services.
- **Plan:** the teacher and SENCO agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENCO, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- **Review:** the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENCO in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

Pupils are removed from the register if and when they are deemed to have responded consistently to support and interventions and are able to make consistently the expected or above progress once support has been withdrawn.

## **Education Health Care Plans (EHCP)**

The majority of pupils in the school with SEND will have their needs met through the provision of SEN support delivered via the cycle of Assess-Plan-Do-Review, described above. However, where a pupil fails to respond to that process s/he may require an EHC needs assessment in order for the LA in which they reside to decide whether it is necessary to make provision through an EHCP.

The purpose of an EHCP is to make special educational provision to meet the SEND needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EHCPs are reviewed annually by the school in collaboration with the Local Authority and any external agencies involved in the support of the pupil.

## **Annual Review**

All EHCPs must be reviewed at least annually to consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving Primary school.

The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the EHCP.
- to assess the child's progress towards the targets in the provision plan
- to review the special provision made for the child
- to consider the appropriateness of the EHCP in the light of the child's performance
- to consider if the EHCP is to be maintained

## **Annual Review Procedures**

At Fairlawn Primary School, the Head Teacher has delegated responsibility for the administration of Annual Reviews to the SENCO. The Head Teacher assists with reviews where appropriate.

- The SENCO should provide the LA with a report following each annual review.
- The SENCO seeks advice from:
  - the child's parents
  - the child's teacher and, where appropriate, the child's support teacher.
  - the child
  - anyone specified by the Local Authority
  - anyone else the SENCO considers appropriate
- The SENCO circulates a copy of all advice received to those invited to the meeting.
- The school's advice should contain commentary on:
  - the child's progress towards meeting the objectives in the EHCP
  - progress towards short-term targets
  - the application of the National Curriculum
  - the progress in behaviour and attitude towards learning
  - the continued appropriateness of the statement

## **Annual Review Meeting**

The review meeting will normally be arranged in the school and should be chaired by the SENCO.

The SENCO will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant teacher, the SENCO, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENCO thinks appropriate.

Wherever possible, the older pupils at Fairlawn Primary School should be involved, attending all, or part of, the review.

Agenda items should consider:

- whether the EHCP remain
- whether any amendments are required
- whether the LEA/other Advisory Body maintain the EHCP, or if the LA/other Advisory Body should be recommended to cease the EHCP and the child's needs be met by school's SEN funding
- any new targets to meet the objectives set out in the EHCP
- whether any additions or amendments should be made to an existing transition plan

After the annual review, the SENCO should prepare a report and submit it to the LA/other Advisory Body no later than ten school days after the review or the end of the school term, whichever is the earlier.

### **Transfer to Secondary School**

The SENCO attends Lewisham's Information Sharing day and passes on all relevant information to the receiving Secondary Schools about Year 6 pupils who have had additional needs or support during their time at the school.

In addition, when organising the annual reviews, Fairlawn Primary School will consider the following points before the child's transfer to Secondary school.

- The move to Secondary school will be considered in the review in Year 5.
- In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage.
- Parents will be encouraged to visit the Secondary schools to consider the options available to them.
- If the options are not clear, an interim review will be held early in the Autumn Term of Year 6.
- The child's EHCP should be amended in good time of the year of transfer, in the light of recommendations of the annual review, the parents' views and preferences and the response to consultation by the LA with the school or schools concerned.
- All the arrangements for a child's placement should, therefore, be completed no later than the beginning of March before transfer.
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- The SENCO of the receiving school will be invited to the final annual review.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice and wherever possible pupils are involved in monitoring and reviewing their progress.

### **Resourcing**

Funding for SEN comes from the Additional Educational Needs (AEN) budget.

Funds from the AEN budget are used to finance EHC plans up to £6000. The Borough that issues the plan provides the school with 'top up' funding. This is spent on allocated individual support and resources appropriate to the needs of the pupil.



Governors monitor the allocation and expenditure of these resources in two ways. The SEN link governor has regular meetings with the SENCO, who provides a written report for Governors each term. The school's business manager, Rosamund Clarke, monitors SEN expenditure against the allocation.

### **Partnership with Parents/Carers**

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education
- providing workshops linked to areas of the curriculum to enable them to support their children's learning
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents/carers
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately
- ensuring that all parents/carers can access information provided by the school
- focusing on developing the child's strengths as well as areas of additional need

### **Accessibility**

Fairlawn Primary School has a duty to prepare an Accessibility Plan for disabled pupils as an integral part of their school development plan in order to:

- consider the extent to which disabled pupils can participate in the Curriculum
- consider the physical accessibility of school premises for disabled pupils
- improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled

### **Evaluation**

This policy will be the subject of continuous review by the Executive Head, Head Teacher, SENCO, SEN Governor/Team, teaching and non-teaching staff. It will be an agenda item on the full Governors' Meeting. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

### **Complaints Procedures**

In the first instance, parents' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole-School Complaints Policy.

If there continues to be a disagreement with regard to the SEND provision, the LA/other Advisory Body should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage.

More detailed information can be found in the Code of Practice 2014.

Date Agreed: November 2019

Written by: Hania Ryans /Emily Bruggy

Review Date: Emily Bruggy November 2020

## Further Information

### Useful Documents and Resources

<i>DfES</i>	Special educational needs and disability code of practice: 0 to 25 years 2014
DfES	Excellence for All Children: Meeting Special Educational Needs 1997
DfES	Meeting Special Educational Needs: A programme of Action 1998
<i>DfES</i>	Social Inclusion: Pupil Support (Circular 10/99)
DfES	What the Disability Discrimination Act (DDA) 1995 means for schools and LEAs (Circular 20/99)
DfES	Handy Hints for Primary School Teachers: Dyslexia
CSIE	Index for Inclusion 1999
NAHT	The Special Educational Needs and Disability Act 2001: NAHT Commentary 2001
NASEN	Specialist Teaching for SEN and Inclusion, Including Activities for Young Children with SEN
NASEN	From KS2 to KS3: Smoothing the Transfer for Pupils with Learning Difficulties
Ofsted	Evaluating Educational Inclusion 2000: Guidance for Inspectors and Schools