

Fringford C.E Primary School Special Educational Needs and Disability (SEND) Policy

Fringford C.E Primary School is an inclusive school. Safeguarding is of paramount importance to us and all of our policies are developed with well-being as a central theme. All of our school policies are interlinked and should be read alongside, and informed by, all other policies. In particular, the SEND policy is linked to accessibility, behaviour, anti-bullying, medical and curriculum policies.

Fringford C.E Primary School is part of the Bicester Learning in Partnership (BLiP) group. This SEND policy has been written in accordance with the updated SEND Code of Practice (2015), the Equality Act (2010), the Mental Capacity Act Code of Practice (2005), Working together to Safeguard Children (2013) and Supporting Children with Medical Conditions (2014).

The SEND team at Fringford

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the Special Educational Needs Coordinator, Vanessa Benjamin-Smith and the Headteacher, Franco Pastore.

Information about the SEN Code of Practice (2015).

The Code of Practice (2001) was replaced by the Code of Practice (2014) to reflect the changes introduced by the Children and Families Act 2014. The Code of Practice (2014) was updated in January 2015. Below is a summary of the main changes in 2014 and 2015.

- The Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children, young people and parents in decision-making.
- There is a stronger focus on high aspirations and on improving outcomes for young people.
- There is guidance on joint planning and commissioning of services to ensure close cooperation between education, health and social care. There is also guidance on the Local Offer of support for children and young people with SEN or disabilities.
- There is guidance for education and training settings on taking a graduated approach to identifying students with SEN (replacing the previous School Action and School Action Plus categorisation).

- Statements have been replaced by 0-25 Education, Health and Care plans (EHC Plans) which can be used to support children with complex needs.
- There is a greater focus on support for successful transition to adulthood.
- There is guidance on supporting children and young people with SEN who are in youth custody.

The updated documentation can be found here:
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Defining SEND

The Code of Practice (2015) states 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.

For children aged two or more, educational provision includes nursery schools and other relevant early years providers. For children under two, special provision relates to educational provision of any kind.

The term SEN includes LDD (Learning difficulties and disabilities).

Disability is defined under the Equality Act (2010) as ‘a physical or mental impairment which has a long-term and substantial adverse effect on [a person’s] ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’, and ‘substantial’ is defined as ‘more than minor or trivial’.

It is recognised that not all children with disabilities have SEN but that there can be a significant overlap between the two.

SEND at Fringford

We recognise our duties under the Equality Act (2010) that we must not directly or indirectly discriminate against disabled children and families and we must make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage to their peers. We welcome the requirement that we must have full regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children. Please see our accessibility plan for further information.

Our objectives, in the first instance, are to provide high quality teaching that is differentiated and personalised to meet the needs of the children and young people in our school. We will identify and overcome, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND, so that every child can experience success in their learning and will achieve their full potential. We will provide a broad, balanced curriculum that promotes positive outcomes in both academic subjects and in personal and social development. We will value and encourage the contribution of all children to the life of the school and we aim to work in close partnership with parents/carers, acknowledging their importance and depth of knowledge about their child. Where intervention programmes are used, we will only use evidence based approaches and we will monitor progress closely to ensure effectiveness. We will endeavour to ensure that our staff are trained to the highest possible standard so that they can, in the first instance, deliver high quality teaching to all learners and also carry out interventions effectively. We will provide supportive supervision to staff in order to enable them to carry out their duties. We will work closely with external support agencies, where appropriate, to support the need of individual pupils and we will ensure that our Governing Body is able to fulfil its statutory monitoring role with regard to the Policy Statement for SEND.

Identifying children at SEND (SEND Support)

At Fringford, the progress of **every** child is systematically monitored. Where children are identified as not making progress against age related expectations, a cause for concern is raised with the Headteacher and SENCo and a plan of action is agreed. This will involve additional differentiation within usual classroom arrangements and a time-limited catch-up intervention programme will be implemented in order to close gaps in learning.

If children still do not make the expected progress, the support of outside agencies will be sought. Personalised pupil profiles will be created in order to build on the strengths of each child and coordinate strategies to address barriers to learning. All decisions will be made in consultation with parents/carers and the contribution of the child will be of utmost importance.

SEND in the Early Years

The Early Years Foundation Stage (EYFS) Framework (2017) stresses the importance of early identification of barriers to learning. In Class 1, we observe and assess children rigorously and review progress with parents regularly. We use the Early Years outcomes guidance to monitor development within age related expectations and we complete the EYFS profile at the end of the EYFS.

We endeavour to act as quickly as possible when additional learning needs arise, aiming to close gaps before children enter year 1. It is important to recognise that a delay in learning and development in the early years may not always indicate SEND, as children do develop at different rates, but where there is a particular concern, we will adopt the Early Help Assessment to access multi-agency support.

Assessing SEND for children whose first language is not English

We recognise that difficulties relating solely to learning English are not SEND. In such circumstances, we will observe all aspects of a child's development to assess whether any delay arises from SEN or disability, rather than being related to learning an additional language.

Working with Parents and Children

At Fringford, we place great emphasis upon building positive relationships with parents. We are a small school with a strong family focus and we aim to nurture supportive links with all members of our community. We aim to use these links to help us to identify additional learning needs as quickly as possible and then to work in partnership with parents to address those needs, so that even the most vulnerable children reach their potential. We recognise the significance of smooth transitions between settings and key stages and aim to involve parents as much as possible in order to ensure continuity of learning and minimise potential anxieties.

If teachers notice that a child is experiencing difficulties, parents will be informed as soon as possible, either at parent-teacher consultation meetings in the Autumn or Spring terms or during informal meetings organised after school. If parents are concerned about their child, they are encouraged to speak directly to the class teacher or to make an appointment to speak to the SENCo. At Fringford, we operate an open door policy and welcome all parents to discuss issues freely.

Cause for concern might be indicated by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Does not match or exceed the child's previous rate of progress
- Does not close the attainment gap between child and peers
- Widens the attainment gap

The first response will always be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected, a full review will take place. We will use the Oxfordshire guidance in identifying special educational needs. This defines four broad areas of need:

- Communication and interaction – This includes children with Autistic Spectrum conditions.
- Cognition and learning – This includes Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a child is identified as having SEND, parents/carers will be invited to regular review meetings with the class teacher to discuss:

- A child's strengths
- Barriers to learning
- Strategies to be implemented to promote learning
- Specific intervention programmes that might help to close gaps
- How parents can support learning at home

If appropriate, the child will attend these review meetings. Otherwise, the voice of the child will be recorded through discussion at home or during the school day. We recognise that it is vital that children have an understanding of their own learning needs and that they are aware of next steps in their learning.

If parents feel they would like more information, advice and support from an independent organisation, then they could contact SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service (previously Parent Partnership) on:

01865 810516

e-mail: sendiass@oxfordshire.gov.uk

Website: [SENDIASS](#)

This service is free.

Pupil Profiles for children at SEND Support (SEND)

All children who are identified as having learning needs that are different from the majority of their peers will have a personalised learning plan, called a 'Pupil Profile'.

This will provide a record of the issues discussed above, that is:

- A child's strengths
- Barriers to learning
- Strategies to be implemented to promote learning
- Specific intervention programmes that might help to close gaps
- How parents can support learning at home

The profile will be reviewed at least termly, but more often if appropriate. The profile will provide staff with a working document that makes the child's learning needs clear and enables everyone to be properly informed about targets and strategies.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEND, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- There are a number of professionals involved with the child and it is important to formalise a shared vision for the child

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 wishes 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 and state the desired outcomes.

Teaching and Learning

We believe that all children learn best within the normal classroom environment, alongside their peers. Our aim is for all children to be working together, engaging in 'hard work, they can do'. This means setting appropriate learning challenges for all children, stretching them to reach the next steps, and supporting them to do so. All children are entitled to Quality First Teaching from highly qualified adults. Teachers and Teaching Assistants will work together to ensure that they understand the learning needs of ALL children. Wherever possible, children will be supported within the classroom and will follow the class timetable. However, in a small school such as ours, there will inevitably be times when a specific intervention needs to be carried out for an individual or a small group of children. In this case, the intervention might occur outside the classroom, at a time when the rest of the class are engaged in other activities. Even so, we will endeavour to ensure that ALL children have access to the broad, balanced curriculum and that children with SEND do not miss out on important spiritual, creative or sporting opportunities.

When allocating additional adult support to children, our focus is on identifying the best person for the job. This will sometimes be a Teaching Assistant who has been trained to deliver a high quality, focussed intervention. Even when a child is supported by a Teaching Assistant, we recognise the risk of 'learned helplessness' and we will work to ensure that children do not become overly

dependent upon the additional adult. The class teacher will ensure that they are fully informed about the child's performance outside the classroom and will make every effort to ensure that skills learnt during interventions are applied and consolidated within whole class activity. We believe that it is crucial that:

- Interventions are planned for a specific time-limited period
- Progress towards targets is assessed formatively throughout the intervention period. Wherever possible, there will be a summative assessment at the beginning and at the end of an intervention, in order that progress can be measured.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow the child to demonstrate their transferral of skills in whole class environment.

The SENCo will observe SEND children both within the classroom and, during specific interventions, to monitor and evaluate the effectiveness of strategies and resources.

Adaptations to the Teaching and Learning Environment

Please refer to our Access Plan.

All of our classrooms are fully inclusive. We recognise that good teaching for children with SEND is good teaching for ALL children and we aim to teach in such a way that everyone can participate. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using multi-sensory resources.

Access to extra-curricular activities

All of our children have full access to lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. Children will not be excluded from a trip because of SEND, disability or medical needs.

Staff Expertise

Teachers are trained to differentiate their teaching in order that all children can reach their potential. Some of our teachers are very experienced and will support those that are newly qualified so that they develop their expertise. We encourage all staff to access training opportunities to enable them to support all children effectively. We have good links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate.

The Bicester Partnership of schools buy into the service of an Educational Psychologist.

The SENCo is an experienced teacher who has taught in both mainstream and special schools across a range of ages and special needs. The SENCo provides support and advice to class teachers and seeks advice from specialist support outside school where appropriate.

Children with social, emotional and mental health needs

Behaviour is not classified as a Special Educational Need. Rather, it is a set of skills that can be learned. If a child shows consistently inappropriate behaviour, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment and hold regular TAF (team around the family) meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescents Mental Health Service (CAMHS) or other specialist. We are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, we would suggest specific therapeutic interventions. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy. Reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills.

Transition Arrangements

Transition into and within school

We understand how difficult it can be for children and parents as they move into a new class or a new school. We make an action plan according to the individual needs of the child, to make transitions between classes/settings as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/school,

- Where appropriate opportunities to take photographs of key people and places in order to make a transition book.
- Provide additional time for children in small groups/individually to express their concerns and to address them.

Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our partnership schools within Bicester.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND meets with the SENCO at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Any complaints are taken seriously and are heard through the school's complaints policy and procedure.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Oxfordshire's Local Offer is available from the website <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Equal Opportunities/British Values

Fringford C.E Primary School is committed to providing equal opportunities for all. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. In line with our statutory duty, we will promote the values of democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

We recognise and accept our duty to prevent people from being drawn into terrorism.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Written by: Vanessa Benjamin-Smith (Inclusion Coordinator/SENCo)

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Approved by: Franco Pastore (Headteacher)

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Policy reviewed September 2017

Next review: September 2018