



Friars Primary School and Nursery

Special Educational Needs and Disability Policy

Date Written/Reviewed: November 2020

Next Review Date: November 2021

Person Responsible: Angela Murphy (SENCo)

Signature of Principal:

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Date:

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Friars Primary School and Nursery Special Educational Needs and Disability (SEND) Policy

Aim

Friars Primary School and Nursery fully supports the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and believes that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We aim to encourage high self-esteem and independence through working in a happy, secure environment.

Working in partnership with parents and carers plays a key role in enabling children with Special Educational Needs and Disabilities (SEND) to achieve their potential. Friars Primary School and Nursery values working with parents and carers to gain a better understanding of the child. We aim to involve parents and carers in all stages of their child's education. This includes supporting parents and carers in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Children with SEND often have unique knowledge and views of how their educational needs can be met. We provide a school environment where pupils are involved in and take increasing responsibility for their own learning, feeling safe to express and voice their opinions.

Teachers set high expectations for every child. Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement. In many cases, such planning will mean that children with SEND will be able to study the full National Curriculum.

Key Requirements

Friars Primary School and Nursery is a mainstream school and as such must:

- use our best endeavours to make sure that a child with SEND gets the support they need and that the necessary provision is made for any individual who has a special educational need and/or disability.
- ensure that children with SEND take part in the activities of the school alongside children who do not have a special educational need and/or disability
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND Co-ordinator (SENCo)
- inform parents and carers when we are making special educational provision for a child
- publish a SEND information report on our webpage.

The Local Offer

The SEND Local Offer is a resource, which is designed to support children and young people with SEND and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan (EHCP) and those with SEND but without an EHCP. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors and can be found at Livewell Southend:

<https://livewellsouthend.com/kb5/southendonsea/directory/results.action?qt=SEND&term=&sorttype=relevance&localofferchannel=0>

Friars Primary School and Nursery publishes its arrangements for children with SEND as part of the SEND Local Offer.

Definition of Special Educational Needs and Disabilities (SEND)

As defined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) a child or young person has SEND if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

As defined in the Equality Act 2010 a person is disabled if they have ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Long term is defined as ‘a year or more’.

Substantial is defined as ‘more than minor or trivial’.

Special educational provision is that which is different from or additional to provision normally available to children of the same age.

Identifying Special Educational Needs in Friars Primary School and Nursery

- The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long term outcomes for the child or young person.
- High quality teaching means that fewer children require provision different from or additional to that normally available to children of the same age.
- We consider evidence that a child may have a disability under the Equality Act 2010, and, if so, what reasonable adjustments may need to be made for them.
- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

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- Teachers make regular assessments of progress for all children. Progress also refers to areas other than attainment, for example wider development or social needs. These assessments identify children making less than expected progress, given their age and individual circumstances, and can be characterised by progress 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
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap.

The first response to such progress is high quality teaching targeted at the child's areas of weakness.

- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Where progress continues to be less than expected, the teacher will complete an Initial Concern Form detailing the nature of their concerns and strategies that they have already put into place for the child.
- The SENCo may choose to observe the child in class and/or carry out specific assessments to determine which level of provision the child will need going forward and/or whether the child has SEND.
- We listen and understand when parents and carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, assessment is made to determine whether there are any causal factors involved. A multi-agency approach may be needed, supported by such approaches as the Early Help Family Support Assessment.
- We make provision for a child's short-term needs, such as bereavement, in order to prevent problems escalating. Although this is not SEND, there can be an impact on the well-being of the child.
- Slow progress and low attainment do not necessarily mean that a child has SEND and they are not automatically recorded as having special educational needs. However, they may be an indicator of learning difficulties or disabilities.
- Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Children are assessed to have Special Educational Needs within the Four Broad Areas of Need:

1. Communication and Interaction:

Children who have difficulty communicating with others:

- saying what they want to say or
- understanding what is being said to them or
- understanding or using social rules of communication.

2. Cognition and Learning:

- Children who are learning at a slower pace than their peers, even with appropriate differentiation.

3. Social, Emotional and Mental Health Difficulties:

- Children who experience a wide range of social and emotional difficulties which manifest themselves in many ways.

4. Sensory and/or Physical Needs:

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided:
 - vision impairment **(VI)**
 - hearing impairment **(HI)**
 - multi-Sensory impairment **(MSI)**
 - physical disability **(PD)**.

SEND Support in Friars Primary School and Nursery

Where a child is identified as having Special Educational Needs, parents and carers will be formally advised of this and a decision made to add the child to the SEND register. We take action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four-part cycle: 'the graduated approach: assess – plan – do – review'.

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Assess:

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers and children. Where relevant, advice from external support services is also considered. Parent/carer concerns and the school's assessment data are reviewed regularly to monitor how the child is progressing. This analysis helps to ensure that support and intervention can be matched to need and that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents or carers.

Plan:

Planning will involve consultation between the class teacher, SENCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parent/carer involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with specific assessment of the pupil's strengths and the SENCo will provide weaknesses, problem solving and advising of the implementation of effective support.

Review:

The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents/carers. This feeds back into the analysis of the child's needs and allows for revision of support in light of the child's progress and development.

Children who have an Education, Health and Care Plan (EHCP) must have an annual review of their outcomes.

The Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent or carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP combines information from a variety of sources including:

- Parents and carers
- Teachers
- SENCo
- Social Care
- Health professionals
- Other professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parent and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice. Further information about EHCPs can be found through the SEND Local Offer:

<https://www.southend.gov.uk/children-disabilities/local-offer-send>

and/or by contacting the Information and Advisory Support Service at Southend Borough Council (freephone 0808 808 3555).

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Involving Parents/Carers and Children in Planning and Reviewing Progress

Where a child is receiving SEND support, we aim to talk to parents/carers regularly and at least once a term, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and to identify the responsibilities of the parents/carers, the child and school. This collaborative approach strengthens the impact of the approaches and teaching strategies that are used. Children and parents/carers are actively involved in decision-making.

Involving Specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, Friars Primary School and Nursery will consider involving specialists. The child's parents/carers should always be involved in any decision to involve specialists.

These specialists could include:

- Educational Psychology Service
- Specialist teachers, e.g. responsible for children with hearing, visual and speech and language impairments
- Paediatricians
- Therapists, e.g. speech and language therapists.

Friars Primary School and Nursery continues to build strong working relationships and links with external support services in order to fully support our SEND children. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo must be a qualified teacher working at Friars Primary School and Nursery. If the SENCo has not previously been a SENCo for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs within three years of appointment.

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) the key responsibilities of the SENCo at Friars Primary School and Nursery are:

- overseeing the day-to-day operation of our school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of our school's delegated budget and other resources to meet the children's needs effectively
- liaising with parents and carers of children with SEND
- liaising with early year's providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents and carers are informed about options and a smooth transition is planned
- working with the school Principal and trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

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- ensuring that Friars Primary School and Nursery keeps the records of all children with SEND up to date.

Equality and Inclusion

Friars Primary School and Nursery cooperates with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer. We have due regard to general duties to promote disability equality.

All schools have duties under the Equality Act 2010 towards individual disabled children and must make reasonable adjustments to prevent them being put at a substantial disadvantage. We also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support children with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children.

Friars Primary School and Nursery aims to give every child equal opportunities in all areas of the curriculum irrespective of gender, ability, ethnic origin and social circumstance.

This policy will be reviewed annually.