

**Fair Acres
Federation**
Our values and learning
are stronger together

Special Educational Needs and Disability Policy

May 2022

Adopted: (Date)

Review date:

Signed: (Chair of Governors)

Signed: (Headteacher)

Special Educational Needs and Disability Policy

Special Educational Needs and Disabilities Coordinator (SENDCO)

- Miss Christine Flintham

Special Educational Needs and Disabilities Governor

- Sue Pottinger

This policy should be read in conjunction with the Fair Acres Federation 'SEND Information Report'. This is available to parents on the school website.

The SEN Information report forms a contributory part of Lincolnshire Local Offer on SEN services. More information about the Local Offer can be found at: <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

1.Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (Jan 2015) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 - 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Working together to Safeguard Pupils (2013)
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010: advice for schools DfE Feb 2013

2.Definition of SEND

In this policy, special educational needs and disabilities (SEND) is defined as: 'Pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

'A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

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

Many children and young people who have a SEN may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition in this policy (**SEN Code of Practice 2015 page 15/16**)

3. Aim

The Fair Acres Federation's main aim is to raise aspirations and meet the needs of each and every child, including those with Special Educational Needs and Disabilities, so that they may all enjoy their learning, achieve their full potential and become confident individuals living fulfilling lives.

4. Objectives of SEND across our Federation

- To provide a broad and balanced curriculum for all pupils including those with SEND
- To provide a range of opportunities where pupil's experience success and develop an open mind, keen to learn.
- To assess, identify and provide for pupils who have special educational needs or disabilities.
- To ensure that pupils with SEN have a voice and are given opportunities to express an opinion and that this will be taken into account in any matters affecting them.
- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will facilitate SEND policy and process across the Federation
- To ensure staff and governors understand they are accountable for the SEND Policy being implemented and maintained.
- To provide support, advice and training for staff working with special educational needs pupils.
- To gain advice, support and training from relevant outside agencies as needed.
- To implement the graduated approach of 'Assess, Plan, Do, Review' to identify and monitor a pupil's needs, progress and next steps.

5. Admission Arrangements

The admissions' policy for Fair Acres Federation schools follow the Local Authority (LA) guidance. Allocation of places to the school is administered by the LA for Reception Year. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have an Education, Health & Care Plan (EHCP) which names this school as the one they should attend. (for further information see the Local Authority Admissions Policy.)

6. Parents and Pupil Voice

Parents will be kept informed and play an active part in meeting their child's needs. The school regards the support of parents very highly in being able to help their child make good progress. For example, they may be asked to do specific tasks at home as part of the Pupil Profile outcomes.

Pupils are asked about their views on their learning, social skills and emotional wellbeing as well as future aspirations. These may be recorded before formal meetings and shared as part of the meeting process or pupils may participate in meetings, if considered appropriate.

The SENDCO is available to give SEND advice or signposting to parents when they request it. The Local Authority also funds the 'Liaise' service, should a parent wish to seek independent advice on SEND issues. (for further information please contact liaise@lincolnshire.gov.uk or visit https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11#:~:text=Liaise%20is%20a%20free%2C%20confidential,support%20via%20telephone%20and%20email.)

7. Identifying Special Educational Needs and Disabilities

The Code of practice 2015 identifies 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Emotional, Social and Mental Health
- Sensory and/or Physical

Pupils may have a need identified in one of these areas or across multiple areas. Pupils needs may also change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Fair Acres Federation we identify the needs of pupils by considering the needs of the whole pupil and then matching the provision accordingly.

It is important to point out the circumstances which are **not** classed as SEN, but which may hinder progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Funding
- Being a Looked After or Adopted Pupil
- Being a pupil of Service Personnel
- Having behavioural difficulties where an underlying cause has not been identified.

8. Early Identification of SEND

8.1 Teacher Monitoring

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances. This 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 pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

Progress also includes in other areas of development - for example a pupil may need more support developing social and emotional skills than his peers. Progress of children is discussed at pupil progress meetings. These are attended by the Headteacher and SENDco. When a pupil is identified as not making expected progress the first response by the class teacher is to target the area of need with differentiated, quality first teaching. Some informal intervention or adjustments may be put in place. This will be recorded on the class provision map and reviewed after a period of intervention.

8.2 Moving to the SEN register

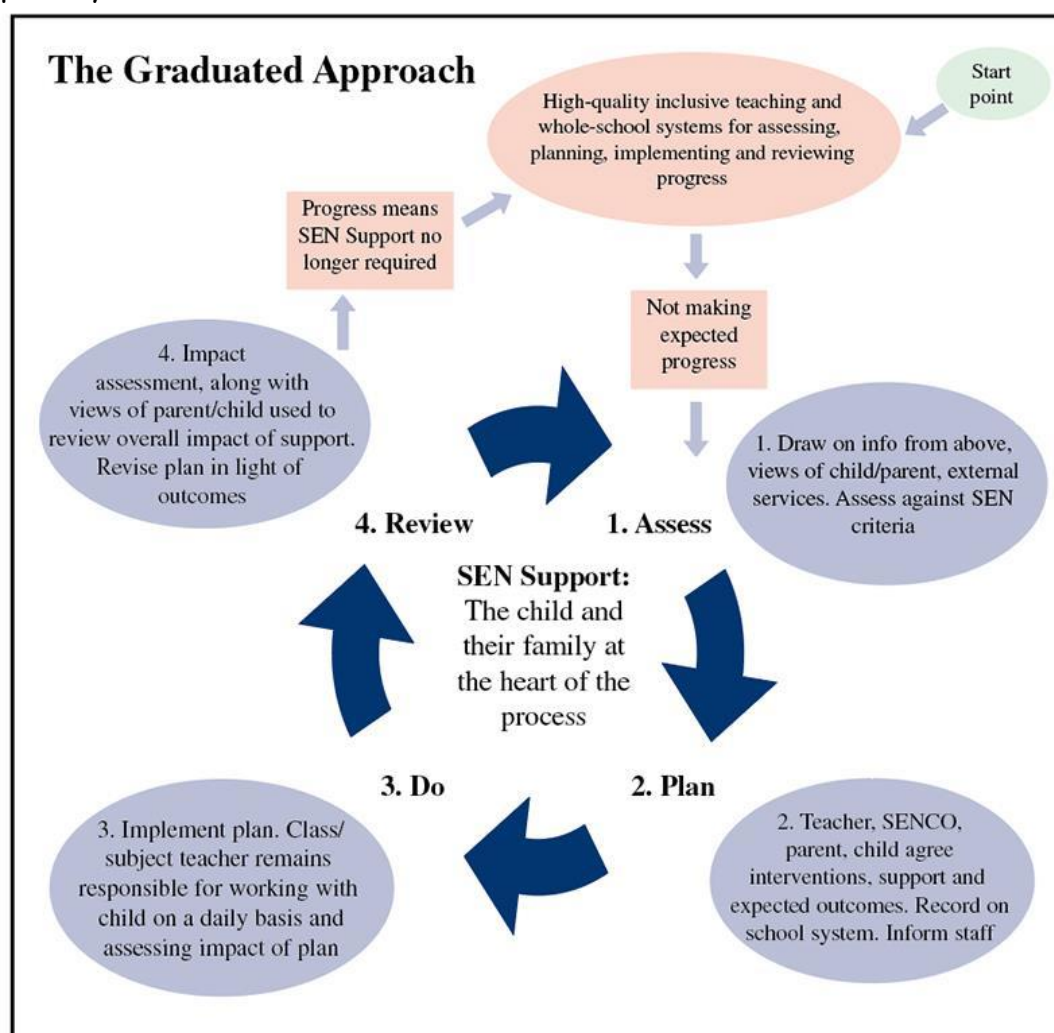
If progress continues to be less than expected despite intervention, then a range of evidence is collected by the class teacher and SENDCO. Parent and pupil views will also be gathered and advice from other professionals may be sought. Discussions will take place to consider if a special education need can be identified and if there is the need for the pupil to have support which is additional to and different from provision that would normally be provided.

Where something additional to and different from is required the pupil will be identified as having a special educational need and the pupil's name is added to the school SEND register at the level of 'SEN Support'. The graduated approach cycle is then started.

9. A Graduated Approach to SEND support

At Fair Acres Federation we use the 'Graduated Approach' to support pupils with SEND. All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Where a pupil is identified as having SEN, support will take the form of a four-part cycle.



9.1 Assess

Gather as much information about what the pupil can do currently in all areas of development. This may include academic data, observations, information from outside agencies and views from staff, parents and children.

9.2 Plan

Plan what the next steps should be for the pupil and what strategies should be put in place to ensure the pupil makes progress and achieves the next step targets. This plan is recorded and at Fair Acres Federation is called an SEND Profile.

9.3 Do

For approximately 12 weeks the strategies are put in place in school and at home. Universal strategies will usually be strategies implemented in the classroom by the class teacher and targeted strategies may be delivered as part of smaller groups or 1:1 or may refer to specific different/additional resources to be accessed by the pupil.

9.4 Review

At the end of the intervention period the next step targets on the SEND Profile are reviewed to measure progress and achievement. At this stage the cycle starts again: assess- plan- do - review.

There will usually be three cycles of the graduated approach across each academic year.

10. Education Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the pupil's academic attainment and rate of progress.
- Information about the nature, extent and context of the pupil's SEN.
- Evidence of the action already being taken to meet the pupil's SEN.
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.

- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- A costed provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

An EHCP will be reviewed annually.

10. Criteria for exiting the SEN register

If, following a review of a Pupil Profile with parents, if it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they exit the SEND Register.

Pupils who exit the SEN register will initially remain on a monitoring list to ensure progress is sustained in all areas.

11. Pupils transferring from another school

A child may transfer to our school with SEND Support needs already identified. There will be consultation with the previous school, parents and any other appropriate agencies to determine the level of support needed.

If a pupil with an EHCP is transferring to the school, the Local authority will need to consult with the school in advance to see if the school is able to meet the child's needs.

12. Supporting pupils at school with medical conditions

At Fair Acres Federation we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

If a pupil is diagnosed with a medical condition or disability, all the people involved in the care of that pupil will be consulted to discuss the impact of that condition or disability upon the pupil, their wellbeing and education. Actions taken may include the development of a care plan, SEND profile and/ or Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into school.

13. Outside agencies

A range of outside agencies are used to seek advice and support in our SEND work. These are provided by the Local Authority from either the Education, Health or Social Care sectors. Examples include: Educational Psychologists, The Working Together Team, Speech and Language Therapists, Specialist Teaching Team, Early Years Team.

Sources of support for schools and families are listed in Lincolnshire County Council's Family Services Directory and Local Offer

<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

14. Training and Resources

The training needs of staff and SENDco are identified through Performance Management and planned for through the school's development plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular continuous professional development (CPD) for SEND.

15. Roles and responsibilities across the Federation

15.1 The governing body is responsible for:

- The SEND Policy being implemented and maintained
- SEND provision is an integral part of the school development plan
- Necessary provision is made for any pupil with SEND.
- Staff are aware of the need to identify and provide for pupils with SEN.
- Pupils with SEND join in school activities including and involving other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice 2015.
- They are fully informed about SEN issues, so that they can play a part in the school's self-evaluation process.
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- A governor is identified to be the person responsible for SEN and for this person to link with the SENCO.

15.2 The Head teacher is responsible for:

- The SEND Policy being implemented and maintained

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCO.
- Including SEND in performance management and the school development plan whenever necessary to improve outcomes.
- Ensuring that the implementation of this policy and the impact on the school is reported to governors.

15.4 Special Educational Needs and Disabilities Co-ordinator is responsible for:

- The SEND Policy being implemented and maintained.
- Overseeing the day-to-day operation of the school's SEND policy
- Helping staff to identify pupils with SEND
- Co-ordinating provision for children with SEND
- Monitoring the provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with outside agencies including early years 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 pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Identifying and support CPD needs

15.4 Class teachers are responsible for:

- The SEND Policy being implemented and maintained.

- The provision and progress of all pupils including those with SEND
- Making themselves aware of the policy and the procedures for identification, monitoring and supporting pupil with SEN.
- Providing learning which is matched to the needs of pupils with SEND
- Assessing SEND pupils to identify what they have achieved
- Identifying next steps of learning for pupils with SEND
- Overcoming barriers to learning for pupils with SEND by providing strategies, interventions and resources different from and additional to other children (even if these activities are led by support staff).
- Providing a Pupil Profile for each pupil on the SEND register
- Regular communication with parents/ carers of pupils with SEND to share identified needs, next steps and achievements.

15.5 Teaching Assistants should:

- The SEND Policy being implemented and maintained.
- Be aware of the policy and the procedures for identification, monitoring and supporting pupil with SEN.
- Assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or 1:1
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

16. Transition

16.1 Starting school in Foundation Stage

Fair Acres Federation liaises with pre- schools in the summer term to share information on children transferring to Year R/Foundation Stage. Staff will visit the pre-school in advance for any review meetings/ EHCP annual reviews. Children on the SEND register at pre-school may also need bespoke 'enhanced' transition arrangements to be arranged with the pre-school.

16.2 Secondary transfer

Fair Acres Federation liaises with secondary schools in the summer term to share information on children transferring to Year 7. Key Staff from the feeder schools are invited to review meetings to meet parents. Children on the SEND register may also need 'enhanced' transition arrangements to be arranged with the secondary school.

16.3 Mid-year transfer

If a child, at any point, transfers from or to another school the school will liaise with the previous/next school to ensure that all SEND needs are identified to

ensure a smooth transition. All their SEND records are sent by the administrator, when a formal request from the next school is received.

17. Concerns or Complaints

Any concerns or complaints regarding a pupil with SEND should be addressed to the relevant class teacher in the first instance. We find that most issues can be fully resolved this way.

If the matter has not been successfully resolved it should then be referred to the SENDCO or Head teacher. Should the matter still not be resolved then complaints can be taken to the school's governing body. For further information, please refer to the Fair Acres Federation Complaints Policy.

Policy Review

This policy is kept under review by the SENCO every three years. Any significant changes are shared with the SEN governor.

Signed:.....Date:
Chair of Governors

Signed:.....Date:
Headteacher