

## Our School Values

Resilience

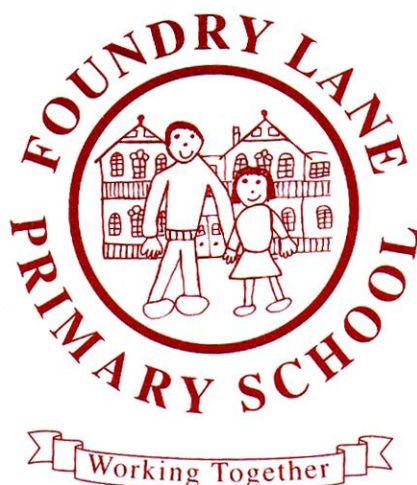
Creativity

Kindness

Community

Critical Thinking

Independence



# Special Educational Needs and Disabilities Policy

If you would like to see a signed copy of this policy or speak to a member of staff about its contents, please contact the School on 02380 774814 or at [info@foundrylaneprimary.co.uk](mailto:info@foundrylaneprimary.co.uk)

This policy was adopted in: February 2023

This policy is to be next reviewed in: February 2024

This policy will be reviewed by: Teaching and Learning Committee

The Senior Leader responsible for the monitoring of this policy is : Assistant Head for Inclusion

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

### Our Vision

*Our inclusive environment acknowledges and respects children from diverse families and cultural backgrounds where everyone feels they belong. We provide a rich and engaging school experience through inspiring, motivating and challenging our pupils to believe in themselves and to raise and expand their aspirations.*

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## 1. Introduction

This policy is a statement of the aims, strategies and development for SEND at Foundry Lane Primary School. The implementation of this policy is led by the SENDCO: Em Ervine, who is also Assistant Headteacher with responsibility for inclusion.

The named SEND Governor is Cathy Baggot

This policy has been produced in the spirit of current reform through a process of consultation with staff, parents, Headteacher and Governors and reflects the SEND Code of Practice 0-25 (2014)

At Foundry Lane Primary School we believe that all children with Special Educational Needs and/or disability should be provided with suitable opportunities to develop their maximum potential. It is the policy of the school that all children are valued equally.

This SEND policy complies with the statutory requirement laid out in:

- The SEND code of practice 0-25 (2014),
- The Equality act (2010): advice for schools Dfe Feb (2013)
- Schools SEND information report regulations (2014)
- Supporting pupils at school with medical conditions (2015).

and has been written with reference to the following guidance and documents:

- Remote learning policy
- Supporting pupils with medical needs 2021 (SCC)

## 2. Aims

**At Foundry Lane we believe that:**

- All children are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs.
- All children can learn and make progress.
- Every teacher is a teacher of all children including those with SEND.
- At Foundry Lane Primary School, SEND pupils are fully included within every classroom.

The Special Educational Needs and Disability Code of Practice: 0-25 (2014) states that:

- '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'. (6:15)
- Eg: if they...
- Have a significantly greater difficulty in learning than the majority of children of the same age or/and
- Have 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.

We aim to ensure that the successes and achievements of all children inc: children with SEND are recognised and celebrated by the school community.

**In order to achieve these principles the school will aim to ensure that:**

- We will identify and provide for pupils who have SEND and additional needs.
- Children's barriers to learning will be identified early.

- We work within the guidance provided by the SEND Code of Practice (2014)
- Resources will be targeted directly at pupils according to assessment of their needs.
- Support to be targeted at English, Maths, Emotional Literacy and individual programmes with more limited support available in other curriculum areas.
- There will be appropriate training and support offered to all staff, linked to the School Improvement Plan.
- Teachers will provide a differentiated curriculum in order to increase pupil access and to prevent and reduce difficulties being experienced. The differentiated curriculum will be identified at the short term planning stage. Most children's needs will be met through quality first teaching in this way.
- Full use is made of the advice and support of the Educational Psychologist who is available for consultation to the school for an annual allocation of time, calculated under the Service Level Agreement.
- Teachers will plan, implement and review Individual Education Plans at least termly with the children. They are used as working documents at all times.
- External agencies will be used to support school arrangements for identification, assessment and support of some pupils with Special Educational Needs
- Parents/carers will be kept fully informed and their views taken into account.
- Children will be involved, as far as possible, in monitoring and reviewing their targets.

### **3. Leadership and management of SEND:**

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body and the Headteacher maintain overall responsibility for the management of the policy and there is a named governor who has an overview of the SEND provision in school. SEND provision is part of the school development plan and the quality of the provision is regularly monitored.

Sean Taylor, Headteacher, is the senior management contact person for Special Educational Needs. Em Ervine is the teacher who has been identified as co-ordinating the provision of the education of pupils with Special Educational Needs and Disabilities(SENDCo).

The SENDCo has achieved the post-graduate National Award for SEND and forms part of the Senior Leadership team. She is responsible for ensuring that the Headteacher and Governing Body are kept up to date on school SEND Issues.

Her responsibilities are to:

- Provide strategic leadership in the development and management of provision for children with special educational needs and disability;
- To oversee the school policy for special educational needs and manage its day-to-day operation;
- Maintain the school's Special Needs Profile;
- Update and oversee records of all pupils with special educational needs;
- Monitor the progress made by pupils with special educational needs;
- Liaise with and advise class teachers and subject leaders on differentiation;
- Take a lead in managing provision for pupils with Special Educational Needs;
- Ensure the availability of and management of adequate resources for special needs teaching;
- Contribute to and plan in-service training of staff in special education needs issues;
- Liaise with parents/carers of children with special educational needs alongside the class teacher;
- Carry out assessments and observations of pupils with specific learning problems.
- Liaise with external agencies including the Educational Psychology service and other support services and voluntary bodies, arranging meetings and providing a link between these agencies, teachers and parents.
- Working with SENDCos from the Southampton Learning Trust family of schools.
- Liaising with other local SENDCos, particularly in cases of transition.

#### 4. Admission Arrangements

Foundry Lane Primary School maintains an inclusive ethos. The admission arrangements for pupils with Special Educational Needs follow the arrangements for all pupils and are in line with the Schools Admissions Policy, which adheres to LA guidance.

(See school prospectus)

In accordance with the Disability Act 2010– all children are welcome to apply for places at Foundry Lane Primary School. Parents/carers with particular concerns should contact the Headteacher or SENDCo.

#### 5. Identifying Special Educational Needs:

Children may be identified with a Special Educational Need throughout or at any time during their school career. This policy ensures that Curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

Early identification of Special Educational Needs is seen as essential. For this reason strong links have been established with providers of Nursery and pre-school education and parents/carers so that issues can be followed up.

The SEND code of Practice (2014) identifies four broad categories of need which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

##### **Broad Areas of Need:**

- Communication and Interaction - social interaction, communication difficulties, language impairment, or communication difficulties linked within features for children on the Autistic spectrum.
- Cognition and Learning - learning difficulties (moderate and severe), or specific learning difficulties eg: dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and mental health difficulties - children who may be withdrawn or isolated, or demonstrate disruptive or disturbing behaviour, attention deficit disorder, attachment disorder, or underlying mental health difficulties such as anxiety or depression.
- Sensory and/or physical needs - visual or hearing impairment, sensory, multi- sensory impairment or physical disability.

At Foundry Lane Primary school we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of that child.

Specific circumstances which may impact on progress and attainment but are *not* SEND include:

- Disability – not all children with physical disabilities will have learning difficulties. The SEND code of practice (2014) and the Equality Act 2010 outlines the duty of all schools to ‘make all reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage’. This alone does not constitute SEND.
- Behavioural difficulties will be seen as an underlying response to a need which needs to be identified and supported appropriately.
- Slow progress and low attainment, persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

- Attendance and punctuality, health and welfare, being a Looked after child, a child of a serviceman/woman or being in receipt of a Pupil Premium grant do not mean that a child has SEND and should not lead to a pupil being registered as having SEND.
- Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties relating solely to limitations in English as an additional language are not SEND.

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

At Foundry Lane Primary School we promote a 'Quality first teaching' approach. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual children is the first step in responding to children who may have SEND. Additional support and intervention cannot compensate for a lack of Quality First Teaching. The quality of teaching and learning for all pupils is regularly and carefully reviewed by the Leadership team through monitoring. Professional development opportunities are regularly provided for staff to extend their knowledge and understanding of SEND eg: regular updates by SENDCo in staff sessions, INSET/training sessions and opportunities to liaise with professionals who might be supporting individual children within their class.

Teachers, supported by the SLT, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than 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.

Where a pupil is identified as needing SEND support the graduated response, four-part cycle is employed as outlined in the SEND Code of Practice (2014). This cycle identifies that a continuum of need should be matched by a continuum of support and is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

This four part cycle (Assess, Plan, Do, Review) works when earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress.

Stage 1 – Assess:

- The teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw upon teacher assessment, experience of the pupil, pupil's previous progress and attainment, the views and experiences of the parents/carers, the child's own views and where relevant, advice from outside agencies.
- The SENDCo may also use a range of diagnostic assessment tools / checklists to support understanding of the child's barriers to learning. Outside agency support may be contacted, with parental permission, at this point.

Stage 2 – Plan:

- The teacher or SENDCo will agree, in consultation with the parents, the interventions and support to be put in place, along with the expected impact on progress or development and a date for review.
- An Individual Education Plan will be generated as part of the plan.

Stage 3 – Do:

- The teacher remains responsible for the child's progress and for working with the child on a daily basis. If a child attends intervention away from the teacher, they should still retain responsibility for the pupil by planning and assessing the impact of the interventions.
- The teacher will work closely with the teaching assistants or specialist staff involved, to ensure that links from the intervention is applied back in the classroom and that regular opportunities for children to apply newly acquired skills are provided.

Stage 4 – Review:

- The effectiveness of the support and impact on pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated in conjunction with the SENDCo, teacher, and pupil. They will then be shared with parents either during Parents evenings or drop in sessions.
- Support and outcomes will be consequently revised.

Transition: SEND support will include planning and preparation for the transition between phases of education. To support transition, the school will share information with the setting to which the child is moving from/to.

## **7. Managing pupil's needs on the SEND register inc: IEP's and Formal assessments**

Pupil progress is regularly monitored, in line with the SEND Code of Practice. At Foundry Lane Primary school the four part, assess-plan-do-review cycle takes place three times per year with Individual Education plans reviewed termly.

For some children who have SEND support, it may be sufficient to place their name on a provision map which details the intervention programme in which they will be involved.

For children who require a more personalised intervention they may have an Individual Education plan which is 'child friendly' and, if appropriate, written alongside the pupil so that they can have some ownership of their learning. Targets are shared with parents so that relevant support can also be provided at home.

If it is felt that the children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then all records will be kept until the pupil leaves the school (and passed to the next setting). The child will then continue to be monitored through the school's tracking procedures.

If progress is extremely slow or causing considerable concerns, the SENDCo, in consultation with the parents/carers should consider if additional guidance is needed from an external agency.

This may include;

- Educational Psychologist (Service Level Agreement)
- Educational Welfare Officer
- School Medical Officer
- School Nurse/Medical professionals
- Special school Outreach support
- Specialist Teacher Adviser
- Occupational Therapist
- Speech and Language Therapist
- Child and adolescent Mental Health team.

For an Educational Psychologist's assessment, a consultation form is completed after meetings between the SENDCo, class-teacher and Parents/carers.

## **8. Formal Assessment**

For pupils who are thought to have long-term significant complex difficulties, or if, despite the school taking relevant and purposeful action to identify, assess and meet the special educational needs of the child they have not made expected progress, the school and/or parents could consider requesting a formal, integrated assessment from the LA which could lead to an Education, Health and Care plan.

The SENDCo manages the Annual Reviews of children with Education, Health and Care Plans, and has administrative support to co-ordinate paper work and liaison with outside agencies, LA and parents/carers.

## **9. Accessibility**

At Foundry Lane we continually review our facilities and learning opportunities to ensure that all members of our community are able to fully participate in the life of the school.

We have access to specialist support teachers to ensure that provision is appropriate for individual children. We have lift access in both buildings and ramps and disabled toilet facilities are available.

## **10. Supporting Pupils and Families**

At Foundry Lane we believe that a close working relationship with parents is vital in order to ensure early identification of needs and for children to make progress in all areas of learning.

The SENDCo and Parent Partnership co-ordinator jointly facilitate a support group for families of children with SEND within school which includes opportunities to signpost parents of SEND children to voluntary and local authority services within the area.

Where English is a second language the school will request support to work with parents/carers if required. The school directly employs bilingual support workers to support most common languages. (See School Policy for children with English as an additional language.)

The school welcomes parents/carers to share their concerns either at arranged parent/carer meetings or at other mutually agreed times. Parents/carers are welcome in classrooms as voluntary help where appropriate.

Parents/carers of children with SEND will be given guidance, where needed, on the best approaches to adopt in supporting their child in completing homework.

Copies of IEPs are sent home each time they are reviewed. Guidance is included in ways that parents/carers can support their child in reaching targets, if appropriate.

Parents/carers of children with a statement of SEND or Education, Health and Care plan will always receive a written invitation to any review of their child's progress.

## **11. Supporting pupils at school with Medical Conditions**

Foundry Lane Primary School recognises that pupils at school 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.

Some children may also have SEND and may have a Health and Care plan which brings together health and social care needs, as well as their special education provision following guidance from the SEND Code of Practice 2014.



## **12. Training and Resources**

The training of staff in Special Educational Needs is an on-going, regular commitment. It is considered as good practice that at least one staff training session each term should be dedicated to whole staff training in issues specific to Special Educational Needs.

- Teaching Assistants are actively encouraged to undertake professional development courses to obtain qualifications in Special Educational Needs.
- TA training needs are identified at the beginning of each year and training is facilitated by the SENDCo/SLT/Specialist support.
- Wherever possible, teaching and support staff should engage in joint training.
- The SENDCo attends regular Local and National network meetings in order to keep up to date with policy changes and updates and then organises staff sessions to feedback to staff.
- Plans for further development of Special Educational Needs within the school are always included in the School Improvement Plan.
- The SENDCo provides induction meetings for new staff to explain the SEND systems and structures in place within school.

## **13. SEN funding**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Each school has an amount identified within their overall budget called the notional SEND budget, which is used to support children with additional needs.

## **14. Links with other schools**

It is part of the role of the Special Needs Co-ordinator to ensure that when any pupil joins or leaves this school all relevant information concerning any Special Educational Needs the pupil may have is transferred.

During the second half of the summer term the Special Educational Needs co-ordinator will contact Special Needs Co-ordinators from all feeder Key Stage 3 schools to arrange exchange of information regarding the Special Educational Needs of transferring pupils. Year 6 teachers will also meet with Year 7 link staff from appropriate secondary schools.

The SENDCo in consultation with the link teacher will contact the Foundry Lane playgroup and other local pre-school groups to arrange exchange of information.

The SENDCo will work as part of the Southampton Learning Trust SENDCo group to regularly liaise with other Special needs co-ordinators to share ideas and take part in developmental work.

## **15. Links with Outside Agencies**

Effective action on behalf of children with Special Educational Needs will often depend upon close co-operation between the school, the local authority, Health Services and the Social Services departments of the local authority. When carrying out their duties under the Children and Families Act 2014 local authorities must ensure that services work together in order to promote children's wellbeing or to improve the quality of SEND provision.

The Special Educational Needs and Disability Co-ordinator acts as the liaison officer with the Health Service, the Social Services department and the Educational Welfare Service.

If the school considers it necessary to consult an outside agency concerning a pupil, parents/carers will be asked to give their consent before any action is taken.

The school's Designated Safeguarding Lead Officers, Sean Taylor, Helen Aldred, Em Ervine and Jacqui Dowdell include in their responsibilities assistance with issues concerned with the safety of children, physical and emotional, both at home and at school.

## **16. Storing and managing information**

Documents relating to pupils on the SEND register will be stored in cabinets in the SENDCo office or electronically on the School's server. Cabinets will be locked overnight.

SEND records will be passed onto a child's next setting when he or she leaves the school. The school has a confidentiality policy which applies to all written pupil records.

## **17. Complaints Procedures**

The Special Needs Policy is published on the school website and explains provision within the school and how it is linked to relevant sections of the SEND Code of Practice.

If parents/carers are concerned that their child's needs have not been met, they should;

- a) Talk to the class teacher
- b) Talk to the Special Educational Needs and Disability Co-ordinator /Assistant head for KS1/KS2
- c) Discuss the issue with the Headteacher.

The school will then follow Southampton's complaints procedures under the provision of the 1988 Education Act.

## **18. Criteria for evaluation of successful implementation of the policy**

The SENDCo will monitor the impact of the policy through analysis of data including levels of attainment and normative referenced data.

- The Special Educational Needs Profile shows the number of pupils identified as having special educational needs.
- The Special Educational Needs budget is spent in full and is targeted towards the range of pupils on the Profile.
- The Special Educational Needs Profile indicates that SEND provision is responding to the changing needs of individual children throughout the primary school.
- Teachers demonstrate differentiation at the short-term planning stage across all areas
- External support agencies have been used to support the assessment and diagnosis of identified pupils on the SEND register who need more specialist assessment or diagnosis.
- External agencies have been used to support the planning of programs of pupils with specific or complex needs.
- The SENDCo tracks the attainment of all children on the SEND register to ensure progress is being made.
- Involvement with Health, Welfare and Social Services has been recorded.
- SENDCo has reported to Governors about the implementation of the SEND policy, of work towards relevant SDP targets and the attainment and progress of SEND pupils.
- Governors routinely monitor the quality of SEN provision through consultation with the SENDCo.
- There is a named governor with responsibility for SEND provision.
- Governors review this policy annually in line with the Governors cycle.