



Ferryhill Station Primary School

SEND Policy

SPECIAL EDUCATIONAL NEEDS POLICY

Definitions

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

2. Rationale

At Ferryhill Station Primary School, our goal is to raise the aspirations and expectations for all pupils including those with SEND. All children are treated equally, respected and valued regardless of their ability.

We will do this by:

- Creating an inclusive environment that meets the special educational needs of each pupil whilst at the same time ensuring learning challenges are achieved.
- Identifying pupils with SEN at the earliest opportunity.
- Providing personalised provision, including specialist support and resources when necessary, to enable all children to have full access to all elements of the school curriculum.
 - Developing a partnership with parents and involving them in their child's programme of teaching and support, highlighting their responsibilities in the process, enabling their child to succeed.
- To ensure that the views of the child are sought and taken into account;
- Ensuring all staff are aware that they are a teacher of every child including those with SEND.
- Having an appropriately qualified and/or experienced SENCO.
- To identify the roles and responsibilities of staff in providing for children's special educational needs ensuring a consistent approach.
- Working within the guidelines of the SEND Code of Practice 2015.

- To provide support, advice and facilitate training for all staff working with pupils with SEND.

3. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

The Role of the Governing Body:

The governor responsible for SEN regularly liaises with the SENCO. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of identifying and providing for these children. They will ensure that the pupils with special educational needs join in with all the activities of the school together with other pupils, so far as is reasonably practical and compatible with the needs of the children and the efficient education of the pupils with whom they are being educated. They will have regard to the SEN Code of Practice 0-25, 2015. They will ensure that parents are notified of a decision by the school that SEN provision is being made for their child. In relation to SEN, the governors should make sure that they are fully involved in developing and monitoring the schools' SEN policy. In cooperation with the Head teacher, the governors oversee the funding and staffing for SEN.

The Role of The Head teacher:

The Head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

The Role of the SENCO:

- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Maintains the school's SEN register
- Contributes to and manages the records of all children with special educational needs •
Manages the school-based assessment and completes the documentation required by outside agencies and the LEA
- Acts as the link with parents alongside the class teacher
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Acts as link with external agencies and other support agencies

- Monitors and evaluates the special educational needs provision and reports to the governing body

4. Identification of SEN

Through their discussions, observations, assessments and data analysis the SENCOs, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

Identification of Special Educational Needs - A Graduated Approach to SEN Support

Quality First Teaching

It is the role of the class teacher to provide for all pupils through quality first teaching. As suggested by the Code of Practice 2015, pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/ adjustment and good quality personalized teaching.

Initially, any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and age expected levels will be monitored. The child's class teacher will take steps to provide differentiated learning opportunities and targeted support that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. They are encouraged to share information and knowledge with the school. The child is recorded by the school as being a 'Cause for Concern' (CfC) due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. The child's views will also be sought.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

If there has been no improvement after appropriate support has been put in place and time has been given to take effect, an Support Plan will be written in order to set specific actions and monitor progress. The child's and parent's views will be included in this plan.

A Pupil Passport/Profile will be completed with the child in order to inform staff of the child's needs and any barriers to learning.

SEN Support- A Graduated Approach

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support will take the form of a four-part cycle which involves:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be revisited, refined and revised with the growing understanding of the needs of the pupil. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and secure good outcomes.

Special needs may be identified under the follow categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Other issues that may impact on progress and/or attainment but are not SEN include;

Disability

Attendance and punctuality

Health and Welfare

English as an additional language (EAL)

Being in receipt of Pupil Premium

Being a looked after child

Being a child of a serviceman/ woman

Ferryhill Station has procedures to support these children where necessary.

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes for all pupils. Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness. In identifying a child as needing SEN support the class teacher, working with the SENCO, will establish a clear analysis of the pupil's needs.

This will draw upon:

- The class teacher's assessments and experience of the pupil
- Information on the progress, attainment and behaviour of the pupil.
- The pupil's development in comparison to their peers.
- The views and experience of the parents/carers.
- The pupil's own views.
- Advice from support services if relevant.

This analysis will identify the precise gaps in a pupil's learning and development and clarify what the barriers to learning may be in order to support future attainment and progress. Children can be identified as having a need at any point in the academic year; parents will be informed of this accordingly.

Plan

Following assessment, if support for SEND has been identified, first and foremost at Ferryhill Station Primary we ensure there is inclusive, high quality teaching in place for all pupils which is differentiated for individuals. In consultation with the SENCO, the class teacher provides targeted provision. This includes adjustments to whole class teaching, 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 a review. We also invite the child and the parents/carers to share their views on the planning of support during regular meetings

throughout the year. Strategies to be used to enable the child to progress will be recorded in a Support Plan which will be used to track the impact of these strategies. The Support Plans will be reviewed at least 3 times a year in consultation with parents.

A Support Plan will record:

- The child's strengths and weaknesses.
- The date it is written
- The agencies or staff involved with the child
- Short term targets
- Teaching strategies
- When the targets will be reviewed

When considered necessary and in consultation with the parents/carers, advice from outside agencies may be sought.

Outside agencies may include:

- Educational Psychologist
- Inclusion Support Team
- Physical and Sensory impairment support service team
- Speech Therapist
- Behaviour Support Team
- School Nurse

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHC) will take account the statutory requirements from their EHC Plan.

Do

All teachers at Ferryhill Station are aware that they remain responsible for all the pupils in their class including those identified with SEND throughout the school day, including when pupils are participating in small group intervention or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and retain links with classroom teaching.

Review

It is also the responsibility of the teachers to monitor and review the progress of all pupils including those with SEND. As well as more formal review meetings, on-going reflection allows for necessary adaptations to teaching and learning approaches and provision. Monitoring and reviewing progress occurs through the marking of work, verbal feedback to the pupil, observations within the class, meetings with teaching assistants and specialist staff and pupil progress meetings with the head teacher.

5. Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;

- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parents or school are the only partner who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

6. Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At Ferryhill Station Primary School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

7. Parental Involvement

Ferryhill Station Primary School believes that a close working relationship with parents is vital.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

8. Staff Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, including network meetings for local schools as well as regional conferences. We recognise the need to train all our staff on SEN issues.

9. Policy Evaluation

The SEND policy is reviewed annually by the SENCO and shared with the Senior Leadership Team and school Governing Body. It is then ratified accordingly.

Date of Implementation: September 2025