

Special Educational Needs and Disabilities Policy

RATIONALE

Frogwell Primary School and Complex Needs Resource Base believes that all children, regardless of their abilities, should have every opportunity to develop as learners and to reach their full potential. This policy identifies how the school provides for those pupils who have a need which calls for special educational provision to enable them to meet their potential. This provision is access to learning opportunities additional to, or otherwise different from, the educational provision made generally for children within Frogwell Primary School.

The rationale behind this policy will have due regard to legislation and reflect and support national guidance linked to SEND as outlined in the following government documents:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

AIMS

The aims of our SEND policy are to:

- Identify and monitor children's individual needs at the earliest possible stage so that their attainment is raised
- Plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on Support Plans or Education, Health and Care Plans are specific, measurable, achievable, realistic and time related
- Involve children in the identification and review of the targets identified in their Support Plans and EHC plans as much as possible
- Work in close partnership with parents/carers of children who have special educational needs and disabilities
- Aim to maintain or raise the self-esteem and dignity of children who have special educational needs and disabilities, acknowledging the progress they have made
- Involve children, parents/carers and young people in decision making
- Identify children and young people's needs
- Collaborate between education, health and social care services to provide support
- Put in place high quality provision to meet the needs of children and young people with SEND
- Give greater choice and control for young people and parents over their support

- Enable successful preparation for the next stage of education and ultimately adulthood, including independent living and employment
- Ensure that all who are involved with children are aware of the procedures for identifying, supporting and allowing them to learn

DEFINITIONS

Frogwell Primary School defines those children who have special educational needs (SEN) as pupils who have learning difficulties or disabilities which require them to have special educational provision to enable them to fully access learning and reach their potential.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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

ROLES AND RESPONSIBILITIES

Who's who?

Headteacher	Rachel Neville
Special Educational Needs Co-ordinator (SENCo)	Tom Filer (National SENCO Award)
SEND Governor	Chris Ruck
Resource Base Leader	Samantha Gumbrill
Designated Teacher for Looked After Children	Tom Filer

The **Board of Governors** has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC Plan
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND
- Designate an appropriate member of staff (the Special Educational Needs Co-ordinator - SENCo) as having responsibility for co-ordinating provision for pupils with SEND
- Appoint a designated teacher for Looked After Children
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with SEND being treated less favourably than others, the facilities provided to assist pupils with disabilities
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access

- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC Plan

The **Headteacher** has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC Plan review
- Ensure that the SENCo has sufficient time and resources to carry out their functions
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered

The **SEND Coordinator** (SENCo) must:

- Be a qualified teacher working in the school
- Hold the National Award in Special Educational Needs Coordination (or attain it within three years of appointment)
- Collaborate with the Board of Governors and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC Plans
- Liaise with the relevant Designated Teacher where a Looked After pupil has SEND
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Support school staff to draw up a one-page profile for children who have Education Health and Care Plans or Support Plans
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC Plan.
- Lead, maintain and monitor provision maps at whole school and class level and ensure that

all members of staff are aware of how the map influences their provision.

- Create an effective school improvement plan which makes appropriate consideration of pupils with SEND.
- Identify CPD needs among the staff team relating to SEN provision and practice.

Class teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupils themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The **Resource Base Leader** is responsible for:

- Leading on day-to-day organisational matters within the Complex Needs Resource Base (e.g. deployment of support staff as needed within the Base, overseeing RB children's inclusion programmes, organising RB events)
- Championing and monitoring inclusive practices between the Resource Base and mainstream for the benefit of all pupils
- Working in collaboration with the SENCo and SLT to monitor provision and outcomes in the Resource Base

PROVISION

The following section outlines the ways in which Frogwell Primary School aims to meet the needs of pupils who are identified as having, at some point within their time at our school, Special Educational Needs (SEN). This information should be read alongside the school's description of what is known as its Local Offer which complements the Core Offer provided by Wiltshire Council.

By detailing this we aim to meet the requirements of the Children and Families Bill 2014 that all schools in Chippenham are required to make available through their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).

MAINSTREAM PROVISION

The needs of most SEN children will be met in the mainstream classroom.

Teachers are expected to ensure that high quality teaching is appropriately differentiated and personalised to meet the needs of the majority of children in the school. In doing so teachers will make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their Support Plans or EHC Plans. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCo will oversee this provision to ensure it meets the objectives of this policy.

MAINSTREAM ADMISSION ARRANGEMENTS

Normal admission arrangements apply to SEN pupils in the mainstream of the school and is based on the agreed Wiltshire Council admission policy. All children will be treated according to their

needs in line with the school's Equality Policy. No child will be denied admission because of their Protected Characteristics or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure their needs are fully met. If a child is transferring into the school with an EHC plan, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

RESOURCE BASE PROVISION

To complement the above provision, and our general local offer, Frogwell Primary School also has a specialist Complex Needs Resource Base for children who are identified as having needs beyond those which a mainstream primary school can meet.

This provision means that Frogwell Primary School hosts a Resource Base for pupils with complex learning needs as specified within their Educational Health Care Plans (EHCPs). The capacity of the Resource Base is 20 pupil places. Additional places may be brokered by the Local Authority in consultation with the school. Pupils are admitted into the Resource Base by the Local Authority, and it serves a wider area than the school's usual catchment area. Resource Base pupils are also members of a mainstream class and are included, with support and wherever possible, in their mainstream class curriculum and activities. All pupils achieve a degree of mainstream inclusion, which can relate to social interaction or be for specific curricular learning. The remainder of the time is spent in the Resource Base classroom where opportunities are provided which enable pupils to gain the skills that will allow them to access learning at their own level, through a modified curriculum to suit the children's individual needs.

ADMISSION ARRANGEMENTS FOR RESOURCE BASE

There are 20 funded places in the Frogwell Complex Needs Resource Base. Children wishing to attend the Complex Needs Resource Base must be allocated their place by Wiltshire Council and they must have an EHCP which specifically names our Resource Base. All consultations for admissions to the Resource Base are co-ordinated by Wiltshire Council's SEND Lead Workers, who consult the school's governing board via the Headteacher. The Local Authority decides what type of educational setting children need via a panel of professionals who will decide on which provision best suits the individual child. It is this panel that determines whether or not the Frogwell Resource Base will be consulted to admit a pupil. Some of our Resource Base children are local and others who live further away may have their transport provided by Wiltshire Council.

ALLOCATION OF RESOURCES

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans.

The resources allocated to children who have special educational needs but do not have an EHCP, will be deployed, in accordance with the provision map, based on the child's individual needs.

The Headteacher and the SENCo meet annually to agree on how to use funds directly related to EHCPs.

The School Funding System and SEND

Funding is agreed locally and is given to schools under two main headings:

Element 1: an amount of money for each pupil in the school (a proportion of which goes towards SEND).

Element 2: top-up funding

Element 1: our school gets most of its funding based on the total number of children in the school. Every child attracts an amount of money. This money provides the core budget for our school and it is used to make general provision for all children in the school, including those with SEND. A proportion of the Element 1 funding (approximately 3%) is to be used for SEND. The amount in this budget is based on a formula which is agreed between schools and the local authority. Although we are not told how this aspect of the budget should be spent, we have a duty to identify, assess and make special educational provision for all children with SEND, and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

Element 2: this is provided by the local authority for an individual child who has a high level of need and we are expected to use this funding to make provision for this child.

In summary, to meet their needs, children with SEN+D are entitled to:

- core provision from core funding, which is available for all children – element 1
- extra provision, funded from a percentage of the school's budget
- extra provision funded by top-up, from the local authority's high needs block – element 2

INVOLVING PUPILS AND PARENTS IN DECISION MAKING

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

JOINT COMMISSIONING, PLANNING AND DELIVERY

Frogwell Primary School will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention.
 - Early identification / recognition.
 - How pupils and their families will be able to access services.
 - How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
 - How provision and support services will enable pupils to prepare for their future adult life.
- Drawing on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:
 - Population and demographic data.
 - Prevalence data for different kinds of SEND and disabilities among children and young people at national level.

- Numbers of local children with EHC plans and their main needs.
 - The numbers and types of settings locally that work with or educate children with SEND and disability.
 - An analysis of local challenges / sources of health inequalities.
- Planning, delivering and monitoring services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for children and young people with SEND.
 - Increasing the proportion of children with SEND whose needs are identified before school entry.

GRADUATED APPROACH

Frogwell Primary School will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENCo.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

CLASS TEACHER INTERVENTION (QUALITY FIRST TEACHING AND DIFFERENTIATION)

The interventions can be implemented through class teacher intervention where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014) which recommends a graduated approach. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas. These are:

- communication and interaction;
- cognition and learning;
- behavioural, emotional and social development;
- sensory, medical and/or physical

Where possible every child's needs will be met within the classroom through ensuring that planning, teaching and approaches meet the needs of the majority of the children in the school. However, where through careful identification and assessment the staff and/or the parents determine that a child is struggling to meet age appropriate expectations or has behaviour or needs that could be a detriment to themselves or others, the class teacher will consult the SENCo. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child

needs help over and above that which is normally available within the class or school we will help the child through developing a support plan. In Wiltshire this is known as a "My Support Plan". The details of this and how we meet a pupil's needs are summarised as follows:

MY SUPPORT PLAN

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- makes little or no progress even when teaching approaches are targeted to their particular needs;
- shows signs of difficulty in developing skills in literacy or mathematics
- shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school;
- has physical or sensory problems and despite specialist equipment still makes little or no progress;
- has communication and/or interaction difficulties which lead to them making little or no progress.

Staff will seek additional information from the parents and, in some cases, outside agencies who may be involved with the child. When all the available information has been obtained staff will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing a plan of additional provision with the child, parents, teacher and SENCo.

This plan of provision will identify:

- short-term targets;
- the teaching strategies to meet targets;
- what provision will be made including what additional services the school may employ or contact to meet the pupil's needs
- when the plan will be reviewed;
- how progress will be judged (success criteria);
- any outcomes after a review.

These plans are reviewed three times a year and targets are discussed at Parents' Evenings. Parental consent will be sought before any outside agencies are involved.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Where, despite continued provision, the child still makes little or no progress, staff will discuss with the parents and child the need for the school to approach the Local Authority to request additional support or funding. This request is reviewed by members of the SEN panel in Wiltshire Council who agree if this should be provided. If funding is agreed this and the support that will be released will be detailed in an Education, Health and Care Plan (EHC Plan), which is also known in Wiltshire as a "My Plan". The review of this plan and the actions it contains will follow the same pattern of three Plan – Do – Review activities over the year. This review will include the parents, the child, outside agencies, the school SENCo and the class teacher.

PARTNERSHIPS

Parents/Carers/Children

Parents and Carers are important partners with the school in raising their child's attainment. They are encouraged to be fully involved in the identification, assessment and decision-making process to meet the child's needs. Parents'/Carers' contribution to their education is valued highly by the staff of the school. Parents/Carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing any support plans. The school will also update Parents/Carers with relevant information linked to the provision they provide.

The school always aims to show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which staff encourage them to participate reflects their age and developmental stage. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective members of the school community. All children are encouraged to become active members of the school community by contributing to or becoming members of class and school councils. Staff encourage them to take ownership of their learning by discussing their targets and what they can do to improve their learning outcomes. For children with SEN this includes formulating and reviewing their Support Plan or EHC Plan targets.

Links and use of outside agencies

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo will make the necessary arrangements and inform parents accordingly. Outside agencies may be involved in the construction, delivery or review of targets set in children's support plans in order to ensure children's attainment is raised.

Links with other schools

Links with pre-school groups and early years settings are maintained to ensure a smooth transfer on school entry through liaison and visits. Pre-school children are invited to visit Frogwell Primary School for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Close links are maintained with local Secondary Schools to ensure smooth transition between Year 6 and 7. Transition arrangements include pre-visits by children and secondary school staff and close liaison between parents and lead professionals.

Children with special educational needs who do not transfer to local secondary schools are subject to similar arrangements with the receiving school.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Continuing Professional Development (CPD) will involve the SENCo, Class Teachers and Teaching Assistants in order to help them work effectively with pupils who have special educational needs. The training needs identified will relate to the school's or Resource Base's development plans. CPD activities may involve staff attending external courses or training led in school by outside professionals but it also includes in-house training, sharing of good SEN practice in staff meetings and classroom-based support work. Staff attending courses will feed back to other appropriate staff members. The effectiveness of training will be monitored by the SENCo and SLT and through the annual evaluation of this policy.

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

This policy will be reviewed annually. The governors will gauge the success of the policy by the achievements and progress indicated via the SEND Annual Audit and Review. In addition, evidence will be gathered through ongoing monitoring and evidencing:

- Staff awareness of children's individual needs, leading to higher expectations
- Success of the early identification of special educational needs
- Closing the gap in attainment and progress for children with special educational needs
- Increased parental involvement in children's learning
- Children's awareness of their own 'next steps'
- Children having higher aspirations of what they can achieve
- Improved attendance and participation of SEND pupils
- Improved behaviour, where appropriate
- Staff with a wider range of expertise to support children's different learning needs
- Teachers feeling increasingly confident to cater for children with a range of special educational needs
- The impact of the policy on the practice within the school becomes more evident
- The school meets the statutory requirements of the SEND Code of Practice 2015.

COMPLAINTS PROCEDURE

As with all curriculum issues, the school has a formal complaints policy and procedure.

In the first instance, however, if parents or carers have a complaint concerning provision for their child they should attempt to resolve this with the class teacher. If this proves unsuccessful, the procedure set out in the 'Complaints Policy and Procedure' should be followed. This policy takes into account the important difference between a 'concern' and a 'complaint'. The Complaints policy is available on the school website.

SEND AND DISABILITY TRIBUNAL

Frogwell Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

DATA AND RECORD KEEPING

Frogwell Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

CONFIDENTIALITY

Frogwell Primary School will not disclose any EHC Plan without the consent of the pupil's parents with the exception of disclosure:

- to the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- on the order of any court for the purpose of any criminal proceedings.
- for the purposes of investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and local authorities.
- to any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- to the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

Policy reviewed and updated: September 2020

Next review date: September 2021