



Friars Primary School and Nursery Policy for Special Educational Needs (SEN)

Aim

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

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

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

Partnership with parents plays a key role in enabling children with Special Educational Needs (SEN) to achieve their potential. Friars Primary School and Nursery, values working with parents, to gain a better understanding of their child and involving them in all stages of their child's education. This includes supporting parents in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

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

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

Key Requirements

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

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

The Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with SEN and/or disabilities and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan (or Statement of SEN) and those with special educational needs but without a plan. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors and can be found at Southend Help and Information Point (SHIP). <http://www.southendinfopoint.org>

Friars Primary School and Nursery publishes its arrangements as part of the information it makes available on SEN.

Definition of Special Educational Needs

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

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

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

Long term is defined as 'a year or more'.

Substantial is defined as 'more than minor or trivial'.

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

Identifying Special Educational Needs in Friars Primary School and Nursery

- The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.
- High quality teaching means that fewer children require provision different from or additional to that normally available to children of the same age.
- We consider evidence that a child may have a disability under the Equality Act 2010, and, if so, what reasonable adjustments may need to be made for them.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.
- Teachers make regular assessments of progress for all children. These identify children 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 child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap.
 - progress also refers to areas other than attainment, for example wider development or social needs.
- The first response to such progress is high quality teaching targeted at the child's areas of weakness.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
 - Where progress continues to be less than expected the teacher will complete an Initial Concern Form detailing the nature of their concerns and strategies that they have already put into place for the child.
 - The SENCo may choose to observe the child in class and/or carry out specific assessments to determine which level of provision the child will need going forward and/or whether the child has SEN.
 - Parents/carers know their children best and it is important for us to listen and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.
 - Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, assessment is made to determine whether there are any causal factors involved. A multi-agency approach may be needed, supported by such approaches as the Early Help Family Support Assessment.
 - We make provision for a child's short-term needs, such as bereavement, in order to prevent problems escalating. Although this is not SEN there can be an impact on the well-being of the child.
 - Slow progress and low attainment do not necessarily mean that a child has SEN and they are not automatically recorded as having special educational needs. However, they may be an indicator of learning difficulties or disabilities.
 - Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Broad Areas of Need

- **Communication and Interaction: Speech, Language and Communication (SLCN):**

Children who have difficulty communicating with others:

- saying what they want to say or

- understanding what is being said to them or
- understanding or using social rules of communication.

- **Cognition and Learning:**

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

This covers a wide range of needs:

- moderate learning difficulties (**MLD**)
- severe learning difficulties (**SLD**): where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- profound and multiple learning difficulties profound and multiple learning difficulties (**PMLD**): where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- specific learning difficulties (**SpLD**): affecting one or more specific aspects of learning, for example dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties:**

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

- **Sensory and/or Physical Needs:**

Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided:

- vision impairment moderate learning difficulties (**MLD**)
- hearing impairment (**HI**)
- multi-sensory impairment (**MSI**)
- physical disability (**PD**).

SEN Support in Friars Primary School and Nursery

Where a child is identified as having SEN parents will be formally advised of this and a decision made to add the child to the SEN register. We take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle: the graduated approach.

Assess:

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan:

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

Do:

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

Review:

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

Children who have an Education, Health and Care Plan (or Statement of SEN) must have a review at least every twelve months.

The Education, Health and Care Plan (EHCP)

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

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

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

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

Involving Parents/Carers and Children in Planning and Reviewing Progress

Where a child is receiving SEN support, we aim to talk to parents/carers regularly and at least once a term, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parents/carers, the child and school. These discussions strengthen the impact of SEN support by increasing parental/carer involvement in the approaches and teaching strategies that are being used. Also they can provide essential information on the impact of SEN support outside Friars Primary School and Nursery and any changes in the child's needs. Children and parents/carers are actively involved in decision-making.

Involving Specialists

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

These specialists could include:

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

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

The Special Educational Needs Co-ordinator (SENCo)

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

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

- overseeing the day-to-day operation of the Friar's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after child has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of Friar's delegated budget and other resources to meet the children's needs effectively
- liaising with parents/carers of children with SEN
- liaising with 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 child and their parents/carers are informed about options and a smooth transition is planned
- working with the head teacher 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 Friars Primary School and Nursery keeps the records of all children with SEN up to date.

Equality and Inclusion

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

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

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

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

Signed _____ Donna Lees Date _____
(Head of School)

Signed _____ Angela Murphy Date _____
(SENCo)

Signed _____ Aaron Phillips Date _____
(SEN Governor)

This policy will be reviewed annually.

