

# Fernhurst Primary School



## Special Educational Needs Policy and Information Report



This Policy has been referenced against the following articles from the UN charter for the Rights of Children:

**Article 3, 12, 13, 14, 15, 23, 28, 29 and 31**

Adopted by Governors: February 2020

Review: February 2021

While the COVID19 pandemic continues, children and staff are working in "bubbles". The nature of SEND provision and intervention activities may have to change in order to comply with Government restrictions. We will continue to meet the needs of all children to the best of our abilities. As always, if parents have any concerns about their children's learning they are encouraged to contact their class teacher at their earliest convenience.

## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions .....	2
4. Roles and responsibilities.....	3
5. SEN information report.....	4
.....	

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Carol Schofield

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN Information Report**

#### **1. What kind of special educational needs provision is accessible for children at Fernhurst Primary School?**

Fernhurst Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

#### **2. How do we identify children who may have an SEN need?**

Class teachers are accountable for children's progress in all areas of the curriculum and through regular assessment and experiences of pupils in comparison to their peers they will identify children whom are having difficulties accessing learning. They will share any concerns with the Special Needs Coordinator (SENCo) who will advise on the next steps. Pupil progress meetings/discussion are held every term from which the Teacher and Senior Leadership team track and identify children who are not making expected progress.

Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

There is an online management system for recording and sharing concerns about pupils with emotional and behavioural difficulties meaning they can be monitored or addressed as needed.

The SENCO has accountability for ensuring the needs of pupils identified with SEN are being met and to report any concerns to the Headteacher.

#### **3. What provision is made for children with SEN; with and without an EHC Plan.-in respect of:**

##### **a) How is the intervention/support monitored as to its effectiveness?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making with regards to specific targets linked to the

intervention they are receiving. Termly meetings with the Head Teacher/SENCo and Governors are also held to share information with regards to progress, support, identification and next steps.

**b) What are the school's arrangements for assessing and reviewing progress towards outcomes of children with SEN?**

Your child's class teacher will regularly assess their progress and this is tracked against expectations both for their age and in light of their previous progress and attainment. This assessment is shared at termly Parent Consultation meetings and via the end of year school report.

Regular homelearning is set and teachers will use home/school log books to share advice and next steps with parents if applicable. Also parents are warmly welcome to meet with their class teacher to seek further advice on how to support their child at home.

**c) What is the schools approach to teaching children with SEN?**

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

Class teachers are responsible for overseeing and planning the education programme for your child. The Special Needs Co-ordinator (SENCo) will liaise with staff to discuss any concerns and support teachers to implement any specific programmes. Class teachers will meet with parents every term to discuss their child's progress and will explain any specific support your child maybe receiving.

**d) How the school adapts the curriculum and learning environment for pupils with SEN.**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to 1 teaching.

Class teacher input

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching is built on what your child already knows, can do and can understand. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### Specialist groups following advice from an outside agency

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. Advice may be sought from; Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need) as well as the Education Psychology Service (EPS).

What could happen; You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need specialist support in school from a professional outside the school. This may be from the Local Authority central services such as the ASC Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need), outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

**e) What additional support is available for children with SEN?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to 1 teaching. The decision on how best to support children with SEN is made on an individual basis following consideration of:

- The child's achievement data
- Reports and assessments from other agencies
- The teacher's observations and feedback
- Observations and feedback from Inclusion staff who may already be supporting the child
- The child's ability to access the curriculum when it is adapted according to their needs
- The capacity we have to provide additional support at the time
- Discussion with parents – often through the Annual Review process

Within the school budget each year, there is some funding provided for SEND based on the national formula.

The Head teacher, SENCo and Governors use the information we have about the children already receiving support and the children who are likely to receive support and decide how the funding will be spent. This funding is a limited amount and has to be shared amongst all the children in the school who have additional needs. The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff.

**f) How does the school enable pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have special needs?**

All of the activities that the school offers are fully accessible to all pupils, including those with SEND. We regularly seek advice to support children in particular lessons such as PE and we also ensure that outside providers follow the advice given. Where an activity may not be suitable for particular children we will endeavour to adapt it so that all pupils receive a similar outcome.

**g) What support is available for ensuring the emotional and social development of pupils with SEND (Special Educational Needs and Disabilities)?**

We will endeavour to ensure that your child is supported in all areas of school life and if required pastoral support can be provided via class teachers, ELSA, SENCo,

designated TAs as well as access to a local authority Family Support worker through Early Help.

We have policies and procedures in place for the administration of medicines and personal care.

We are a fully inclusive school with a detailed behaviour policy which enables the children to be aware of our high expectations. We work closely with children who struggle to manage their behaviour appropriately and ensure that they have opportunities to express themselves appropriately. We have a zero tolerance to bullying.

#### **4. Who is the named SEN contact?**

Mrs Carol Schofield

#### **5. What specific expertise is available to children with SEN?**

Teachers and teaching assistants receive regular professional development with a focus on SEND. In addition, some staff have chosen to develop a specialism and have received additional training in Speech and Language, Maths/English interventions etc.

We are able to access a variety of services to support children with SEND such as Family Support workers, Speech and Language Therapist, Educational Psychologist, school nurse, Sensory support team and Learning Inclusion and Social Communication team and the Novio Hub. As well as more bespoke support from the TRUST.

#### **6. What specialist equipment and facilities are there for children with SEN?**

The school building is fully accessible for wheelchair users, we have disabled changing and toilet facilities and two dedicated disabled parking bays. We work with a variety of outside agencies to provide specialist equipment and facilities for children with SEN to ensure that they can fully access the curriculum.

To view our Accessibility Plan please follow this link <https://www.fernhurst.w-sussex.sch.uk/page/?title=Policies&pid=18>

#### **7. What arrangements are there for consulting and involving parents of children with SEN?**

The first point of contact to discuss your child's needs is their class teacher, if you still require further support/information then you can make an appointment to speak to the Special Needs Co-ordinator.

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, IEP/provision map discussions, consultation evenings, formal meetings with the Class Teacher and/or SENCo, progress reviews and yearly written reports.

#### **8. What are the arrangements for consulting children with SEN about, and involving them in, their education?**

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets, which are shared, discussed and worked upon with all adults who care and provide support for that child. These targets are regularly discussed with the child as is the progress towards them. Children's opinions with regards to the provision and support they receive will be reviewed on a regular basis and their views will be considered when establishing the next step in their support.

Parents seeking provision for children with additional needs should refer to our Admissions tab on the website:

<https://www.fernhurst.w-sussex.sch.uk/page/?title=Admissions&pid=63>

### **9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

### **10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with, and seek advice from, an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

### **11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with section 32?**

You may wish to contact the SENCo via the school office email- [office@fernhurst.w-sussex.sch.uk](mailto:office@fernhurst.w-sussex.sch.uk) to discuss support services in the area.

You may also wish to contact;

Parent Partnership- [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk) or call 08450751008

The Local Authority Educational Psychologist Service- <https://schools.local-offer.org/team-around-the-school/support-service-guide/>

Child and Adolescent mental Health services- Orchard House, College Lane, Chichester, PO19 6FX

School Nurse – either via a request through the SENCO, via your own GP practice or directly on 01273 696 011 ext 5267.

### **12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?**

We will offer regular consultation with parents/carers in how we can best meet the needs of their child when they are joining or leaving our school. We will also endeavour to ensure that we provide several opportunities for the child and parent

to have supported visits to the new setting. We will also consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of your child.

**13. Where is the Local Authorities Local Offer published?**

Information on the local authority's Local Offer can be found on

<https://westsussex.local-offer.org/>