

# Fowey Primary School

## SEND Policy

**Date: July 2017**

**Review Date: July 2018**

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEN Code of Practice September 2014

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

This policy accepts the definition of SEND as set out in the September 2014 Code of Practice xiii and xiv

### Inclusion statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- All the teachers in the school are teachers of children with Special Educational Needs. As such, Fowey adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to the children's interests and abilities. This ensures that all children have access to the school curriculum.
- We will make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an additional language is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning – and special educational needs:
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that interventions are put in place to help pupils catch-up.
  - Other pupils may have a genuine special educational need and this **may** lead to lower-attainment (although not necessarily to under-achievement). It is our

responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children.

#### Aims and objectives of this Policy

- The Governing body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- To provide curriculum access for all
- To secure high levels of attainment for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To work in cooperative and productive partnerships with outside agencies to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

#### Responsible persons

- The responsible persons for inclusion and SEND are Chris Wathern (Head teacher)/Kate Sicolo from September 2017, and Lucy Elliott (SEND Governor).
- The person co-ordinating the day-to-day provision of the education for pupils for Special Educational Needs is Maria Barnes (SENDCO).

#### Specialist Provision

- Fowey Primary School offers access to the main buildings. A disability access plan is in place.

#### Identification of SEND at Fowey Primary School

#### **STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.**

- Learners will have access to quality first teaching. *Some pupils at Stage 3 may need daily personalised planning and if so is planned by the class teacher.*
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs.

This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

- Each year group will produce a detailed provision map highlighting what is available to all the children within the year group.

### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, EYFS profile scores and in year tracking data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involvement of an external agency where it is suspected that a special educational need is significant.

### Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCO, and senior leaders
- on-going assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning

- termly pupil progress meetings
- informal feedback from all staff
- pupil progress tracking
- attendance records and liaison with EWO

## **Stage 2 Additional SEN Support**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum on offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN record of need will be identified and tracked.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to Individual Education Plans (IEP’s), which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our IEP’s are a planning, teaching and reviewing tool which enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents, which can be constantly refined and amended.
  - Our IEP’s will only record that which is *additional to* or *different from* the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.
  - Our IEP’s will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - Our IEP’s will be based on informed assessment and will include the input of outside agencies (where necessary).
  - Our IEP’s have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - Our IEP’s will be time-limited – reviewed every term.
  - Our IEP’s will have medium term SMART targets set for or by the pupil.
  - Weekly targets will be set, with the child, from the medium term SMART targets and recorded on a personalised PeaPod .
  - Targets for an IEP will be arrived at through:
    - A conversation with parents/carers and pupil
    - Discussion with another professional (if appropriate)

- Our IEP's will be reviewed at least termly by class teachers, TAs, parents and the child as part of the 'Plan, Do, Review cycle'
- Children have ownership of their IEP and have a personalised PeaPod which records continual progress.

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Pupils with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN Record of Need (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### Working with parents

- The school will actively seek the involvement of parents in the education of their child. It is recognised that encouragement and support of parents can be a crucial factor for pupils with SEN to achieve success.
- Parents will be kept informed about their child's progress. If a child is identified as requiring SEN Support then this will be discussed with parents at the earliest opportunity.
- Parents will be invited to termly IEP 'structured conversations', and will always be informed when an external agency becomes involved with their child.

### Pupil participation

- Student voice is strong at Fowey. The school will support children to understand their individual needs and the targets in their Individual Education Plans. Children will help to review their targets and think about the 'next steps' in their learning. Steps will be taken to involve pupils in decisions which are taken regarding their education.

### Liaison

- The school has links to other schools and liaison is maintained particularly with regards to transition. Fowey maintains close liaison with surrounding secondary schools and pre-schools.
- SENDCO will if requested attend pre-transition meetings including EHCP/Statement review meetings

### Evaluating Success

- This school policy will be kept under annual review. Governors are kept informed of progress and developments in the SEND provision regularly. In addition evidence will be gathered regarding:
  - Staff awareness of individual need
  - Success of the identification process at an early stage
  - Academic progress /Achievement of pupils with Special Educational Needs
  - Improved behaviour of the children, where this is appropriate
  - Pupil attendance
  - Number of exclusions
  - Consultation with parents
  - Pupils awareness of their individual targets and achievements

### Signed

Chair of Governors: Chris Williams

Head teacher: Chris Wathern