Special Educational Needs Policy

September 2015
Fernwood Primary (3-11) is a fully inclusive mainstream schools. We warmly welcome children of all abilities, needs and those with disabilities.

This policy explains how Fernwood Primary (3-11) makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the schools ethos and with current legislative requirements (SEND Code of Practice 2014 and the Equality Act 2010).

Our guiding principle is to aspire to be a fully inclusive school. We aim to do this by:-

- Valuing each child and their individual contribution; we aim to develop self respect, self confidence and respect for others
- Offering children with SEND access to a broad and balanced curriculum so that each child has the opportunity to make progress in all areas of school life
- Working closely with parents; keeping them informed about their child’s learning and encouraging them to work in partnership with school
- Ensuring that teaching methods, resources and learning goals are adapted to meet the individual needs of the child
- Identifying children with SEND as soon as possible, providing early intervention to support their learning.

If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENCO).

**Roles and Responsibilities**

Mandy Austin: Executive Head Teacher  
Lynne Orme: Head of School (Infant and Nursery)  
Anthony Thomas: Head of School (Junior)  
Lorraine Jones: SENCO (Infant)  
Charlotte Newton: SENCO (Junior)  
Louise Broome: Lead TA (Infant)  
Rachel Labbate: Lead TA (Junior)  
Mr Chris Marshall is the governor who has an overview of Special Educational Needs.

Fernwood Primary (3-11) recognises that provision for children with Special Education Needs is a matter for the whole school community. Roles and responsibilities with regard to SEN are designated in the following way.
The Role of the Governing Body and Executive Head Teacher

The Governing Body, its committees and Executive Head Teacher are in a monitoring role to:

- Ensure the school answers its statutory requirements and responsibilities, with regard to Special Educational Needs
- Support the SENCO
- Oversee SEN provision
- Allocate funding.

In daily school life, the Heads of School support the Executive Head Teacher within these duties. Special Educational Needs is included in the annual review process linked to the Strategic Plan. The Equalities Plan is also an integral part of the Strategic Plan.

The Role of the Special Educational Needs Coordinator (SENCO)

The Code of Practice requires each school to have a member of staff to take on the role of the SENCO, whose training will be supported by the school and will be given an allocation of time to carry out their duties and responsibilities. At Fernwood Primary (3-11) we have two SENCOs - infant and junior. The SENCO is responsible for co-coordinating the strategic development and the day-to-day operation of the school's SEN policy. In addition to this the SENCO is responsible for:

- Liaising with parents and other professionals in respect of children with Special Educational Needs
- Advising and supporting teachers in school regarding the level of support, appropriate resources and strategies to support learning
- Ensuring that relevant background information and current provision documents about individual children with Special Educational Needs are collated and updated
- Recording and updating a register of children with SEN
- Liaising closely with the SEN governor
- Arranging annual reviews for all pupils with a statement of SEN and termly reviews for all children with SEN
- Monitoring the provision and progress of children with SEN
- Leading training in school on SEN as appropriate
- Working closely with the Executive Head Teacher, Heads of School, Leadership Group, Senior Management Team, Lead TAs, TAs and fellow teachers.
**The role of Class Teachers:**
- To begin to identify, in liaison with the SENCO and parents, children who have difficulties in learning
- To know which pupils in their class are on the SEN Register and at which stage
- To ensure all aspects of learning are differentiated to fully meet the needs of all pupils
- To maintain an SEN file for their class including copies of all relevant provision plans - Individual Provision Plan (IPP), Individual Health Care Plan (IHCP), Pupil Support Plan (PSP)
- To write individual provision plans (IPP, IHCP, PSP) for pupils at School Action, School Action Plus and those with a Statement of Special Educational Needs
- To ensure that these IPPs and PSPs are reviewed with the parents (and child if appropriate) at least three times a year and at least annually for an IHCP
- To ensure TAs are deployed effectively within their class or set
- To ensure that pupils with Special Educational Needs make clearly defined steps of progress.

**The role of Teaching Assistants:**
Under the guidance of the Class Teacher and SENCO to:
- Carry out activities and learning programmes/intervention and to keep records of this work as requested
- To support children in class or by withdrawing individuals/small groups to deliver specific intervention
- To feedback to Class Teacher and SENCO about the progress of individuals they support
- To be fully aware of the school's SEN policy.

**How SEN pupils are identified and their needs are determined**
Identification can come via several routes:-
- Medical diagnosis
- A recognised outside agency report funded by parents
- Children arriving at Fernwood Primary (3-11) with Special Educational Needs
- Parental concerns discussed with Class Teacher
- Class Teacher identification made through general teacher assessments and reviews of progress.

We aim to identify children with Special Educational Needs as early as possible in their school career and undertake graduated stages of provision as outlined below:

**The Graduated Stages of Provision**

**Universal Provision**
- All children will receive universal provision.
- Good quality teaching where the learning environment, teaching approaches and activities are differentiated to meet the needs of individual pupils.

**Monitor**
- Children identified by teacher or parent/carer as needing additional support.
- Parents invited into school by teacher.
- Specific intervention put in place for 6-8 weeks.

**SEN Provision**
- Children placed at the SEN Provision stage when, following a 6-8 week intervention, they continue to have a significantly greater difficulty in learning than the majority of children of the same age.
- A child has a disability that prevents or hinders them from making use of educational facilities.

**EHC Plan**
- Education Health and Care Plan: in exceptional cases, if a child's rate of progress at the SEN Provision stage continues to be a cause for concern it may be necessary, in consultation with parents and supporting agencies, to consider applying for an Education, Health and Care Plan assessment.

All children will receive universal provision; it is only when a child is having significantly greater difficulty in their learning than the majority of children at the same age that they will need further support.
Stage 1 – Monitor

If a Class Teacher has a concern about a child who is making little or no progress with universal provision, these concerns are initially discussed with the SENCO. The SENCO may suggest that the child receives a ‘Wave 2’ intervention (see appendix 1) for a short period of time (usually 6-8 weeks). At this point the child’s parents/carers are informed of the intervention that the child will be receiving. At this point the child is still being monitored and is not placed on the SEN register.

The child’s progress is monitored and reviewed by the class teacher and the information is fed back to both the SENCO and the parents/carers.

If the intervention has been successful and the child no longer has a significantly greater difficulty in their learning than children of the same age then no further action will be taken and they will return to receiving universal provision.

If the child makes progress and there are no further concerns, the child will then no longer receive any intervention. However, if the child makes little or no progress more intervention will be undertaken and the child will be placed upon the SEND register.

However, if following the Wave 2 intervention the child continues to have a significantly greater difficulty in their learning than the majority of children of the same ages, they will be placed on the SEND register and move to the SEN support stage whereby additional interventions will be planned to support the children in their area of difficulty and a provision plan (Individual Provision Plan, Pupil Support Plan or Medical Care Plan – see appendix) will be put in place to meet their needs.

Stage 2 – SEN Support

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the
majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social, emotional or mental health needs; some pupils may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

The Code of Practice sets out four areas of SEN:
- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs.

A child may have a Special Educational Need of some kind, at a given time, during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need support, which is additional to or different from their peers, for some or all of their time in school.

All pupils on the SEN register have one of the following individual plans:
- Individual Provision Plan (IPP)
- Pupil Support Plan (PSP)
- Individual Health Care Plan (MCP).

IPPs map the provision allocated to children receiving SEN support, it also sets out clear targets for the children to achieve and for staff to work upon with the child. The provision outlined in the plan will consist of Wave 2 and Wave 3 support (see appendix 1). However, especially during Wave 3 support, it may be necessary for the school to access external agencies support (as set out in the Local Authority’s Local Offer).

The SENCO or Class Teacher shares the provision plan with parents/carers and the child during an IPP meeting. IPPs are reviewed at least three times a year, if a pupil is making good progress the IPP can be removed, so removing a child from the SEN register.

If a child continues to make progress but their SEND remains significant, their provision is reviewed, new targets and provision are set and the review cycle repeats. At this point, it may be appropriate for the SENCO to seek further advice, support or intervention from outside agencies, and/or apply for additional funding (Higher Level Needs funding) from the local authority.

If a pupil’s lack of progress continues to be of significant concern the decision may be made to move the pupil to Stage 3 whereby a request for an
Educational Health Care Plan (EHCP) may be made in conjunction with parents/carers.

**Stage 3 – EHCP**
An EHCP is formally referred to as a Statement of Special Educational Needs.

An EHCP will only be considered when a child has complex SEND that requires extensive provision or they have demonstrated significant cause for concern over an extended period of time. An EHCP can be requested by the child’s school, from a parent or a referral by another agency by completing the application from available from Nottingham City Special Educational Needs Service.

Once an application has been received by the local authority, the school will provide information and a Person Centred Review (PCR) will be held which will be attended by parents/carers, the child (if appropriate), school staff and any agencies involved with the child. A facilitator, who is an independent representative, will lead the meeting and take notes throughout the meeting and submit them to the Nottingham City Special Educational Needs Service.

A Statutory Assessment Panel then reviews all the information to decide whether to proceed with further assessments to decide whether an EHCP is required. Should the Statutory Assessment Panel decide against an EHCP then recommendations may be made to school regarding provision and/or next steps. At this point parents have the right to appeal the decision and in this insistence should contact the local authority for the next steps. If the Statutory Assessment Panel agrees to proceed with the EHCP assessment then further information will be gathered.

The panel will them meet again to decide whether an EHCP is required. If the panel decides not to issue an EHCP then recommendations may be made but the child will remain at the SEN support level. Parents do have a right to appeal the decision and should seek advice from the local authority. If the EHCP is granted then the document will contain the following information:

- Details of all of the child’s special needs
- Short and long term aims
- Specialist provision necessary to ensure the child achieves the short and long term aims
- The name and type of school where the provision is to be made.
The Executive Head Teacher is then responsible for ensuring appropriate resources are put in place. The SENCO in conjunction with the Class Teacher ensure that appropriate provision is put in place to meet the objectives set out in the EHCP. The EHCP must be reviewed annually.

**What if my child already has a Statement of Special Educational Needs?**

If your child currently has a Statement of Special Educational Needs, a representative from Nottingham City Council will be in touch to explain what will happen next. Eventually your child’s Statement will be converted to an EHCP which will provide the same statutory protection.

**Mental Health**

We actively promote the children's wellbeing and mental health within the school curriculum (PSHE) and within assemblies, daily life and ethos.

We recognise the importance of a child’s positive self-esteem, self-confidence and resilience to deal with aspects of life as they arrive.

Specifically we are aware that individual pupils may have mental health needs. We see it as our duty to attempt to recognise such needs and refer to Children and Adult Mental Health Service (CAMHS) and/or local GP.

**Support Services available to us as part of Nottingham City’s Local Offer:**

- The Sensory and Physical Team
- Learning Support Team
- Autism Team
- Behaviour Support Team
- Community, Child and Adolescent Mental Health Service
- Community Educational Psychology Service
- Speech and Language Therapist
- Early Year Support
- School Nurse
- Community Pediatric Services
- Occupational Therapist
- Physiotherapist.

**Monitoring and Review Procedures**
In liaison with the Executive Head Teacher, the SENCO monitors the SEN provision throughout the year. Areas monitored include:

- Pupil work analysis — checking for appropriate differentiation and that the IPP/PSP targets are being implemented
- Teaching Assistants’ support is monitored through observations and discussions
- Tracking and monitoring the children’s progress through:
  - Teacher assessments of National Curriculum objectives and IPPs
  - Reviews of provision plans
  - Data analysis reports.

Parental Involvement

Fernwood Primary (3-11) endeavors to involve parents at every stage of the assessment, monitoring and reviewing processes in regard to children with Special Educational Needs. Staff will talk to parents regularly, sharing their child’s progress and to discuss any concerns.

We value the knowledge and support that a close partnership with parents can bring thus operating an ‘open door’ policy. If parents are concerned they should firstly approach the class teacher who will then share the concerns with the SENCO and members of the senior leadership team. However, the parents may also arrange a meeting with the SENCO to discuss their concerns further.

We foster links with other schools including Special Schools, when a need arises. Currently, we liaise closely with Oakfield Special School in Bilborough.

The Children’s Views

Three times per year, running alongside the provision plans, the children have the opportunity to give their views and evaluate their own progress. These are termed “Child View Sheets”. Our TAs and SENCO follow up matters arising from the Child View sheets.

Training for Staff
We recognise the value of ongoing training. Staff attend in house training and are encouraged to attend relevant courses provided by external agencies.

Continuous Professional Development for TAs is led by the SENCO and Lead TA, this includes observations and feedback.

Annual Appraisal targets are set for the SENCO.

**Accessibility**
As an inclusive school we welcome all children, including those with Special Educational Needs. Before a child transfers to us, we ensure that we liaise with all parties concerned and we take the necessary steps to ensure a safe working environment; this may include risk assessments and handling policies.

We attempt to ensure that all physical areas of the schools' buildings and grounds are accessible to all children.

**Transition**
In order to ensure a smooth transition Fernwood Primary (3-11) will make arrangements to share all relevant information with the child's next placement including written records, visits and meetings.

Transition arrangements may include:
- Meetings between SENCOs
- Transition booklets
- Extra transition visits
- New Class Teacher invited to summer term provision meetings
- Individual transition programmes (if appropriate) when changing school.

**Complaints Procedure**
We value the partnership between parents and staff however should a problem arise:
1. The concerns should be discussed initially with the Class Teacher
2. If the problem isn't resolved an appointment can be made with the Class Teacher, SENCO and Head of School to discuss the issues further
3. Should the parent still be unhappy, the complaint will be passed to the Executive Head Teacher
4. Should matters still not be resolved, the parent can then take their complaint to the Chair of Governors
5. Finally the parent can bring their complaint to the governors’ Complaints Panel, whose decision is final.

At every stage of the complaints procedure, the parents can be supported by the Parent Partnership Service or a chosen representative. At any time a parent may seek further advice from the Local Authority Special Educational Needs department.

Signed: ____________________________ (Chair of Governors)

Date: ______________________________