



### Special Educational Needs and Disabilities (SEND)

<b>Governor Committee Responsible:</b>		<b>Staff Lead(s):</b>	Katie Kirby SENDCO
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## Special Educational Needs and Disabilities (SEND) Policy

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### 1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)

Finlay Community School values the contribution that every child and young person can make. We work to raise attainment, maximise achievement and promote inclusion. All children and young people with SEND are valued, respected and equal members of the school.

We aim

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To provide an appropriate learning environment that meets the special educational needs of each child and enables them to work to their full potential.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To provide a staffing structure with clear lines of responsibility for SEND.

### 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 the 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

The SENDCO is **Katie Kirby**

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 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
- Monitor the progress of SEND pupils at the school.
- Attends local and national course/conferences
- Arrange and chair all SEND review meetings for those children with an EHC Plan and completing all necessary paperwork.
- Is a member of a cluster group who meet to discuss and address current issues in SEND. The purpose of this group is to develop the supporting role of the SENDCO with reference to enhancing pupil progress and supporting staff in school;
- Has input to staff meetings from SEND advisory team where applicable;
- Organises training where appropriate and relevant for other staff;
- Undertakes a SEND Accreditation.

#### The SEND Governor

The SEND governor is **James Faragher**. The SEND 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

#### The Headteacher

The Headteacher will:

Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision within the school. Have overall responsibility for the provision and progress of learners with SEN and/or a disability.



### **Class Teacher**

Each class teacher at Finlay Community School 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 the school's SEND policy

Updating and reviewing my plans At My Plan Plus level, the class teacher works with the SENDCo for further assessment and planning for the pupil. The delivery of the intervention recorded in the My Plan, continues to be the responsibility of the class teacher.

### **SEND Information Report**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

Moderate/severe/profound and multiple learning difficulties

## **5. Identifying pupils with Special Educational Needs**

Identification & Assessment - early identification is vital. For children transferring to our school, the SENDCo will check to ascertain any existing special educational needs that will require additional support or provision.

To help identify children with special educational needs, we measure children's progress by referring to their performance monitored by the Class Teacher, Assessment Co-ordinator and SENDCo as part of ongoing observation and assessment.

This includes:

- The outcomes from Phonic assessments given throughout the year.
- Pupils' progress against the objectives specified in the New Primary Frameworks (using Target Tracker) and the EYFS Development matters framework.
- Pupils' performance against the level descriptions within the National Curriculum.
- The Gloucestershire Intervention Guidance for SEND in Early Years Settings, School and Post-16 Settings.

### **SEND Versus Under Achievement**

As a school, we have a clear Identification process when identifying needs for the children. See attached document (Appendix 1).

**We use assessment data and meet with class teachers to identify pupils whose progress is:**

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between the child and his or her peers
- Widening the attainment gap



- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### **We implement high-quality differentiated teaching**

- Target high-quality teaching at the pupil's areas of weakness
- Adapt classroom practice to suit the pupil's needs
- Implement short-term interventions
- Evaluate the success of interventions by comparing the pupil's assessment data before and after

#### **Class teachers and TA's work with the SENDCo to:**

- Implement more rigorous interventions
- Evaluate the success of interventions by comparing the pupil's assessment data before and after
- Speak to the pupil and parents about the pupil's needs
- Seek expertise on the pupil's needs

The school is open and responsive to expressions of concern by parents and carers.

When a teacher or the SENDCo identifies a child with SEND, the class teacher provides interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum and strategies.

#### **6. Consulting and Involving Pupils and Parents**

We will have an early discussion with the pupils parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record (CPOMS) and given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

#### **7. Assessing and Reviewing:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil



Their previous progress and attainment or behavior

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

## 8. Graduated Pathway

Pupils who are identified as SEND, will start their journey on Graduated Pathway.

*The Graduated Pathway* is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs or a disability.

Before we can undertake any aspect of the Graduated Pathway, we will need to gain **informed consent** from you, the family or carers.

The Graduated Pathway is based on a simple Assess, Plan, Do, Review cycle and has the following graduated responses which can be used in any order, depending on what would best meet the needs of the child or young person:

**My Profile** – A My profile can be completed with any child, even if there are no concerns about the child's wellbeing or development. The My Profile helps a child or young person to share personal information which can help professionals working with them to understand what motivates them, their preferences, their goals and their self-image. It can also help professionals to understand what form of communication is most meaningful to the child or young person.

**My Plan** – A My Plan is used when it is clear what the presenting needs are and who or what can help. It is a holistic child or family centred plan and can be used as a single or multi-agency plan. The My Plan allows professionals working with children and families to quickly and simply draw together an action plan, to co-ordinate the appropriate help and support for the child and/or family at the earliest opportunity.

**My Assessment and My Plan +** - this should be considered where needs are unclear and the impact is unknown; where there is already a significant impact which is likely to escalate; and where it is unclear what or who may help. The My Assessment focusses on listening to the child/young person and their family in order to understand what is happening for them and what they need to help them make positive changes. My Assessment draws together information from a range of professionals into one document, so that a detailed analysis can be made and an action plan can be developed. The 'Analysis of Assessment' form can be used to gather information from other Professionals in a timely manner.

**The My Plan +** is the Plan developed from the My Assessment. The '+' indicates to other professionals that an assessment has been completed to ensure there is not duplication of work and that the family do not have to tell their story repeatedly. The My Assessment and My Plan + must be completed together with the family, so that they can be empowered to make changes for themselves.

**An Education, Health and Care Plan (EHC Plan)** – an EHC Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on



the evidence provided. Evidence can be provided using the Graduated Pathway and principles of Assess, Plan, Do & Review.

#### **Criteria for Exiting the SEND Register**

If it is felt that children are making progress which is sustainable, then they may be removed from the SEND register. If this is the case, then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed

### **9. Our Approach (Including External Agencies)**

Most pupils will have their needs met through quality first teaching. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning. When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEN register. The class teacher may refer a child to a Learning Mentor if they feel that extra support is required outside of the classroom.

At this point parents or carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning. The provision required for each pupil will be specific to that pupils needs and where possible school will seek and follow advice from additional professionals such as Advisory Teaching Service, Occupational Therapists, Physiotherapists, Paediatricians and Educational Psychology.

A list of possible interventions are below:



Quality First Teaching (All Pupils)	SEN pupils without an Education and Health Care Plan (EHCP)	SEN pupils with an Educational and Health Care Plan (EHCP)
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and individual) Use of writing frames Alternative recording methods General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Where appropriate simple and clearly laid out worksheets. Structured school and class routines. Use of symbols for understanding. Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour. Circle time as part of Pink Curriculum Use of positive language to promote self-esteem. Time out facilities.	Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. 1:1 Maths intervention. Support from external agencies. Support in line with individualised advice from an external agency including Health Plans.	Quality First Teaching, Assistance and support in line with individual EHCP.

**English as an Additional Language and Bilingualism**

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of English as an Additional Language (EAL) pupils and other pupils from ethnic minority backgrounds. The school recognises the importance of and the difficulties involved in, the early recognition of SEND in EAL pupils. Where appropriate, the school will try to arrange an assessment in the child’s first language. The nature of support for EAL pupils with SEND will be decided on an individual basis. Provision of support will be jointly reviewed. This support will take into account the child’s needs as an EAL pupil.

**10. Inclusion & Provision**

**Admission Arrangements**

The head teacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

The school has a current DES (Disability Equality Scheme) in line with the DDA (Disability Discrimination Act) reviewed on an annual cycle to ensure disability equality is promoted in all aspects of school life.

**Specialised Provision**

- There are toilet facilities for individuals with disabilities;
- If a child joins the school, who is a wheelchair user, there are two stair lifts available at each end of the school, and ramps on all playgrounds to ensure they can access all facilities and classrooms.



- In line with the expectations upon the school highlighted within the SEND and disability act, the governors have put together an access ability plan.

### **11. Statutory Assessments**

Some children with specific needs may need additional arrangements so that they can take part and access statutory assessments. We follow the [Access Arrangements Guidance, from the Standards and Testing Agency](#), which is updated annually.

Types of support include:

- early opening of test packs, to adapt test papers
- additional time to complete the tests
- the use of scribes, word processors or other technical or electronic aids
- making transcripts
- written or oral translations
- readers
- the use of prompts and rest breaks
- the use of accessibility objects in the mathematics test
- highlighter pens
- arrangements for pupils who are ill or are injured at the time of the tests

### **12. Links with the Children's Centre and Finlay Little Learners Pre-school**

We realise the importance of close liaison with pre-school provision and the SENDCo of Finlay and The Children's Centre, meet on a regular basis. During the summer terms 1 and 2, the SENDCo of Finlay will:

- Visit sessions at The Children's Centre to meet the children and the nursery teacher to discuss any needs a child might have.
- Attend reviews of the children transferring to Finlay Community School.
- Speak with parents already identified at the New Parents meeting and subsequently by appointment to discuss provision for their child. School brochures and information regarding SEND provision, are sent prior to the parents meeting and an open invitation is given to visit the school on an individual basis.

At the end of the summer term 2, records are passed to us from The Children's Centre and are used to plan for differentiated work for those children identified.

The school SENDCo is also the SENDCo for Finlay Little Learners, the pre-school that is run by Finlay Community School. Regular meetings are held throughout the year to ensure that children with SEND are identified and their needs are met (please see the SEND policy for Finlay Little Learners).

### **Transition to Secondary School**

For children who are on the SEND register all relevant information is passed on to secondary school, this can be through an electronic transfer of documentation and/or face to face meeting. SENDCO's from the receiving schools of the pupils who have an EHC Plans are invited to attend the annual review.

### **13. Role of Family Services Manager and Parents**

At Finlay, the Family Services Manager (Michelle Bryce) works closely with the SENDCo. The Family Services Manager receives referrals from teachers, parents and professionals within the community. A My Plan Plus is then written (with consent from parents) incorporating the views of the family, child and those involved, to look at the child as a whole. This assists practitioners as it maintains a clear focus on the need, makes a judgement about the severity of need and identifies outcomes and support services. It is then the Family Services Manager (or lead professionals) responsibility to ensure that the services are delivered and outcomes are met.

### **The role played by parents of pupils with SEND**



In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. Parents are fully informed and updated regarding their child's education. The school supports all parents through adopting an 'open – door' policy, to work with parents to ensure the best possible outcomes for all children.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment (from external agencies such as SENDIASS) and any related decision making processes about special educational provision

#### **14. Complaints about SEN provision**

We will always endeavour to work with parents to address any concerns. Where a resolution cannot be found, parents are encouraged to follow the school complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Appendix 1

## SEND Support Graduated Approach and Identification Process Explanatory Notes

### Explanatory notes on SEND Support Identification Flowchart

<p>A. The Code of Practice (June 2015) characterising less than expected progress as progress which (page 95):</p> <ul style="list-style-type: none"> <li>• <i>is significantly slower than that of their peers starting from the same baseline</i></li> <li>• <i>fails to match or better the child's previous rate of progress</i></li> <li>• <i>fails to close the attainment gap between the child and their peers</i></li> <li>• <i>widens the attainment gap</i></li> </ul> <p><i>It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development, or social needs in order to make a successful transition to adult life</i></p>
<p>B. SMT/Line Managers/ SENDCo to advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. e.g. differentiation, targeted feedback, use of in-class support. Has the class teacher been provided with advice, support and training to support this pupil?</p>
<p>C. QFT might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting (parental consent needs to be gained at this meeting).</p>
<p>D. 'Communicate' – i.e. let parents know results of your review in a timely manner.</p>
<p>E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work e.g. ABC behaviour log, use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.</p>
<p>F. Definition of SEN in Code of Practice 2015 ( page 15/16)</p> <p><i>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</i></p> <p><i>xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"> <li>• <i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i></li> <li>• <i>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 or mainstream post-16 institutions.</i></li> </ul>

