



## **Special Educational Needs and Disabilities (SEN&D) Policy**

### **Farnborough Primary School**

Last update September 2021

Next Review September 2022

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Claire Browne is the SENCO and Head of School at Farnborough. Belinda Jones is the SENCO Assistant and Family Worker for the school. They are available during all parent consultation evenings alongside other individual meetings. Please make an appointment with the school office if you wish to arrange a meeting.

Farnborough Primary School is committed to developing practices based upon the aim of creating an inclusive community within school. We work towards removing potential barriers to allow all children to reach their full potential. This relates to both learning and social and emotional well-being.

Children with SEND or who have been identified as vulnerable learners are entitled to excellent teaching in a positive and enriching environment with appropriate high quality resources to foster confidence and feelings of self-worth. We are teachers to all children and should meet the needs of all of our pupils.

At Farnborough Primary School we aim to ensure equality for all pupils in a safe environment. There are a variety of systems and procedures in place to ensure this happens, details of which can be found on the school website.

### **Aim**

At Farnborough Primary School our aim is to raise expectations and aspirations for all pupils with SEND. We aim to ensure that we meet the needs of all pupils, so that each child is encouraged in spiritual, academic, social and physical growth. We focus on outcomes for our children by providing them with opportunities to make progress through personalised and targeted teaching.

## Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching
- To provide a SENCO who will work to implement the SEND Inclusion Policy
- To provide support, advice and training for all staff working with pupils who have special educational needs

## Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children’s special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The school also recognises that other factors may influence a child’s progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on a termly and half termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. Meetings take place between class teachers and parents to create an action plan which will be reviewed. Strategies will be agreed to create consistency and referrals to outside agencies would be made if deemed necessary.

## Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. Farnborough Primary School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Playground buddies
- Social skills groups
- Family Worker support
- Outside agency support e.g., therapy, behaviour advisor
- Enrichment opportunities
- Clubs

- Drawing and Talking Therapy
- Celebration assemblies

### **A Graduated Response to SEND Support**

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Pupil Progress Review meetings are held termly between class teachers and members of the SLT. Each class is discussed and any children at risk of underachieving are identified. An action plan is then created and reviewed at the next meeting. Data is tracked on a half termly basis. Focused learning walks and formal observations are carried out regularly to review the quality of teaching and provision for all pupils. Pupil conferencing is used to allow children to feedback on their experiences of school.

Training is provided to support teachers' understanding of strategies to identify and support vulnerable learners and increase their knowledge of the SEN most frequently encountered.

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

**Assess:** If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

**Plan:** Interventions based on the outcome of assessment are planned.

**Do:** and delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

**Review:** the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register.

### **Managing Pupils on the SEND Register**

Each class has a provision map for children who need support which is catered for within the classroom. Children who have been identified as needing provision additional to their peers will receive an individual provision map which will be shared with parents. Where longer term support is required or children have a diagnosis of need from an outside professional, the school will work with outside agencies and action any advice and/or strategies.

**Assess** should include detailed formative assessment to identify individual barriers to learning. May involve assessment by external agency

**Plan:** Individual Provision Map created by class teacher to detail any provision additional to or different to the class.

**Do:** Interventions put in place, following recommendations. Time limited.

**Review:** Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through whole school and individual provision maps. The effectiveness of interventions is regularly monitored on a termly / 1/2 termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.

Provision planning is incorporated into termly Pupil Progress Review meetings with class teachers and SLT. Additional provision is organised throughout the year on an identified needs basis e.g. following advice from outside agencies, if a child is having difficulties in a particular area. Responsibility for provision is shared between class teachers, the SENCO and SLT.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

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

If children have made sufficient progress and do not meet the Banded Funding Guide they may no longer need to be on the SEND register. These children will still be monitored through data tracking and Pupil Progress Review meetings. Class teachers and parents are still encouraged to liaise with the SENCO if there are any further concerns. Parents will be informed that their child is no longer on the SEND register.

### **Supporting Pupils and Families**

There are various sources of information to support parents of children with SEND:

- The Bromley Local Offer – What Bromley offers to families of children with SEND - <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx#.VH3NZMsqXIU>

## **Admission Arrangements**

Applications are processed centrally by the London Borough of Bromley (LBB) Admissions Team. Applications will be processed in order of the following criteria:

1. Looked after children
2. Siblings of children already in school
3. Proximity - Children who live closest to the school

There are links to our school brochure and the Bromley Admissions Team on the Farnborough Primary Primary School website.

## **Access Arrangements**

Some children may be identified as requiring additional arrangements to access the KS2 SATs in Year 6. This can include:

- Allowing a child additional time to complete the test
- Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- Making a transcript if a child's writing is very difficult for a marker to read
- Delivering a translated version of the mental mathematics test to a child with limited fluency in English
- Allowing a child to have rest breaks
- Having an adult to prompt or read to the child
- Scribing for a child

Some access arrangements require permission from the Department for Education. The school will complete an application form and will be notified of the outcome. Applications for additional time will be completed between the Year 6 class teachers, the SENCO and the SENCO Assistant.

## **Transition Arrangements**

### From Pre-school to Reception

Once the pupil list has been finalised the EYFS Leader organises a transition meeting with all local feeder pre-schools. They meet at school and discuss the individual children joining Farnborough Primary. If a child has SEND the SENCO will organise to visit the child in their pre-school setting and meet with the Pre-school Leader individually. Parents may also be invited into school to meet with the SENCO and Class teacher.

The SENCO is present during the transition days in the summer term to be available to parents and observe children while they are in their new classroom. If there are external agencies involved with the child a Team Around the Child (TAC) meeting may be organised. This is a meeting involving all agencies involved to provide information for a successful transition.

### Between Classes

Towards the end of the summer term the class teachers will meet to discuss the class, including any identified needs. The SENCO will make a transition booklet for any pupils who require additional support with transition and change. These will be shared and discussed with the pupils in school, before being sent home to parents to share and discuss over the summer holidays.

### Year 6 to Year 7

The SENCO and/or SENCO Assistant will attend the Bromley SENCO forum in the summer term to meet with the staff available from all the attending Secondary Schools in Bromley to discuss any pupils with additional needs or support requirements. In addition, a member of

staff from the Secondary School will be invited to annual review meetings or summer term Pupil Resource Agreement meetings.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

### **Monitoring and Evaluating of SEND Provision**

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. The SEND Local Committee Member comes in termly to review the provision and progress of the pupils with SEND with the SENCO regularly to keep up to date with the current status of these pupils. The school undergoes an active process of continual review and improvement of provision for all pupils.

### **Pupils with SEND and English as an additional Language (EAL)**

Farnborough Primary School has pupils who have EAL and a variety of languages are spoken at home. In accordance with Education Regulations 2014; Particulars of education and welfare provision for pupils with EHC plans and pupils for whom English is an additional language, the school will make reasonable adjustments and provision to support any child for whom English is not the first language spoken at home.

### **Training and Resources**

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils. The SENCO and SENCO Assistant regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. They also attend local cluster group meetings to share good practice.

### **Roles and Responsibilities**

- Our SEND Local Committee Member is Mrs Vicki Cheeseman; she is the link person between the Local Committee and the school in relation to pupils with SEND. She helps to raise awareness of SEND issues at Local Committee meetings and give up-to-date information on SEND provision.

- Adult support may be assigned to individual pupils who are in need of targeted support; this may be because English is not their first language or because they have learning difficulties or needs where they require additional help understanding or completing tasks. Teaching assistants may also support learning more generally, either by acting as additional support during class activities or by working with specific groups of pupils. Miss Angela James is the Line Manager for our Teaching Assistants and support staff.
- The Head teacher is the Designated Safeguarding Lead for the school. The Head of School and SENCO Assistant are Deputy Safeguarding Leads.
- The SENCO has responsibility for Pupil Premium / LAC funding
- The SENCO and SENCO Assistant are responsible for managing the school's responsibility for meeting the medical needs of pupils

### **Storing and Managing Information**

- Pupil files are stored in the School Office in a locked cupboard and are managed by our SENCO and SENCO Assistant and Office Manager.
- Safeguarding/Child Protection files are stored in the Head Teachers office in a locked cupboard.
- SEND files are stored in a locked filing cabinet.
- Appropriate information is passed on to a pupil's new school on transition to secondary school or if a child moves.

### **Reviewing the Policy**

This policy will be reviewed annually.

### **Accessibility**

#### Statutory Responsibilities

The DDA as amended by the SEND and Disability Act 2001 placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

We have produced an Accessibility Plan detailing how we aim to remove barriers to learning and providing a successful accessibility approach. Please see the school website for more information.

### **Dealing with Complaints**

Please refer to the school complaints policy which is available on the school website.

### **Bullying**

Farnborough Primary School adopts a whole school approach to anti-bullying. We do not tolerate bullying involving any child. Please refer to the school website for a copy of the policy.

### **Appendices**

Please refer to the Farnborough Primary School website for any policies mentioned in this document, including the SEND information report.



