



FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

Special Educational Needs



& Disability

Special Educational Needs and Disability Policy

Approved by Curriculum and Standards Committee January, 2024

Review by FGB due February, 2024

Next review due by January, Curriculum and Standards Committee, January 2025

Review by FGB due February, 2025

**FAIRFORD C OF E PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Our school vision is:

Isaiah: 49:16 'I have written your name on the palms of my hands'.
Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community

***Perseverance
Friendship
Respect
Forgiveness
Trust
Thankfulness***

1. Introduction

1.1 Fairford C of E Primary School values the contribution that every child and young person can make and welcomes diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with special educational needs and disabilities are valued, respected and equal members of the school.

1.2 As such, provision for pupils with special educational needs and disabilities (SEND) is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, Special Educational Needs and Disability Co-ordinator (SENCO) and all other members of staff have important responsibilities and will follow the Gloucestershire Graduated Pathway in response to the Special Education Needs and Disability Code of Practice published by the Department for Education and the Department of Health, 2015, as amended from time to time (the SEND Code of Practice).

1.3 This policy has been written in consultation with stakeholders and on the basis of the latest versions of the following as at the date of approval of this policy:

- *Special educational needs and disability code of practice 0-25*, issued by the Department for Education and the Department of Health
- Special Education Needs and Disability Regulations, 2014
- *Supporting pupils with medical conditions at school*, issued by the Department for Education
- *Equality Act: advice for schools, 2014*, issued by the Department for Education

2. Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximize their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed; Plan, Do, Review.

- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum, including the Early Years Foundation Stage and the National Curriculum, as appropriate.
- To work in partnership with families to enable them to make an active contribution to the education of their children.
- To consult and involve both parents/carers and children in the decision-making process, taking their views and wishes into account at all levels of intervention.
- To hold regular Team around the Child Meetings for those children on a My Plan Plus, inviting and receiving reports from all adults involved.
- To provide an alternative curriculum for children who require it.
- To follow the SEND Code of Practice

3. Admission Arrangements

The Headteacher 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 or disability, as well as identifying and providing for those not previously identified as having SEND.

4. Specialised Provision

The school provides toilets, car parking places and access for those disabled (see the Accessibility Policy).

5. Roles and Responsibilities

5.1 The SENCO's role is performed by the Deputy Headteacher, Mrs R Cotton.

Contact details: –

SENCO – Mrs R Cotton (rcotton@fairford.gloucs.sch.uk)

SEND Governor - Mrs Elspeth Murano (emurano@fairford.gloucs.sch.uk)

5.2 The SEND Information Report, available on the school website, gives detailed information about the responsibilities of the Head Teacher, the SENCO, the SEND governor and Class Teachers with respect to children with special needs and disabilities.

6. Identification, Assessment, Provision and Review

- The school's SEND information Report is displayed on the school website and provides details of how we will meet the needs of our children with Special Educational Needs and Disabilities and is linked to the Gloucestershire Local Offer.
- The level of appropriate early intervention, bespoke or otherwise, will be determined by the SENCO and the Class Teacher, with guidance from external agencies, where appropriate.
- The SENCO will be available to meet with parents, carers and families of children with additional needs, in addition to the regular parents' evenings.
- All children in our school have a One Page Profile which may then graduate to a My Plan, a My Plan Plus and then an Education and Health Care Plan (EHCP) or Health Care Plan (EHP). My Plans and My Plan Plus will be reviewed regularly by Class Teachers and discussed with parents/carers. Review information will then be passed to the SENCO for information and filed in the class SEND file on the school network. The SENCO supports the writing of My Plans and reviews of My Plans when and where needed.

- My Plans are 'Person Centred' and will be written to meet a child's needs where they cannot be met sufficiently by universal provision. They are an action plan set through agreed outcomes using a four-part process of Assess, Plan, Do, Review.
- My Plan Plus will be written when a child has multiple needs that require assessment by other professionals. Informed consent will be sought from the child and parents/carers, along with their views. The Analysis of Assessment Form may be used to summarise involvement over time. Everyone contributing to the assessment and planning is part of the 'Team Around the Child' (TAC). When it is clear that the child's educational needs cannot be met without additional resources, an Education and Health Care Plan may be necessary (EHCP).
- The Head teacher operates an 'Open Door' policy and the SENCO and/or members of the inclusion team are available to see parents upon request. This is in addition to all other planned Parents' Meetings.

7. Access to the Curriculum

- 7.1. All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND, wherever possible, experience an inclusive curriculum with access to Quality First Teaching.
- 7.2. English and Mathematics are targeted for some year groups, when appropriate, and this may include a small group moving to another room.
- 7.3. Intervention programmes also take place and children may move from their classroom to a quieter area for this purpose.
- 7.4. Some groups will also be withdrawn at the suggestion of the Educational Psychologist, Communication and Interaction Team, Behaviour Education Support Team or Speech Therapist for specific targeted work or an alternative curriculum offered in the afternoons.
- 7.5. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:
 - provide suitable learning challenges;
 - meet the pupils' diverse learning needs;
 - remove the barriers to learning and assessment; and
 - choose the appropriate targeting method.

With advice from, and the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified, or support is provided, to enable pupils with SEND to access the learning or the assessment processes.

- 7.6 The school acknowledges that its practices make a difference and is inclusive. Because of this, the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. The Special Educational Needs and Disability Code of Practice is used to assist this.

8. Access to the Wider Curriculum

In addition to the statutory curriculum, the school provides a wide range of additional activities. Pupils with SEND are actively encouraged to take part. The school does not exclude any child from joining in any extra-curricular activities offered for their particular year group. This extends to pupils given the opportunity to represent the school in outside activities, e.g. cross country, tag rugby, art competitions, etc.

9. Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- regular observation of teaching;
- analysis of the attainment and achievement of pupils with SEND by teachers, the Assessment Team, the SENCO and the Headteacher;
- success rates in respect of targets and outcomes;
- scrutiny of teachers' planning and pupils' work;
- the views of parents/carers and the pupils;
- regular monitoring by the governing body through the SEND governor, who attends meetings with the Headteacher and the SENCO;
- maintenance of assessment records that illustrate progress over time;
- regular informal meetings between the SENCO and Class Teachers; in addition, if extra training sessions are needed for specific issues these will also take place; and
- a timetable of SEND events is available to communicate general actions to be taken during the school year in the form of a SENCO Annual Plan (see Appendix A).

As a result of the above, the SEND Team report to the governing body on successes and identify aspects for future development.

10. Arrangements for Dealing with Complaints from Parents

Please see the school's Complaints Procedure, available on the school's website.

11. Arrangements for In-Service Training

- The SENCO attends local and national courses/conferences, including termly cluster meetings; and is a member of a number of SEND organisations.
- Training is provided in school for Teaching Assistants and non-teaching staff, e.g. Midday Supervisors

12. The Role Played by Parents and Carers of Pupils with SEND

12.1 In accordance with the SEND Code of Practice, the school believes that all parents and carers of children with SEND should be treated as equal partners. The school has a positive attitude to parents and carers, provides user-friendly information and strives to ensure that they understand the procedures relevant to children with SEND and are aware of how to access advice. Parents and carers will be supported and empowered to:

- play an active role in drafting and reviewing My Plans, My Plan Plus and EHCPs and contributing to TAC meetings;
- recognise and fulfil their responsibilities as parents or carers 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; and
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

12.2 Leaflets relating to the Parent Partnership Service and other related organisations are given out by the SENCO to parents and carers, and particular attention is drawn to them where necessary. Relevant leaflets

received from the Local Education Authority for distribution are always sent out to parents and carers via pupils' book bags.

12.3 When children first enter the school parents and carers are initially invited into school to discuss their child's needs and the SEND Code of Practice.

13. Policies

This policy should be read and used in conjunction with the Gloucestershire Local Offer www.gloucestershire.gov.uk/schoolsnet, the South Cotswold Schools Partnership Local Offer, available on the school website, and the school policies set out below.

Accessibility Policy

Anti-bullying Policy

Behaviour and Positive Relationships Policy

Assessment Policy

Equality and Diversity Policy

Extra-curricular Activities Policy

Health and Safety Policy

Teaching and Learning Policy

Complaints Procedure

Safeguarding and Child Protection Policy

Supporting Children with Medical Conditions Policy

Designated Safeguarding Lead Mrs J Fellows (head@fairford.gloucs.sch.uk)

Deputy Designated Safeguarding Lead Mrs R Cotton (rcotton@fairford.gloucs.sch.uk)

Deputy Designated Safeguarding Lead Mrs D Bullingham (dbullingham@fairford.gloucs.sch.uk)

Deputy Designated Safeguarding Lead Mrs Maxine Perryman (mperryman@gloucs.sch.uk)

APPENDIX A

<p>SEND Timetable September</p>	<p>Intervention and impact records passed to new teacher to review. Observations/reviews and consultation meetings. Consider Y6s who may need additional time for SATs. Parents and carers of new children invited to a meeting with the SENCO. Relevant reviews and parent and carer meetings. Map out Annual Reviews for the academic year ahead. Map out EP visits for the academic year ahead. SEND staff meeting – CPD for wider staff (Term 1)</p>
<p>October</p>	<p>One Page Profiles updated. My Plans/My Plan Plus written or reviewed. Commence Performance Management of TAs. Relevant reviews and parent/carer meetings. Attend SENCO Forum – Autumn Term TA training and 1:1 TA training – Autumn Term</p>
<p>November</p>	<p>Relevant reviews and parent /carer meetings. SEND staff meeting – CPD for wider staff (Term 2)</p>
<p>December</p>	<p>Intervention and impact record analysis. SEND data analysis. Relevant reviews and parent /carer meetings.</p>
<p>January</p>	<p>Relevant reviews and parent/carer meetings. Attend SENCO Forum – Spring Term Advance list of SEND pupils to prospective Head of Year 7 at Farmor's (or appropriate receiving school) and to the SENCO. TA training and 1:1 TA training – Spring Term One Page Profiles updates for SEND learners.</p>
<p>February</p>	<p>Relevant reviews and parent/carer meetings. Intervention and impact record analysis. Make any applications regarding SATS if necessary. SEND staff meeting – CPD for wider staff (Term 3)</p>
<p>March</p>	<p>Relevant reviews and parent/carer meetings. SEND data analysis. SEND staff meeting – CPD for wider staff (Term 4)</p>
<p>April</p>	<p>Relevant reviews and parent /carer meetings. Begin transition activities for Y6 – Y7 where needed. Intervention and impact record analysis. SEND data analysis. One Page Profiles updates for SEND learners.</p>
<p>May</p>	<p>Mutual visits to Farmor's. Visit to preschool settings to observe any children identified. with SEND Current paperwork and relevant information for SEND pupils in Year 6 to SENCO at receiving Secondary Schools. Intervention and impact record analysis. Relevant reviews and parent/carer meetings. SEND staff meeting – CPD for wider staff (Term 5)</p>
<p>June</p>	<p>Relevant reviews and parent/carer meetings. Extra SEND visits to Farmor's (or other receiving schools) for children who may require it. Attend SENCO Forum – Summer Term TA training and 1:1 TA training – Summer Term</p>

July	<p>Phase/Key Stage transition arrangements where appropriate.</p> <p>SEND staff meeting – CPD for wider staff (Term 6)</p> <p>SENCO to attend relevant reviews for SEND pupils at pre-school settings and to ensure paperwork is in place prior to attending school in September.</p> <p>Relevant reviews and parent/carer meetings.</p> <p>Intervention and impact record analysis.</p> <p>SEND data analysis.</p> <p>One Page Profiles updates for SEND learners.</p> <p>Completion of SENCO Annual Plan for the year.</p> <p>Annual SEND report written.</p>
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Regular Meetings:

- Regular TAC (Team Around the Child) meetings with all adults contributing to Plans.
- Regular TAF (Team Around the Family) meetings with all adults contributing to Plans.
- SENCO Cluster Meetings.
- My Plan meetings and My Plan review meetings.
- Inclusion Meetings between Head teacher, Deputy Head teacher/SENCO, SEND Governor and Pastoral lead.
- Attendance at PPMs.
- Parents’ Evenings with Class Teachers and additional meetings with SENCO offered.
- Updates at staff meetings and a SEND focus in phase meetings each term.
- Transition meetings.