



## Fishergate Primary School

### Special Educational Needs and Disabilities Policy

#### 1. Definitions

Children have Special Educational Needs and Disabilities if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for them.

**Special educational provision** means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or
- (d) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996 Chapter 1

#### 2. Aims and objectives

The aims of our Special Educational Needs and Disabilities (SEND) policy at Fishergate School are:

- That every child be valued equally and be given every opportunity to achieve his or her full potential
- That children with SEND have their particular need identified at an early stage and that they should be supported to ensure continuing progress and development
- That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and the National Curriculum
- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom
- That parents of children with SEND be informed, supported and involved in their children's education and be able to contribute towards their ongoing development
- That the views and wishes of the child concerned be taken into account, in the light of their age and understanding

- That all staff working in the school share in the responsibility of meeting the needs of the children with SEND
- That school staff working with children with SEND be informed of and supported in ways of assisting children and addressing their future development
- That resources should be made available to support the education of children with SEND and be used effectively for that purpose
- That the school develop in all children an awareness of the needs of children with SEND and foster a positive attitude towards and a supportive environment for such children
- That the effectiveness of the school's policy and provision for SEND be kept under regular review.

### **3. Roles and Responsibilities**

Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. The particular roles of the Governors, Head Teacher and Special Educational Needs and Disabilities Coordinator at Fishergate School are outlined below.

#### **The Role of the Governors**

- The Governing Body of Fishergate School will do its best to ensure that the necessary provision is made for any pupil who has SEND.
- They will monitor and review the effectiveness of the school's policy and provision for SEND.
- They will report to parents annually on the success of the school's implementation of the policy.
- The named governor with particular oversight of the school's arrangements and provision for meeting Special Educational Needs and Disabilities is **Mrs. Clare Offer**

#### **The Role of the Head Teacher**

The Head Teacher, **Mrs. Tina Clarke**, has responsibility for the day-to-day management of provision for children with SEND.

- She will keep the governing body informed of the school's arrangements and provision for children with SEND.
- She will appoint a Special Educational Needs and Disabilities Coordinator (SENDCo) for the school.
- She will keep up to date through the SENDCo with all action taken towards helping pupils with SEND.

#### **The Role of the Special Educational Needs and Disabilities Coordinator**

The Special Educational Needs and Disabilities Coordinator (SENDCo) at Fishergate School is **Miss Lisa Solanki** who has been a class teacher for many years and has achieved The Postgraduate Certificate in Vulnerable learners and the National Award for Special Educational Needs and Disabilities Coordination.

The key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND

- teaching groups and individuals with SEND
- liaison with and advising fellow teachers
- advising on the graduated approach to providing SEND support
- working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- overseeing the records of all children with SEND
- liaison with parents of children with SEND
- maintaining a range of resources and teaching materials to enable appropriate provision to be made
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies
- keeping informed of current developments with special education through continued professional development
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- contributing to the in-service training of staff

#### **4. Admission Arrangements**

Fishergate School strives to be a fully inclusive school. All pupils are welcome, including those with SEND. Parents are encouraged to share with the Head Teacher any Special Educational Needs and Disabilities that have already been identified in their child. The school will then try to ensure that appropriate provision is in place to support the child on entry and throughout their time at the school.

#### **5. Identification**

Each child with SEND is unique and their needs will be considered individually. However children's needs broadly fall into four areas:

- Cognition and Learning** needs (including Specific Learning Difficulty, Moderate learning difficulties, dyslexia, dyspraxia or dyscalculia)
- Social, Emotional and Mental** health (including Attention Deficit disorder, Attention Deficit hyperactivity disorder, Attachment disorder)
- Communication and Interaction** needs (including difficulties communicating with others. Those with Autistic Spectrum Condition may display difficulties in this area)
- Sensory and/or physical** needs (including visual or hearing impairment).

##### **Learning difficulties**

At Fishergate School all children are regularly assessed both through observation, marking, discussion and written assessments. From these we can identify those children who are falling significantly behind the expected attainment for their age group and will need special provision.

##### **Behavioural difficulties**

We operate a whole-school behaviour policy with a range of rewards and sanctions which enables the vast majority of pupils to participate in the life of the school within appropriate boundaries. If however a child constantly finds it difficult to behave in an appropriate manner and the normal rewards and sanctions are proving ineffectual then a discussion will take place with the parents as to what additional measures might be put in place to help the child.

Fishergate Primary School Behaviour Policy will provide further information on the school approach to managing behaviour.

## **Other needs**

Where children are causing concern in other areas which is impacting on their learning the class teacher will speak to the SENDCo and with the parental permission the appropriate professionals (speech and language therapists, school nurse etc.) may be asked to assess the child.

Parents will always be informed and their child's needs discussed before they are placed on the SEND register.

## **6. Assessment**

Assessment for learning is an integral part of the teaching and learning process at Fishergate School. It is essential in order to identify a child's particular area of difficulty and so tailor provision appropriately. It is also necessary to monitor progress and evaluate provision.

For children with SEND we use a variety of assessment procedures and materials including standardised tests of reading and maths, a range of phonics, key word and maths assessments as well as measuring against Early Learning Goals and National expectations. We also have assessment materials to identify children with dyslexic tendencies.

### **Graduated Levels of Intervention**

If a child encounters difficulties in a particular area of the curriculum the class teacher will firstly discuss this with the parents and develop a plan to work collaboratively to support the child in overcoming these difficulties. Following this intervention progress will be reviewed and if these difficulties continue the child will be placed on the SEND register at the initial level of support (Band 1). The class teacher and child, with the help of the SENDCo, will decide specific outcomes for the child in the areas of the curriculum where they are struggling. These outcomes will be discussed with the parents to ensure a collaborative approach in achieving them. Teaching strategies and arrangements will put in place to help the child fill the identified gaps in learning. These may include extra help within the class, extra tuition out of the class individually or in small groups, and things to practice at home. These interventions are short and focused.

If following review it is felt that the child has made progress such that his or her levels of attainment are similar to others of the same age then, with the agreement of parents, the child will be removed from the school's SEND listing.

Where a child at the initial level of support is not making satisfactory progress then, in consultation with parents, the SENDCo can ask for help from external services. This may be Behaviour Support, Speech and Language Therapy, Specialist Teaching Support for specific difficulties, Educational Psychology, Primary Mental Health Worker or possibly specific NHS Agencies (e.g. audiology, occupational therapy). In some cases where outside expertise is needed such a referral may be made as soon as a child presents with difficulties.

Someone from the appropriate service will be able to advise whether further on-going monitoring and support from an external agency at the next level of support (Band2). Children requiring this level of support will have a pupil passport. This will detail achievements and areas of need and will be completed by the child and family on a termly basis. In addition to the help given in school there is external support and advice tailored to the child's individual need. For children requiring this level of support, termly meetings will be held with the parents, class teacher and SENDCo to discuss progress, achievements, and areas of concern and agree actions.

If the level of concern about the child's progress has reduced during the period of increased support and it is felt that the child's needs can be met within school then the child may return to the initial level of intervention.

If concern continues and the child is failing to make satisfactory progress within the increased level of support then the SENDCo, in conjunction with the parents and the external agencies involved, will

produce a 'My Support Plan' document which clearly identifies agreed actions and outcomes and is reviewed on a regular basis. Parents can also make such a request in their own right.

Where there are significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals a statutory assessment/ Education Health Care Plan can be requested. The SENDCo and Head Teacher will arrange for all the necessary documentation and evidence to be submitted in support of the request. The local authority must decide whether or not to proceed with an assessment, and must inform parents of their decision within a maximum of 6 weeks of receiving a request for an assessment. The whole assessment and planning process, from the point of assessment is requested until the final Education Health and Care plan must not take longer than 20 weeks. Parents will be given full information about the process of statutory assessment and the support available to them during the process.

### Statutory Assessment

<b>STARTING POINT</b> Child, young person or family would benefit from coordinated support				
<b>PHASE ONE</b>				
<b>INITIAL REQUEST</b> Family or professional request coordinated support.	<b>COORDINATOR IDENTIFIED</b> Someone already involved with the child, young person or family agrees to coordinate support.	<b>IDENTIFIED COORDINATOR MEETS WITH CHILD, YOUNG PERSON &amp; FAMILY</b> An initial meeting takes place	<b>PLANNING MEETING</b> The planning meeting will agree a coordinated plan – 'My Support Plan'	<b>'MY SUPPORT PLAN' REVIEW MEETING HELD</b> Outcomes & actions set at the planning meeting are reviewed then coordinated support will either: • end • continue • move to phase 2
<b>PHASE TWO</b>				
<b>FURTHER ADVICE, EVIDENCE GATHERING OR REFERRAL IS REQUIRED</b> As a result of a 'Support Plan' Review meeting further advice, evidence is required or a referral is made. Once further advice or evidence is gathered / received a further planning meeting is held. Following the planning meeting coordinated supported will either: (i) end (ii) continue (iii) move to phase 3				
<b>PHASE THREE</b>				
<b>COORDINATED ASSESSMENT FOR A STATUTORY EDUCATION HEALTH &amp; CARE PLAN IS REQUESTED</b> A coordinated assessment for a statutory Education, Health & Care Plan can be requested for a child or young person with Special Educational Needs and Disabilities when: • a coordinated supported plan is already in place AND • where the child or young person requires something <i>different from or additional to</i> what is usually provided within bands 0-2 of the City of York Special Educational Needs and Disabilities and Disabilities banding formula.				
<b>PHASE FOUR</b>				

### **INITIAL EDUCATION,HEALTH & CARE PLAN MEETING**

Nominated educational professional coordinates and chairs meeting with family, child/young person and advice givers to identify strengths and needs and draft an initial Education, Health & Care Plan to be submitted to the Local Authority Education Health and Care Panel.

### **PHASE FIVE**

#### **DECISION ON STATUTORY ASSESSMENT & RESOURCE ALLOCATION**

Local Authority Education Health and Care Panel make a decision on whether to make the plan statutory and resources agreed and allocated- including the option of a personal budget.

### **PHASE SIX**

#### **EDUCATION, HEALTH & CARE PLAN or 'MY SUPPORT PLAN' REVIEWED**

Support plan will be reviewed and updated following a decision not to agree a statutory Education, Health & Care Plan and coordinated support will continue OR

The first review of an EHC Plan MUST be within 12 months of the initial plan and subsequently at least every 12 months – but can be more frequent.

### **Education Health Care Plan (EHCP)**

The Local Authority is responsible for the determination of an Education Health and Care Plan, which is subject to annual review. This plan focuses on outcomes and the achievement of these outcomes as a collaboration between Education and Health services. We will also make the arrangements for the Annual Review Meeting to be held at the designated time.

### **7. Partnership with Parents**

At Fishergate School we always seek to work in partnership with parents. This is important in enabling children with SEND to achieve their potential. The school and parents will work collaboratively to gain as much information as is possible about the child's difficulties and progress. This information will then feed into appropriate provision and will include activities to complete at home.

Parents are always informed when a child is first identified as having SEND and the class teacher and parents will discuss the outcomes set and arrangements made for the child.

For children requiring the additional elements of support and involvement from other agencies, or with an EHCP, the outcomes for the term will be discussed with parents, together with an evaluation of their child's progress. Parents are welcome to make a contribution towards the evaluation and outcome setting. They will also be encouraged to complete a parent passport, celebrating achievements and detailing concerns. A termly review meeting is normally held with parents and all those involved in supporting the child. Minutes will be taken at the meeting and provided to all those involved with the child.

An annual written report is also prepared by the class teacher and SENDCo for each child that she is directly involved in supporting.

Parents are involved in any consideration of referral for Statutory Assessment and play an active part in the Statutory Assessment process. If their child has an EHCP then parents are fully involved in all review meetings.

York Parent Partnership Service is available to support all parents of children with SEND. The service offers impartial advice, information about parents' rights and responsibilities, and help for parents and children in putting their views forward.

## **8. Participation of Pupils**

Children with SEND have a unique knowledge of their own needs and circumstances and their own views about what sort of support would most help them. At Fishergate School we seek to show sensitivity and respect in listening to children and to take their views into account in planning provision.

We encourage self-evaluation and involvement in setting outcomes and completion of a pupil passport. We recognise the importance of the child having understanding and ownership of their outcomes if they are to work actively towards achieving them. Where appropriate, and depending on their age, pupils are involved in review meetings or make a written or verbal contribution to the discussion.

## **9. Transfer Arrangements**

When a child with Special Educational Needs and Disabilities moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to Secondary School in York, the needs of the child are discussed with the SENDCo at the Secondary School. A representative from the Secondary School will be invited to attend the final review held in the Summer term.

When a child with an EHCP or My Support plan is transferring to secondary school parents will be invited to visit secondary schools when the child is in Year 5. This enables the parental preference for secondary school to be discussed and recorded in the Annual Review report prior to general application process. On the basis of the report the SEND service will then consult with the school concerned and arrangements will be finalised at the same time as all other pupils transferring to secondary school.

## **10. Complaints Procedures**

As has been said, Fishergate School recognises that the relationship of partnership with parents is crucial to the progress of all pupils. Parents are encouraged to consult the class teacher or SENDCo to discuss any concerns or problems. If however there is a complaint regarding the SEND provision for a child the following procedures should be adopted:

- In the first place the parents should discuss the matter with the class teacher and SENDCo.
- If the problem is not resolved the parents should ask to see the Head Teacher and a meeting will be arranged. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENDCo, the Governor responsible for SEND).
- If the problem still remains unresolved parents can meet with a representative from the Local Authority with or without members of the school staff present.

York Parent Partnership Service is able to support parents at any point in the complaints procedures. Further information on our Complaints procedures can be seen in our Formal Complaints Policy.

## **11. Staff Development**

All staff adhere to the policy and procedures for SEND provision within the school. It is important that all staff, both teaching and support staff, feel appropriately supported in their work with children with SEND. Continuing staff development focuses on increasing awareness of inclusion issues and on the variety of teaching strategies and learning resources available.

All staff are provided with regular opportunities for training courses related to the particular needs of the children they are working with or to prepare for particular intervention programmes. In addition the SENDCo attends specialist training and disseminates information to the staff. From time to time

members of external agencies and support services may hold training sessions for the whole staff on particular SEND issue.

## **12. Links with other Agencies, Organisations and Support Services**

Fishergate School has a service level agreement with the Local Authority to provide support services. An Educational Psychologist and a Behaviour Support Assistant are linked to the school and work in consultation with the head teacher and SENDCo to provide advice and support. In addition there are services covering:

- Hearing and visual impairment
- Physical disability and medical needs
- Behaviour, emotional and mental health difficulties
- Autistic Spectrum Condition
- Speech and Language Difficulties
- Primary Mental health
- English as an Additional Language
- Traveller Education

Where appropriate the school also works in partnership with the Health Service, Social Services, Educational Welfare Service and local and national voluntary organisations.

## **13. Evaluating Success**

The success of the schools SEND policy and provision is evaluated through:

- analysis of pupils tracking data and assessment results for individuals and cohorts of children
- pupil voice
- pre and post assessment data for interventions.
- value-added data for pupils on the SEND register
- monitoring of classroom practice by senior leadership and subject coordinators
- monitoring of procedures and practice by the SEND governor
- Annual Report to Parents
- school self-evaluation
- the Local Authority SEND moderation process
- the School Development Plan and SEND Action Plan

### **13. Allocation of Resources**

Fishergate School follows Local Authority guidelines to ensure that all pupils needs are met. Resources are used to fund extra teaching and support staff, teaching materials and specialist equipment. Details of how resources are allocated each year are included in the Annual Report to Parents.

**Date: October 2015**

**Reviewed : October 2016**