



Special Educational Needs and Disabilities Policy

This policy is written in line with the SEN Code of Practice (January 2015 updated April 2020), Education Act 1996, Children and Families act 2014, The Special Educational Needs and Disability Regulations 2014 and The Equality Act 2010.

Rationale

Our child and family centred approaches aim to offer equality of opportunity to all learners, including those with special educational needs and disabilities. We aspire to identify, assess and meet individual needs such that each child receives the support they need to access the rich curricular and social opportunities offered by our school, and to reach their full potential. In relation to this policy, we are mindful of identifying needs and making appropriate provision for those whose academic and life outcomes may be compromised by:

- their learning differences or disabilities
- being at risk of disengagement and exclusion
- having social, emotional and mental health difficulties
- having physical disabilities

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.

Aims and objectives

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

- That every child be valued equally and be given every opportunity to achieve their 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

Fishergate School will implement special educational provision under Section 21 of the Children and Families Act 2014. We will make our best endeavours to ensure that such provision is made for those who need it.

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 understand that behaviour is driven by an underlying need. We operate a whole-school behaviour policy 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 mainstream classroom strategies 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 and investigate any underlying causes.

Fishergate Primary School Behaviour Policy will provide further information on the school approach to supporting 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, health child team) 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.

Identifying pupils with SEND and assessing their needs

A range of evidence, including information concerning progress in areas other than academic attainment (e.g. social and emotional development), is considered when identifying the nature and level of a child's needs. This includes:

- Information about attainment and progress from previous settings
- Information from parents/carers
- Information from class teachers based on observations and from the regular assessments of all children in the class which will identify children whose progress:
 - is significantly slower than that of their peers starting from the same baseline
 - does not match or better the child's previous rate of progress
 - does not close the attainment gap between the child and their peers
 - widens the attainment gap
- Information from specific assessments carried out by the SENDCo or outside agencies (Educational Psychologist, NHS Occupational Therapist, NHS Speech and Language service, Child and Adolescent Mental Health Service etc.)

Slow progress and low attainment, persistent disruptive or withdrawn behaviours, or poor concentration will not automatically mean a pupil is recorded as having SEND. The decisions as to whether to put a child on the school's SEND register and whether their needs can be met by adapting our core offer, or whether something different or additional is needed, will be made in consultation with the SENDCo and with reference to the City of York Special Educational Needs Banding Documents.

Care will be taken in identifying and assessing SEND for children whose first language is not English; difficulties related solely to limitations in English as an additional language will not be identified as SEND.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's progress against desired outcomes. This will draw on:

- The teacher's and teaching assistant's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- 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
- Information from specific assessments carried out by outside agencies

A year group Provision Map is used to record additional provision for all pupils on the SEND register. 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.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and may include the use of specific interventions. We aim to be highly flexible and creative in our approach to teaching children with SEND and, where necessary, develop highly personalised provision. We are committed to following the frameworks advocated by the City of York's Specialist Teaching Teams.

We aim to work with parents and external services to provide early and accurate identification of needs, high-quality teaching of a knowledge rich curriculum, and prompt access to targeted support where it is needed.

The adaptations we make to our well designed and highly ambitious curriculum aim to support more pupils to access the support they need in school without the need for an EHCP.

Adaptations to the curriculum and learning environment

We make a wide range of adaptations to ensure all pupils' needs are met and that pupils with SEND are increasingly able to participate in the curriculum. These adaptations include:

- Differentiating our curriculum, for example, by grouping, offering 1:1 work, using a multi-sensory teaching style, etc.
- Adapting our resources and staffing, for example, providing children with difficulties relating to attachment and trauma with a key worker and, where possible, ensuring continued contact throughout school
- Using recommended aids, such as laptops, coloured overlays, dyslexia friendly fonts and backgrounds, visual timetables, task sheets, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Maintaining an autism friendly school environment—calm consistent colour scheme, absence of bells or electric hand driers
- Attachment friendly behaviour policy

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. The class teacher, 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 be 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 practise at home. These interventions are short and focused. If, following review, it is felt that the child has made progress such that their 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 register.

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, Well-being 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 is required. Children requiring this level of support may have a pupil passport. This will detail achievements and areas of need, and will be completed by the child and family on an annual 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. A Coordinated Planning meeting will take place with parents, school staff and the SEND case worker after this decision. The CPM will be used to coproduce the draft plan using all of the collated advice gathered. The local authority banding will then be allocated at the point the plan is finalised.

When a Request for Statutory Assessment (RSA) is received, the letter to families which acknowledges receipt of the request will be accompanied by a new flow chart which explains the process. The SEN Case Workers will also make a phone call in the few days following the RSA and will be able to talk through any questions the family may have. 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.

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.

The EHCP now focuses on 7 outcomes. Further information on the seven outcomes below can be found on the yor-ok website:

<https://www.yor-ok.org.uk/families/Local%20Offer/SEND%20Updates/SEND%20Outcome%20Framework%20factsheet%20022.pdf>



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. A termly review meeting is normally held with parents and all those involved in supporting the child. This is either in the form of the standard school parent interviews between the class teacher and parent, or for children receiving support at the second level of support or above, with the attendance of the SENDCo. Minutes will be taken at meetings chaired by the SENDCo and provided to all those involved with the child.

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.

SENDIASS 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.

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.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We are committed to doing all that is possible to ensure there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school. To this end:

- all of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs
- all pupils are encouraged to go on our day and residential trips – supported by social stories, additional staff, etc.
- all pupils are encouraged to take part in sports day, school plays, special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability
- we strive to maintain and improve a physical environment which enables disabled pupils to take better advantage of the education, benefits, facilities, and services we provide (see our accessibility plan)

Support for improving emotional and social development

At Fishergate School we believe that good mental health and social skills are the keystones to learning for all pupils, including those with SEND. Support for pupils to improve their emotional and social development includes:

- all staff striving to build strong, nurturing relationships with children and to build open and trusting relationships with parents, so that problems can be recognised and addressed at an early stage and referred to the SENDCo and Well-being team.
- coordinating support via the SENDCo, which may involve accessing interventions led by the ELSA's (Emotional Literacy support assistants), and/or, with parental consent, a referral to the school's Well-being Service worker.
- having an attachment friendly, relational behaviour policy which uses empathy and emotion coaching approaches to help children learn to self-regulate and to eliminate the stress of traditional behaviourist discipline methods, which are particularly detrimental to children with social and emotional difficulties relating to attachment and early trauma (see our Behaviour Policy)
- encouraging pupils with SEND to be part of the school council, to become play leaders, etc.
- supporting pupils with SEND to access clubs within school and referring, and sometimes funding, access to clubs and groups outside school
- creating individual behaviour plans in collaboration with the BOSS leader (Behaviour outreach support service) for children who struggle to regulate and working with parents to develop positive parenting strategies
- fostering a culture in which all differences, including learning differences, are understood and respected, and in which bullying is promptly addressed.

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.

Arrangements for the Admission of Pupils with Disabilities

Fishergate Primary School follows the Admissions Policy laid down by the Local Education Authority, City of York. Please be aware that all admissions are coordinated through the Local Authority. As far as possible, City of York's Admissions Team will try to meet parental preferences for schools but it is not always

possible to do so. Places in schools are limited by the physical space in the school. Fishergate Primary School has an admission limit of 45 children per year group.

We are always pleased to meet new parents in person and show them around. Please contact the school to make arrangements – ask for Ms. Solanki, our SENDCo, who will be happy to meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. Please note that Ms. Solanki works in our school on a part-time basis (Monday, Tuesday and Wednesday).

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered, in the first instance, in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities, should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Supporting Transition

At Fishergate Primary School we are mindful of the positive impact of good transition support on pupil progress and well-being. Practice to support transition within school or into new settings includes:

- SEND transition meetings between previous and new teachers/settings to ensure information about the child's personality, needs and provision is shared
- collation of all plans, specialist reports, etc., to be passed up with the pupils, in addition to digital copies being filed on the system
- provision of individually tailored Social Stories/transition books for children who struggle with the social and emotional aspects of change
- additional supported transition visits to secondary settings are arranged for children with SEND

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.

Safeguarding children with SEND

Children with special educational needs and disabilities can face additional safeguarding challenges. Staff must be aware of these challenges and the barriers that can exist when recognising abuse and neglect in this group of children.

Additional information on safeguarding can be found in the Fishergate Primary school Safeguarding and Child Protection Policy.

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 **Ms. Alisun Pawley**.

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 **Ms. 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:

- work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- 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, advising on the graduated approach to providing SEND support
- working with the Head Teacher and school governors to oversee 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 within special education through continued professional development
- liaising with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- contributing to the in-service training of staff

Class teachers

Each class teacher 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 SENDCo to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy
- directly liaising with parents of children with SEND
- contributing to EHCP and MSP review meetings

Teaching Assistants

Teaching Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- contribute to the assess, plan, do and review SEND provision cycle

Complaints Procedures

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. Contact a member of the SEND department on 01904 554320, or email SENdept@york.gov.uk, to arrange this.

SENDIASS 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.

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) (formerly known as York Parent Partnership Service) provides information, advice and support to parents,

carers, children and young people in relation to Special Educational Needs and Disability (SEND) and related health and social care issues (<https://www.york.gov.uk/SENDIASS>). The service is free and can be provided over the telephone, during home visits, or through support at meetings concerning SEND and disability, and is able to support parents at any point in the complaints procedures. 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

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 a particular SEND issue.

We strive to support staff to access SEND specific CPD with a focus on child development. The aim of this is to develop a highly skilled and confident workforce across Early Years, Key Stage 1 and Key Stage 2.

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 well-being worker 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
- Social, emotional and mental health difficulties
- Autistic Spectrum Condition
- Speech and Language Difficulties
- Emotional well-being

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

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.
- 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

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.

Additional information on the Local Authority SEND offer can be accessed here: <https://www.york.org.uk/families/Local%20Offer/sendlocaloffer>

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