

## SEND Policy

### Policy Monitoring, Evaluation and Review

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<b>Author:</b>	L Hardman
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### Revision History:

Version	Date	Author	Summary of Changes:
1.0	Sept 23	LH	SEND Policy created
2.0	Sept 23	LH	SENCO name has changed
3.0	Sept 24	AA	SENCO name has changed

## **1. Information about the school's SEND Policy**

### **1.1 Overview**

The Special Needs and Disability (SEND) policy is based on the SEND code of practice 0-25 (2015)

This document has been written in reference to the following documents:

- Equality Act 2010: Advice for Schools DFE 2013
- SEND Code of Practice 0-25 July 2015
- Statutory Guidance on supporting pupils with medical conditions (April 2014)

The aim of the policy is to promote a consistent approach to meeting the Special Educational Needs of the students.

### **1.2 Aims and objectives of this policy**

At Fosse Mead Primary Academy we aim to ensure your child achieves the very best they can at school whilst ensuring that they are included in all aspects of learning and school life. We aim to meet the needs of all children through a broad, balanced, and exciting curriculum.

We recognise that at times some children require additional support or intervention to help meet their needs or improve their learning. The decision regarding when to give extra support is made by the school with parents' and carers' full involvement as we are aware that, as parents and carers, you know your child best.

Our objectives are:

- To identify and provide students who have special educational needs at the earliest opportunity
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide support and advice for all staff working with special educational needs pupils
- To provide a constructive working partnership with parents/carers of students with SEND so that they feel informed about and involved in their child's education.

## **2. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

In line with the SEND code of practice (2015), we identify students as having needs that fall into one or more of the four following categories:

- Physical and sensory
- Cognition and learning
- Communication and interaction
- Social Emotional and Mental Health

### **3. A graduated response to SEND support**

At Fosse Mead Primary Academy teachers are responsible and accountable for the progress and development of pupils in their class, including when students access support from teaching assistants or specialist staff.

#### **3.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning for example dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/ or physical needs, for example, visual impairments, hearing impairments and processing difficulties
- Moderate/severe/ profound and multiple learning difficulties

#### **3.2 Identification of pupils with SEN and assessing their needs**

Special Educational Provision may be triggered when a student fails to achieve adequate progress, despite accessing targeted interventions. Parents/Carers will be informed that the child has special educational needs and appropriate provision identified to be meet the pupil's individual need(s) will be made.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils.

- 1) The progress of every child is monitored regularly in a 12-week cycle. After assessment week pupil progress meetings are held. In these meetings children are identified as not making progress despite Quality First Teaching, they are discussed with the SENDCo and a plan of action is agreed with the teacher.

- 2) Class teachers are continually aware of children's learning. If they observe that child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

**Lack of adequate progress may be indicated by:**

- Little or no progress despite targeted interventions, teaching approaches and a differentiated curriculum
- Working at a significant level below age expectation in reading, writing and maths
- Presenting persistent emotional and/ or behavioral difficulties, which has not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite provision or appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning

- 3) Parents sometimes have concerns about their child's learning. We take all parental requests seriously and strive to investigate them. Frequently the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by the school. This may result in the child being placed on the SEND register.

Through the identification/ assessment process teachers will complete an early monitoring form recording their concerns, what strategies, interventions and adaptations are currently in place. SENCO will observe child and give further strategies. This will then be reviewed termly to assess if a child needs to go on to the SEN register.

### **3. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special education provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parent's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's early monitoring form and given to the parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

At Fosse Mead Primary Academy we follow the graduated approach and the four-part cycle of **assess, plan, do and review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. To support this, we will draw on:

- The teacher's assessment and observations of the pupil
- The previous progress, attainment, and behavior
- Other teacher's observations when relevant
- The individual's development in comparison to their peers and alongside national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services if relevant

This will be reviewed regularly.

The SENDCo may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

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

Although the school can identify special educational needs and make provision to meet these needs, we do not offer diagnosis. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

##### **4.1 Moving to an EHC Plan (Education, Health Care Plan)**

Following consultation between families, school and relevant outside agencies, we may consider applying for the Education, Health and Care Needs assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND
- The child has a disability which is life-long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it is likely that they may at some point benefit from special school provision

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC plan.

If the application for an EHC Plan is successful, an Integrated Assessment Meeting (IAM) will take place for parents, the child and the school, together with and health or social professionals who are involved with the family upon request. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC plan which will record the decisions made at the meeting. The plan will be reviewed at least annually and school will invite families and all

agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on Annual Review return and sent to the Local Authority.

#### **4.2 Children with Social, Emotional and Mental health needs**

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs.

If parents and school are concerned that the child may have mental health needs, we encourage the parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make the referral through the Educational Psychologist or school nurse.

### **5. Roles and responsibilities**

#### **6.1 The SENCO**

The SENCO is Alexander Ashcroft.

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibilities for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **6.2 The SEN governor**

The SEN governor will:

- Help to raise the awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **6.3 The headteacher**

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **6.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure that they follow this SEN policy

### **7.1 Teaching and learning**

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

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers.

Quality first teaching is our first step in responding to pupils with SEN. This will be differentiated for individual pupils.

When creating targets for children with SEN they are deliberately challenging in the attempt to close the gap in attainment between them and their peers. Interventions are crucial to support the closing of the gap, these are monitored closely to see overall progress and next steps.

The school has a range of interventions available which are listed on a 'provision map'. When considering an intervention, we always select the intervention that is best matched to the child.

- Early talk boost
- Number sense
- RWI tutoring
- Play interaction/ fun time
- Warwickshire handwriting scheme
- Reading fluency intervention
- Color semantics

#### **Assessment of interventions**

- Interventions are planned in blocks and have clear entry and exit criteria

- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention or allow a period of consolidation in class.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets but without developing learned dependence on an adult.

At Fosse Mead Primary academy we employ an in-house speech and language therapist that works with pupils in small groups to develop their speech and language, she also completes referrals to SALT (speech and language therapists) when she feels further work is needed and supports teachers with strategies, they can use in the classroom to support pupils.

## **7.2 Adaptations to curriculum teaching and learning environment**

At Fosse Mead we follow the 'Best Endeavors, Reasonable Adjustments' (BERA) document provided by the Local Authority. This outlines best inclusive practice for all children. All our classrooms are inclusion – friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but it is vital for those who particularly need it.

In Maths for each area of the maths curriculum children complete entry tickets this allows teachers to see children's strengths and areas of weakness to enable high quality teaching and differentiation. Children complete exit tickets to celebrate their successes.

In our topic lessons children who need extra support work in an adapted curriculum group (The adapted curriculum group not only contains children with SEND but also children who may have EAL needs).

As part of normal class differentiation, curriculum content can be simplified and made more accessible by using visual, tactile and concrete resources.

Children with SEND have access to visual aids when appropriate such as colored overlays, visual timetables and large font.

## **7.3 Evaluating the effectiveness of SEN Provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using data to measure progress
- Holding annual reviews for pupils with EHC plans

## **8.Supporting pupils moving between year groups, phases and secondary school**

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child to make the transition as smoothly as possible.

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.



To support transitions between year groups transition books are made to support the child with the transition and to make the change as easy as possible. Children will receive additional time with their new teacher and have opportunities to get use to their new classroom to support the transition.

When a child gets to year 6, support is given through taster days and transition time to ensure the transition to secondary is as smooth as possible. The secondary school SENDCo is invited to annual reviews of children with EHC plans and other review meetings. Year 6 annual reviews must be submitted by the October half term of Year 6.

## **9. Working with Parents and Children**

We aim to have a good informative relationship with all our parents. If a child is having difficulties, parents will be informed either at parent days (Autumn and Spring) or during informal meetings to discuss their child's progress. Parents are welcome to seek advice and support about their child at any pre-arranged time.

Parents of children on the SEND register are invited to contribute at the end of each term to their child's pupil outcome plan. Parents will be asked for their parental voice to the children's targets and outcomes from previous targets.

If a child receives an EHC plan their will be an implementation meeting with parents, class teacher and SENCO to discuss targets and collectively discuss what can be put in place to support their child to meet these targets. There will be an annual review of the EHC plan where these targets are discussed and the next steps.

## **10. Paperwork for children with SEN Support**

Once a child has been identified as needing SEN Support some of the following paperwork may need to be completed. This means that a child has outcomes that are in addition to their class targets.

- Checklists
- Assessments and tests
- Element 3 funding applications
- Positive Behavior Plan (PBP)
- Care plans
- PEEPS (Personal Emergency Evacuation Plan)
- POP (Pupil outcome plan)
- Proposal for Education, Health Care plan

### **10.1 Working with other agencies**

**Fosse Mead Primary Academy** work closely with our outside agencies. A joint planning meeting is held twice a year where professionals all sit down with their caseloads and priorities for the year ahead. They then arrange a time to support and come into school to see different children and offer strategies and advice to the support.

Referral to an outside agency listed below:

- Speech and language therapist (SALT)
- Educational Psychology Service (EPS)
- Learning communication interaction team (LCI)
- Vision and hearing support service
- Primary Social, Emotional and Mental Health Service (SEMH)
- School Nurse
- Referral to Pediatrician for medical needs by supporting parents to speak with their GP
- Family support worker
- Autism Outreach Team

## **12. Access to extra-curricular activities**

All our children have equal access to after school clubs which develop engagement with the wider curriculum and have equal opportunities to represent the school on the pupil leadership team. Where necessary we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. Parents of SEND pupils may be asked to support their child on the trip to support the change in environment.

## **13. Expertise and training of staff**

Our SENCO has completed the National Award for SENCOs and the shadow senco is in the process of completing it.

In the last academic year staff have been trained in TEAM TEACH, play interaction, early talk boost and trauma informed practice.

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

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **14.1 Contact details of support services for parents of pupils with SEN**

Parents can look for support with services by contacting SENDIASS.

<http://www.sendiassleicester.org.uk/>

### **14.2 Leicester City Local Offer**

Leicester City Local Offer: The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The local Offer is available from the website <http://families.leicester.gov.uk/local-offer/>

### **14.3 Equal opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout school.

### **15. Monitoring arrangements**

This policy and information report will be reviewed by Alexander Ashcroft **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.