

Fiddlers Lane

Community Primary School

SEND Policy

Signed by the Chair of Governors	
Name: Jayne Playfair	
Signature: Jayne Playfair	Date: 13 th December 2017
Review Date: December 18	

B.Cohen SENCO
S.Cooper Acting Head teacher

Fiddlers Lane Community Primary School SEND Policy

Our Special Needs Coordinator is: Ms Cohen

(Member of the SLT, Key stage1 Leader, experienced SENCO since 1999)

She can be contacted on: Tel: 0161 775 2490

email: fiddlerslane.primaryschool@salford.gov.uk

Mission Statement

At Fiddlers Lane Community Primary School we want every child to achieve their full potential, and have clear aspirations for their future.

We do this by having high expectations of work and behaviour, and by valuing the whole child, celebrating diversity. We believe in providing a varied curriculum to make learning fun, including the use of ICT, and giving children first hand experiences. We involve the children in their learning and encourage them to pursue healthy lifestyles, and encourage families to learn together with us.

We work together to create a friendly and caring environment where every child has a love of learning, and attends school every day. As part of the community we welcome visitors to school and enjoy taking advantage of all that our community has to offer.

Our Vision

For every child to achieve their potential through a broad and balanced curriculum, developing their self-esteem and a love for learning.

At Fiddlers Lane we believe that SEND provision is underpinned by quality first teaching and is compromised by anything less.

We believe that all teachers are teachers of special educational needs. The needs of the majority of children will be met through quality first teaching which includes differentiation by: teaching styles, support, organisation and materials.

Some pupils find work difficult because their first language is not English. This in itself does not warrant a special educational need.

Guiding Principle

Our guiding principle is one of Inclusion. We aim to identify and break down possible barriers to learning so that children can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

To do this we will:

- Use our best endeavours to make sure that children with SEN get the high quality support they need
- Ensure that children with SEND engage in the activities of the school alongside children who do not have SEND. We value all pupils in our school equally.
- Ensure that the education for pupils with difficulties and disabilities are the same as those for all pupils.
- Offer high quality support to ensure that all needs are met.
- Consider that SEND crosses all curriculum areas and all aspects of teaching and learning.
- Inform and involve parents of the provision we make.
- Seek the views of the child and take them into account.

This policy will contribute to the achievement of this by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Provision for pupils with special educational needs is a matter for the school as a whole.

The Special Educational Needs Co-ordinator

- The Special Needs Co-ordinator responsibilities include:
- Co-ordinating day to day provision for pupils with special educational needs and maintaining records for these pupils
- Liaising with and advising teachers
- Liaising with teaching assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the secondary school SENCO, educational psychologists, school nurse, speech and language therapists and other health services.
- Maintaining an up to date SEND List
- Review CPD needs in relation to SEND
- Advising on the deployment of resources and the school's delegated budget
- Producing an SEN Information Report and termly report to governors.

The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SEND Co-ordinator.

Governing Body

The school governors have specific responsibility to

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- ensure that policies in school do not treat children with SEN less favourably (including our anti bullying policy)
- ensure that the school's SEND policy is reviewed annually

In doing so Governors will have due regard to the New Special Educational Needs Code of Practice (2014), the Single Equality Duties(2010), the Statutory Guidance on managing pupils with medical conditions(April 2014) and Admissions Arrangements (see LA admissions criteria).

Allocation of resources

The LA provides the school with money in its school budget towards meeting pupils' SEND.

The school spends this money on:

- Learning support teaching assistants
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Interventions
- Special books, ICT programmes and resources

The details of how individual pupils receive support are recorded on a school's Provision Map and Salford LA's electronic Provision Map.

The school receives additional funding for pupils with Education Health Care Plans.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided through the Salford model of Support Intervention Bands A, B and C

Identification and assessment of pupils with special educational needs

Identification, assessment and provision

Early identification, assessment and provision is essential. The earlier action is taken the more responsive the child is likely to be. If the difficulty proves transient the child will progress normally, if the difficulty is more problematic an early start can be made in considering how best to meet the needs of the child. It is the class teacher's responsibility to make the initial identification of the children in their class who are having difficulties. This can be done by observation of the child and their work and by analysing the results of the various tests that are done during the child's school career. (See Assessment policy)

A child has special educational needs if he or she has a learning or physical difficulty, which calls for special educational provision to be made for him or her. Children have learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children 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 schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

These needs differ in duration and severity and may include;

- social, emotional and mental health
- sensory and/or physical needs
- communication and interaction
- cognition and learning (moderate and specific learning difficulties)

Sometimes these problems are temporary and with help can be overcome in a short time. Other children may need special help and provision for many years to come.

Our school policy will follow closely the LA procedures of identification, assessment and responding to pupils with SEND.

Identification. Assessment and Provision in the Primary Phase

The triggers for intervention could be the teacher's or the others' concern, underpinned by evidence, about a child who despite receiving appropriate early education experiences and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's area of weakness
- show signs of difficulty in developing literacy or mathematic skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behaviour concerns despite interventions being in place
- has sensory or physical problems and continues to make little or no progress despite the provision made in school
- has communication and/or interactive difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

The class teacher makes the initial identification of any pupil who is giving cause for concern. They are responsible for informing the parents and putting in place any special arrangements to overcome the problems. The SENCO should be informed but at this stage the class teacher has responsibility for monitoring the progress made and liaising with the parents, i.e. at parent's evenings.

After approximately one term of close observation the child's progress should be assessed. If the child has made good progress and the class teacher feels there is no longer a cause for concern no further action is needed. However if little progress has been made the SENCO should be informed and the child recorded at Band A on the SEND register. The parents must be informed of this action and regular review meetings should be held with the class teacher, parents and SENCO. (Arranged by the SENCO) If this level of intervention is not adequate to meet the needs of the child and it is felt that the involvement of external support services is necessary, the child will move to Band B or C on the register. Again parents must be informed and review meetings held.

Support Plans/ Play Plans (Individual Education Plans)

Support Plans should be written for all children on the SEN register. (see appendix) The Support Plans should be written and twice yearly after assessments and should include information about:

- the short term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when Support Plan is reviewed)
- Support Plan should be shared and signed by the parent

Reviews

All children on our SEND register should have two formal SEND review meetings each year to discuss targets met and future targets. These will be arranged by the SENCO and will involve the class teacher. Parents will be invited and informed about outcomes. Although children are not present at the meeting their thoughts and feelings are sought and are recorded on the pupil's comment sheet prior to the review taking place.

Children with a statement or EHC Plan will also have an annual/transitional review on top of the above. Again these are planned by the SENCO and all persons involved in the child's education are invited. (See Code of Practice)

Statutory Assessment

If during the review and monitoring process it is felt that the child has failed to make adequate progress under their current Support Plan a request may be made to the LA for formal assessment of SEND to be carried out. Parents must be informed of the decision and on the outcome decided by the LA. If parents disagree with the decision made they do have the right to appeal

What is NOT SEND – but may impact on progress and attainment

Disability (the Code of Practice outlines the reasonable adjustment duty for all settings – but these alone do not constitute SEN)

Attendance and Punctuality

Health and Welfare - with due regard to the Statutory Guidance on managing pupils with medical conditions (April 2014)

EAL

Being in receipt of the Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will endeavour to identify.

Monitoring and Evaluation

We do this by:

- reviewing policies, at least annually
- speaking with children
- speaking with parents
- evaluating pupil progress
- monitoring Interventions
- professionals meetings
- annual statement reviews and interim reviews

Complaints procedures

Please talk to our Special Educational Needs Co-ordinator (Ms Cohen) about your complaint. If you do not feel your complaint has been resolved, you should follow our school's complaints procedure.

The schools' complaint procedures can be found in the Complaints Policy available on the school website.

Information about SEN can also be found at:

<http://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/special-needsexplained/>

Information about mediation and disagreement resolution services can be found at:

<http://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/mediation-and-disagreement-resolution-service>

Arrangements for training and development of all staff including Teaching Assistants and Midday Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special needs is included within all school training. In addition staff attend training organised by outside agencies.

Arrangements for partnership with parents

The school provides a SEND Information report on the school website, in line with the requirements of the new SEN code of practice (2014).

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets (as appropriate) and discussions about choice of schools and transition processes.

We do this through conversations and mentoring of children.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

The school works in partnership with other schools in our cluster. We also have strong links with Alderbrook and on occasion's pupils from Fiddlers Lane spend time at Alderbrook. We also have links with Springwood and Oakwood special school.

When pupils move to another school their records will be transferred to the next school.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from our Educational Psychologist and the Learning Support Service. In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

Storing and Managing of Information

The school endeavours to store and manage information as securely as possible. Please refer to the school's [Safeguarding Policy](#) which can be found on the school website.

Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed regularly.

This policy is available on the school website.

B. Cohen November 2018