



Fladbury
Church of England First School

Special Educational Needs and Disability (SEND) Policy

Governor Committee Responsible:	Curriculum and Standards
Status:	Statutory / Non-statutory
Review Cycle:	Yearly
Staff Lead:	S Chance
Date of Approval:	March 2025
Review date:	March 2026

OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

John 10:10, "I came that you may have life and have it to the full."

At Fladbury C.E. First School we believe that all children have an equal right of access to all areas of the curriculum and to a full and rounded education. Each child should be allowed to develop in the way and at a pace appropriate to them.

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

General Statement

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend

- of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles
 - f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

What are Special Educational Needs?

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. A child has a disability if they are prevented or hindered from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child is to be treated as special educational provision. **Code of Practice (2015).**

Aims and Objectives

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in all school activities alongside pupils who do not have special educational needs;
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development;
- To ensure support for pupils with medical conditions provides full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum through reasonable adjustments
- To work in co-operation with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Roles and Responsibilities

The Special Needs Co-ordinator (SENCO)

The day to day operation of the school's SEND policy is the responsibility of the SENCO, who works closely with the Head Teacher and other members of staff to make appropriate provision. This involves the following:

- Supporting class teachers and TAs with writing and co-ordinating the implementation of Individual Provision Map (IPMs).
- Keeping the SEND Register and overseeing the records of all pupils with SEND.
- Liaising with the parents to provide further information with regards to their child's support in school as necessary.
- Liaising with other professionals from outside school, including educational psychologists, support teachers, speech therapists, and others.
- Liaising with Special Schools, pre-school organisations and Middle Schools, particularly when pupils with SEND are transferring, in order to ensure that transition is well-planned and personalised to pupils' individual needs.
- Co-ordinating statutory assessment procedures and monitor the progress of children with SEND.
- Assisting with staff development and supporting staff.
- Liaising with Head Teacher and Governors to keep them informed about children with SEND.

The role of staff within the classroom

Class Teacher

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborate with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil and share it with all relevant staff
- Develop IPMs for SEN pupils seeking advice from the SENCO where necessary
- Ensure differentiated planning allows for appropriate provision for children with SEN
- Work with SEN pupils on a regular basis to deliver the IPM targets
- Review IPM targets and use this information to develop new, relevant IPM targets
- Develop constructive relationships with parents and meet with them on at least a termly basis.

Teaching Assistants

- Provide essential support to class teachers in meeting the needs of pupils with SEND.
- Become familiar with the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Be aware of any available information concerning a pupil with SEN

- Liaise with the class teacher on a daily basis to deliver the IPM targets
- Liaise with the class teacher, SENCO for advice and assistance where necessary
- Feedback to teachers and SENCO about response and progress of individuals.

The role of the Governing body

The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEN in co-operation with the Headteacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing Bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

The role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the governing body well informed about SEN within the school
- Working closely with the SENCO to ensure appropriate provision is made for SEN pupils
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring SEND budget is created for resources for classroom and individuals (including Outside Agencies).

Areas of Special Educational Needs and Disabilities

The following information has been taken from the SEN Code of Practice (Jan 2015):

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and Interaction – For example children with Speech, language and communication needs, or children who are on the Autistic Spectrum

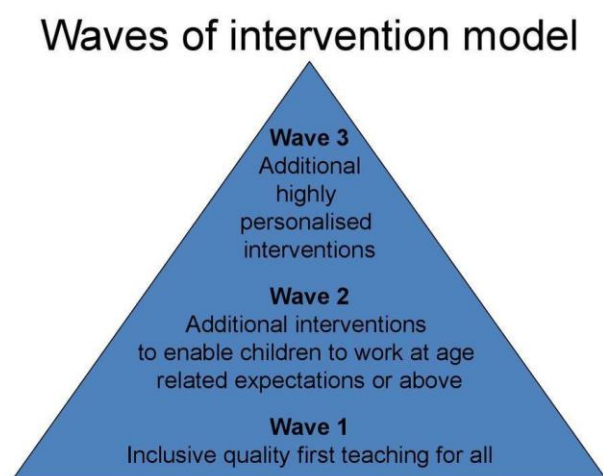
2. Cognition and Learning – For example children with moderate learning difficulties (MLD), severe learning difficulties (SLD), physical disability or sensory impairment. Also included are specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health difficulties – For example children who are becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour, mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical needs – For example children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

A Graduated Response Levels of Need

The Graduated Response consists of three levels as follows:



Wave 1 All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.

‘Quality First’ teaching is a priority of our school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils.

Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once

they have had appropriate interventions and/or adjustments and good quality personalised teaching.

All class teachers are required to keep a list of pupils who they are monitoring and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem solving, planning support and strategies for the individual pupils.

A pupil in this category may have one of more of the following indicators

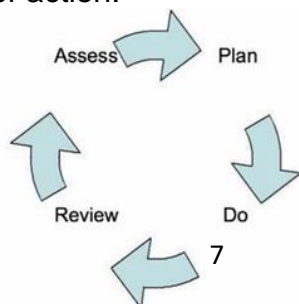
Currently working at a standard below age related expectations

- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g.
- Their behaviour is disruptive
- There are attendance/lateness issues
- Concerns over their mental health
- The family is currently experiencing challenges
- They have EAL (English as an Additional Language)

Pupils at this level of need do not need to be added to the SEN Support category and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

Wave 2 - SEN Support

Where a child is identified as having SEN we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt the graduated approach with four stages of action:



Assess – We regularly monitor the children’s progress and attainment and we will draw on this when a child has been identified as needing SEN Support. The assessment phase will also involve the views of pupil’s, parents and if relevant, advice from external support.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Plan – Where progress gives cause for concern, school will work with parents/carers to develop a plan to ensure that children with SEND receive the right levels of support for their future learning and development. This will be documented on an individual

provision map (IPM), which will include teaching strategies and any interventions put in place to support the child to make progress throughout the term.

Do – The class teacher is responsible for working with the child on a daily basis. When interventions take place on a one to one or group basis, the main class teacher, will regularly monitor these.

The SENCO will support the class teacher by advising on effective implementation of support. Parents/carers, class teachers and teaching assistants will be engaged at each stage of this cycle, contributing their insights into assessment and planning.

Intended outcomes will be shared with parents/carers and reviewed with them.

Review – The effectiveness of the support and the impact on the pupil's progress should be regularly reviewed in line with an agreed date. This will be shared with the pupil and parents and feed into the setting of new targets for the following term.

Wave 3 External Agencies

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will involve specialists, including those secured by the school itself or from outside agencies. They will provide more specialised support.

(N.B. School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions).

Education Health Care Plans (EHCP)

If a child needs more specialist help Worcestershire County Council will carry out a needs assessment called an Education Health and Care Assessment or EHC assessment. During the EHC assessment the Council will expect to see evidence of the action taken by the school as part of the [graduated response](#) of SEN support.

This EHC assessment would then be turned into an Education, Health and Care Plan and a review is held annually.

In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

Partnerships with Parents

Partnership plays a key role in enabling children with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Record Keeping

The school keeps appropriate records and details of additional or different provision

made under SEN support and at Fladbury we use provision maps to show all of the provision that the school makes in addition to what is ordinarily available.

Transition Arrangements

All children with SEND currently have an SEN Profile, which has been completed in partnership with the child and member of staff. It outlines the child's needs and areas requiring support. It is shared for transition between classes and is available for any staff that may be working with that child.

Information such as school reports, Individual Provision Maps, Group Monitoring Forms and Education Health and Care Plans will be sent to a child's new school and signed for. Where appropriate a telephone call will also be made.

Training and Resources

The school and staff recognise that with the continuing developments in provision for children with SEND there is a need for ongoing training for all those involved. The SENCO regularly feeds back and delivers training. Additionally, external agencies, may be invited into school to deliver necessary training to meet staff needs.

Monitoring and Evaluating

The SENCO monitors SEND practice throughout the school and the progress of children with SEND using a number of performance indicators:

- Learning walks, book scrutinies
- Progress in meeting IPM targets
- Performance in assessments and tests targeted at pupils with SEND carried out by teachers, SENCO, Head Teacher or external specialists.
- Views expressed by teachers, parents and pupils at reviews.

Complaints Procedure

In line with the school's complaints policy if a parent feels that Fladbury C.E. First School has not met his or her child's educational needs, they should:

- Discuss their concerns with the class teacher;
- Consult with the SENCO / Head Teacher if their concerns continue;
- Finally, consult with the SEND Governor.

All meetings will be detailed, dated and recorded.