



Frome Valley CE VA First School
SPECIAL EDUCATIONAL NEEDS POLICY



Contents

(Points 1 to 17 represent each of the statutory elements required for an SEN Policy)

	Page
Summary information (to be reviewed annually) includes:	
1. Responsibility for the coordination of special educational needs provision	3
2. Arrangements for coordinating special educational needs provision	3
3. Specialist SEN provision	3
Strategic information	
4. Aims and objectives	5
5. Admission arrangements	6
6. Facilities for those with special educational needs	6
7. Allocation of resources for those with special educational needs	6
8. Identification of children's / young people's special educational needs	7
8.1 Quality First Teaching (Teaching targeting SEN)	
8.2 School SEN Support (NSA)	8
8.3 SEN Support with external support (K)	8
8.4 Request for statutory assessment	8
8.5 EHCP	9
9. The curriculum, information and associated services	10
10. Inclusion of those people with special educational needs	10
11. Evaluating the success of provision	11
12. Working in partnership with parents / carers	11
13. Complaints procedure	12
14. In service training (Continuing Professional Development)	12
15. Links to support services	13
16. Links with other	
16.1 Transition	14
17. Links with other agencies and voluntary organisations	14
18. Role of the SEN Link Governor	15

1. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN and for co-ordinating the day to day provision of education for children with SEN is:

Miss Michelle Carter (SENCO, Deputy Headteacher)

The nominated Governor to link with Special Educational Needs is:

Mrs Lisa Cartwright (Chair of Governors)

2. Arrangements for coordinating SEN provision

The SENCO will hold details of all NSA, K and EHCP records and Individual Education Plans (Achievement Plans) for individual children / young people identified as SEND.

All staff have access to the following information:

- SEN Policy;
- A copy of the full SEN Register;
- guidance on identification in the Code of Practice (NSA (no specialist agency involved), K (known to external support services) and children / young people with EHCPs);
- information on individual children / young peoples' special educational needs, including action plans, targets set and copies of their Individual Education Plans (IEPs);
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information on School Pupil Tracker (SPT) on individual children and their special needs and requirements;
- information on current legislation and SEN provision through staff meetings.

SEN provision, services and data and is monitored by the SLT and the Curriculum Governors.

This information is made accessible to all staff, parents/carers, children and governors in order to aid the effective co-ordination of the school's SEN provision.

3. Specialist SEN provision

(This information was last revised in Jan 2017)

The school has 20 children with SEN. This represents 14.8% of the school population;
2 children are receiving support within school (NSA)
18 children are receiving support with outside agencies supporting (K)
0 children are subject to an Education health and Care plan (EHCP)

*NOTE – In line with Local Authority guidance, only pupils identified as SEN Code K are recorded on School Pupil Tracker for data analysis. The school has created an internal tracking system for tracking the progress of all (NSA + K) SEND children.

The current cohort of SEND children fall into the following categories of SEND*

Cognition and Learning	8
Speech, Communication and Interaction Needs	9
Social, Emotional and Mental Health	1
Sensory and Physical Needs	2

* some children have needs in more than one area but the **primary** need is recorded for this purpose.

Teachers and TAs have the following specialism:

- SENCO has completed the National SENCO accreditation with distinction
- TA trained to deliver Learn to Move/Move to Learn
- TA trained as an ELSA
- 2 x TAs trained in Fisher Family Trust Wave 3 intervention
- 2 x TAs trained in First Class @ Number
- All T and TAs trained in delivering Read Write Inc programme
- TA trained to deliver handwriting interventions

The school is currently able to make referrals to the following agencies:

- Sue Brazier, Education Extra. DASP Communication Advisor.
- Speech and Language Therapy
- School Nurse
- SENSS (Special Educational Needs Support Service)
- Occupational Health / Physiotherapy
- Hearing and Vision Support Service
- Behaviour Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- County Psychological Service (Educational Psychology)

4. Aims and objectives

Aims

We aim to provide every child / young person with a broad and balanced education based on the National Curriculum and in line with the *Special Educational Needs Code of Practice (Sept 2014- DfE)*. We are committed to a fully inclusive society where all children and young people are valued and included and where they have a secure sense of belonging.

Our aims are:

- to ensure that all children / young people have any special educational needs identified in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;
- to ensure the safeguarding of all children / young people and enable them to learn and grow independently in a safe environment;
- to ensure all children / young people with special educational needs have work given to them at a level they can understand and achieve;
- to ensure that all children / young people with special educational needs receive the additional support they require to remove any barriers to their progress ;
- to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

Objectives

- Identify those with special educational needs as early as possible.
- Monitor the progress of all children / young people to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children/ young people without special educational needs.
- Promote social inclusion that allows children / young people to develop a sense of belonging.
- Make appropriate provision to ensure children / young people with special educational needs have full access to the National Curriculum with positive outcomes.
- Value and celebrate difference and diversity.
- Communicate and consult with parents / carers in the spirit of the *Lamb Report (Dec 2009)*.
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- Create an environment where children / young people feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.

5. Admission arrangements

The admission arrangement for all children / young people follow the Salisbury Diocese admissions arrangements for all church schools and is mindful of the Equality Act 2010. This includes children / young people with any level of Special Educational Need; those with Education Health and Care Plans and those without EHCPs.

All SEN paperwork and information should be passed to the SENCO as soon as possible. If the child / young person is making a transition from another school, the SENCO of the feeding and receiving schools exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's / young person's entry to the school. The child / young person will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate.

6. Facilities for those with special educational needs

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will honour the requirements set out in Education Health and Care Plans for each child / young person. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed by the Equality and Human Rights Commission.

The school is able to arrange specialist equipment on a need led basis. We have a range of of classroom based resources available to support SEND children. This includes:

- Slanted desks
- Sit n Move Cushions
- Specialist pencils/pencil grips
- Phonics materials
- Visual support resources (timetables, flashcards, communication cards)

7. Allocation of resources for those with special educational needs

Decisions regarding your child's type and level of support are made by the SENCO and the head teacher in consultation with parents and any outside agencies involved. Where possible, the child will be involved in the process. The school also receives support from the local authority SEN Caseworker who will advise on appropriate levels of support within the setting.

The SLT team will review annually how it allocates resources for those with SEND. A proportion of the SEN budget is used to ensure vital TA support within every class. The amount of support within each year group is allocated annually on a needs-led basis.

During the Achievement Plan process, everyone involved is asked to comment on the level of support that will be required and how this support will be implemented. A copy of this is always provided for parents, the SENCO and class teacher.

The school has one member of staff trained in facilitating a Person Centred Review for those children requiring an annual review of their Education, Health and Care Plan.

8. Identification of those with special educational needs

If parents have concerns about their child, they should contact:
<ul style="list-style-type: none">• the Class Teacher (always try to speak to the class teacher first)• the SENCO (Miss Michelle Carter, based in Yr4)• the Headteacher (if you feel that any issue/concern has not been resolved)
If staff have concerns about a child:
<ul style="list-style-type: none">• the class teacher will arrange an initial meeting with parents to express these concerns• the class teacher will complete a Meeting Log form to record notes from the meeting• the class teacher will seek advice from the SENCO (as required) as to how best to support your child in school• the class teacher will arrange a further meeting to discuss progress and further support with you (as required)

Children’s progress is tracked and monitored regularly by the class teacher. Feedback from activities is collected through observational notes and discussions with all members of the classroom team. Data is monitored by the SENCO and head teacher through half termly Tracking and Monitoring meetings.

If your child is identified as requiring additional support, whole class or small group activities will be planned on an individual basis to allow the child to access the curriculum at their level. Your child may receive support from a teacher or TA during a lesson. If a child does not show improvement, despite additional support within the classroom, the class teacher and SENCO will arrange a meeting with parents to discuss this further.

A graduated approach:

8.1 Quality First Teaching

- a. Once a child / young person has been identified as possibly having special educational needs they will be monitored closely by staff in order to gauge the level of their learning and possible difficulties.
- b. Parents / carers will be involved fully at every stage of their child’s / young person’s development; in partnership, they are encouraged to share information and knowledge with the school.
- c. The child’s / young person’s class teacher will take steps to provide differentiated learning opportunities taking into account any social, emotional or behavioural needs that are applicable. This means that work and expectations will be adjusted appropriately. This will aid the child’s / young person’s academic progress and sense of well-being.
- d. Accurate records are maintained by the SENCO detailing those children / young people for whom requests have been made by parents/carers or teachers regarding potential need for additional provision.
- e. Progress meetings are used to monitor and assess the progress being made by the child / young person. The frequency of these meetings is dependent on individual needs and the progress being made.

8.2 School SEN Support (Code NSA)

- a. NSA recognises children / young people who are identified as requiring additional and different help. These children / young people are placed on the school SEN Register.
- b. NSA provision means that the school provides support without external advice or additional resources provided by the Local Authority.
- c. Class teachers and the SENCO continue to discuss and amend where appropriate the support that is already provided, to address the specific needs. Action that has already been taken is reviewed and altered in line with the new findings.
- d. When it has been agreed that a child's / young person's special educational needs have changed, information will be shared with parents / carers.
- e. Using the school provision map, an Achievement Plan is drawn up (Individual Education Plan), detailing what support will be provided and how it will be coordinated. The plans and findings are recorded in the child's / young person's school profile and parents / carers are informed and consulted at every stage. The plan will detail the future amount of in-school support needed. The child/young person, parents/carers, class teachers and SENCO are all expected to contribute to the Achievement Plan. The Achievement Plan is a working document and should be updated and adjusted regularly to reflect the child's progress.
- f. When a child/ young person has made sufficient progress, they may be removed from the school's SEN Register. If this happens, they will continue to be monitored until it is clear they no longer require additional special educational needs support.

8.3 SEN Support (SEN Code K)

- a. When a child / young person has already been identified as having special educational needs and steps have been taken to support them with School Action and the child has not progressed as expected, the school will consider taking further steps, known as K provision. The child / young person will remain on the school SEN Register.
- b. External professionals will be asked to provide support in the planning and implementing provision.
- c. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents / carers regarding progress and targets met. External support can involve help and intervention programmes, for example through specialist teaching or therapy. The school will coordinate this and, with identified external professionals, monitor, review and evaluate the effectiveness of the support.
- d. When a child / young person has made sufficient progress, they may revert to NSA support and remain on the school's SEN register and continue to be monitored.

In addition, please refer to the SEN Code of Practice Section 6: Schools.

8.4 Request for Statutory Assessment for an EHCP

If a child / young person has severe, complex and long-term special educational needs they may be put forward for Statutory Assessment. This can be requested by the school or parents/carers of a child. The decision to request Statutory Assessment will follow a period of sustained school intervention and support at K level. This will include

programmes of joint working with relevant external professionals and Educational Psychologists.

Following a request for an EHCP needs assessment, or the child or young person having otherwise been brought to its attention; the local authority **must determine** whether an EHCP assessment is necessary. This decision must be made and communicated to the child's parents **within 6 weeks** of receiving the request.

The assessment and planning process should:

- focus on the child or young person as an individual.
- enable the child and their parents to express their views, wishes and feelings.
- enable the child and their parents to be part of the decision making process
- be easy for the child and their parents to understand, and use clear ordinary language and images rather than professional jargon.
- highlight the child's strengths and capabilities.
- enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking for the future.
- tailor support to the needs of the individual
- organise assessments to minimise demands on the families.
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child and their parents.

This approach is often referred to as the Person Centred Approach. By using this approach within a family context, professionals and local authorities can ensure that the child and parents are involved in all aspects of planning and decision-making. The school has a PCR facilitator to support the EHC process.

Please refer to the SEN Code of Practice (DfE 2014), Chapter 9 – Education, Health and Care Plans for further information.

8.5 Education Health and Care Plan [EHCP]

- a. Following Statutory Assessment, the information gathered is considered by the Local Authority SEN panel. If the child/ young person has significant additional long term needs which cannot be reasonably provided from the resources normally available to a main stream school an Education Health and Care Plan will be issued by Dorset County Council.
- b. Parents do have the right to appeal against a decision either for or against an EHCP for their child and this will be explained by the Local Authority.
- c. Once the EHCP is completed, it will be kept as part of the child's / young person's formal record and reviewed annually by staff, parents / carers and the child / young person. The Annual Review enables an evaluation of provision for the child / young person and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. The curriculum, information and associated services

Children / young people with special educational needs will be given help with the curriculum through specialist provision arranged by the school according to the needs of the individual, and in consultation with parents / carers as far as possible.

Every effort will be made to educate and support children / young people with special educational needs alongside their peers in a mainstream classroom. Where this is not possible, the SENCO will consult with the child's / young person's parents/carers for other flexible arrangements to be made.

The school curriculum is reviewed regularly by subject leaders together with the SENCO to ensure that children / young people of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEN provision is being used effectively and efficiently within the school to support the curriculum and enable children / young people to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any children / young people including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff on SEN teaching, methods and techniques.
- making use of all class facilities and space;
- using support effectively in the classroom to ensure that teaching material is adapted to individual needs;
- making sure that individual or group tuition is available where it is felt that children / young people would benefit from such support;
- the SENCO's advice is sought in any decision to provide long term group teaching away from the main classroom involving children / young people with special educational needs;
- Parents / carers will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate children / young people to do their best, and celebrating achievements and success;
- encouraging children / young people to share their targets with their families.

10. Inclusion of those with special educational needs

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEN provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

The school curriculum is reviewed regularly by subject leaders together with the SENCO to ensure that it promotes the inclusion of all children / young people. This includes learning outside the classroom as explained below.

We aim to provide the best opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- providing a balanced curriculum for all children / young people both in and outside of the classroom, including play and interaction at mealtimes/ playtimes; extracurricular activities; school day trips and residential visits;
- adapting learning to best suit the needs of individual children / young people;
- promoting and encouraging all our children / young people to be aware and responsible for their thoughts and actions.

In addition, the school has staff trained to deliver the following support interventions:

- Learn to Move, Move to Learn (fine and gross motor skills support)
- Fisher Family Trust (Wave 3 – 1:1 level) Literacy support
- Catch Up reading (1:1 reading support)
- Taming Tricky Words (reading support)
- Talking Partners (Speaking and Listening support)
- ELSA (Emotional and Social Wellbeing support)
- Speech and Language Support programmes (delivered by Higher Level Teaching Assistant, supervised half termly by a Speech Therapist)

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children / young people throughout the year. The school strives to narrow the achievement gap between children / young people with special educational needs and those who do not.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. This evaluation is carried out by the SENCO and SEND Governor and reported to Governors.

Interventions are assessed annually for impact and cost effectiveness. This is carried out by the Head teacher and SENCO and reported to Governors.

The results of all evaluations are used to find more effective ways of supporting children / young people who have special educational needs.

12. Working in partnership with parents / carers

Frome Valley First School embraces the recommendations of the Lamb Inquiry (2009) and the SEN Code of Practice (2014) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs so that the child / young person's requirements are provided;
- continuing social and academic progress of children / young people with special educational needs;
- personal and academic targets are set and met effectively;
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centred Reviews.

The school welcomes parents' comments and suggestions; parents / carers can make an appointment to speak to any member of staff including the SENCO, throughout the year for any reason. If parents / carers have concerns about staff supporting their child / young

person with special educational needs they should talk in the first instant to the SENCO or to the Headteacher if the concern regards the SENCO.

Communication between home and school, both informally and formally, is actively encouraged. The school operates an open door policy and parents are given many opportunities throughout the year to come in and see how their child is progressing. Parents / carers are kept up to date with their child's progress through termly Achievement Plan Reviews, Parents Evenings, Drop In Sessions, the Annual Report and End of Year Summary Report.

All parents are invited to become further involved in the wider school community through the PTFA, the Parent Council or by helping with reading. Parent feedback is very welcome and is gathered through our annual Parent Questionnaire and the Parent Council.

Achievement Plan meetings are arranged so that parents can always attend and regular communication between school and parents is actively promoted. Copies of all support plans are sent home and appointments can be made to discuss any concerns or the suggested targets in more depth.

If required, more regular communication can be arranged with parents / carers. The school will provide information on how to contact the Parent Partnership Service who offers independent and impartial advice, guidance and support for parents / carers. The Parent Partnership Service can also advise on how to obtain mediation services.

If at any time, an assessment or referral indicates that a child / young person has additional learning needs, they and their parents / carers will always be consulted with regards to future provision. Parents / carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Link Governor may be contacted at any time in relation to SEN matters.

13. Complaints procedure

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. Information on how to make a formal complaint is published on the school's website.

14. In-service training (CPD)

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children / young people with special educational needs. The Governors will report each year to parents / carers on the policy for children / young people with special educational needs.

The school has provided the following training for staff, either individually or collectively:

- ELSA
- Learn 2 Move, Move 2 Learn
- First Class @ Number

- Read Write Inc
- Catch Up reading
- Fisher Family Trust Wave 3
- SALT programmes*
- OT programmes*
- SENSS (Literacy, Numeracy, Sensory Provision)
- Positive Playground Games
- Playground Pals
- Restorative Justice
- ASD (Autistic Spectrum Disorder)
- Dyslexia
- Developmental Coordination Disorder (DCD) Dyspraxia
- The new SEN Code of Practice 2014

The SENCO completed the National SEN Accreditation Programme (with distinction) in 2012 and has also attended further training in the following areas:

- ASD
- Attachment
- Behaviour Management in Primary Education
- Incredible Years Parenting Programme Facilitator training
- Family SEAL facilitator training
- Dyslexia
- Sensory Needs in the classroom
- Speech and Language Needs in the Primary Curriculum
- DCD (Dyspraxia)

The SENCO will recommend or arrange appropriate SEN training for staff where needed.

15. Links to support services

The school nurtures strong working relationships with external support services in order to support children / young people fully.

The information, forms and guidance provided on the Local Authority's *Schoolsnet* website is used to enhance school provision for special educational needs.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child / young person. This will then be brought to the attention of the SENCO and the child's / young person's parents / carers.

The following services will be involved as and when is necessary:

- Speech and Language Therapy
- Occupational Therapy
- Family Partnership Zones
- Children's Centre
- School Nurse (via School Health Services)
- Social Care
- CAMHS
- Behaviour Support Service

- Community Paediatrician

16. Links with other schools

The school is part of the Greenwood Tree Academy Trust (GTAT) and works closely with all schools in the academy. The school is also a member of DASP (Dorchester Areas Schools Partnership). This enables the school to build SEN resources and to share advice, expertise and training. DASP SENCOs meet on a termly basis to support each other, share resources and discuss cases.

Transition arrangements:

Pre-school:

Most children entering the school from pre-schools, who are identified as having Special Educational Needs, will arrive with SEND information and will very likely have paperwork relating to this. The school has developed an internal system with the Frome Valley Pre-School. The SENCO has worked with the Pre-School manager to set up a pre-school SEND folder and develop an Achievement Plan format suitable for use with pre-schoolers.

Middle School: The school works closely with St Mary's Middle School in Puddletown. The majority of children leaving the school move on to here, and it is part of the GTAT. Children leaving the school in year 4 and transferring to middle school will have had their needs discussed with the SENCO from the middle school. This takes place during the DASP SENCO meeting in June. All DASP schools use an agreed format for the transfer of data between first schools and their middle school. Additional discussions may be held between first and middle school staff where appropriate. St Mary's Middle School offers all parents and children the chance to meet with staff and pastoral care support team. Children who are felt to be particularly vulnerable or anxious about the transition to middle school will also meet for 4 sessions with the ELSA and pastoral care team from the middle school. The SENCO is also the Year 4 teacher, allowing for easy transfer of information for children moving on.

17. Links with other agencies and voluntary organisations

Frome Valley First School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO, with support from the Head teacher, is the designated person responsible for liaising with the following in relation to SEND:

County Psychological Service	Hearing and Vision Specialist Services
Behaviour Support Service	Physical and Medical Needs Service
Social Care	Equality and Diversity
Speech and Language Service	Locality Teams
Specialist Outreach Services	Family Partnership Zones
SEN Specialist Services	CAMHS
School Health Services	Occupational Therapy Service
Parent Partnership Service (voluntary)	Dorset Parent Carer Council (voluntary)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

18. Role of the SEN Link Governor

The SEN Link Governor representing the Governing Body liaises with the school staff. They oversee the SEN provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children / young people with special educational needs. The SEN Link Governor responsibilities are:

- helping raise awareness of SEN issues at Governing Body meetings and giving up-to-date information on SEN provision within the school;
- assisting in the regular review of provision for children / young people with SEN and ensuring that parents and children have confidence in this provision;
- having familiarity with the statutory elements of this policy and how they are implemented;
- understanding changes in law associated with the delivery of SEN within our school;
- challenging and holding to account those who coordinate SEN by reviewing SEN achievement data, and seeking to reduce any SEN curriculum performance gap;
- reviewing the effective and efficient use of SEN funding delegated to our school.

Signed _____ [Name] (Headteacher) Date _____

Signed _____ [Name] (SENCo / Inclusion) Date _____

Signed _____ [Name] (SEN Link Governor) Date _____

The summary information page of this policy will be reviewed annually. The main body of the Policy will be reviewed regularly by the SENCO and SEN Governor in consultation with parents/carers and children / young people before being ratified by the Full Governing Body.

