



FARRINGTONS SCHOOL

FARRINGTONS SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Farringtons School Special Educational Needs and Disability Policy

Compliance

This policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: Advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (June 2015)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations (2014) (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

1. Introduction

Farringtons School is an inclusive school in which the achievement and well-being of every Pupil matters. We aim to promote tolerance and understanding of differences in a diverse community. Our pupils are encouraged to recognise and welcome individual differences because everyone is special. No pupil is discriminated against because of a learning need or disability. We value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for learning. We endeavour, where appropriate, to fully include all pupils, whilst meeting each pupil's individual needs.

This policy should be read in conjunction with the Curriculum Policy, Equal Opportunities Policy, Accessibility Plan and our policy on English as an Additional Language (E.A.L.).

2. Aims and Objectives of this Policy

At Farringtons School we strive to meet the five outcomes of Every Pupil Matters (2004):

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

We are committed to raising expectations and aspirations for all pupils with SEND. Our focus is ensuring positive outcomes for pupils by employing appropriate and researched approaches that have proven success.

Our objectives are:

- To work within the guidance provided in the DfE/DoH SEND Code of Practice 2015
- To be an inclusive school, where the education and well-being of all pupils is valued
- To consistently have high expectations for all
- To enable all pupils to achieve and reach their full potential
- To ensure early identification and intervention for all pupils requiring Special Educational Needs and Disability (SEND) provision
- To ensure that all teachers are trained, supported and are confident in teaching pupils who require SEND support
- To support all pupils to access the curriculum at a level that is both achievable and provides appropriate challenge
- To be committed to identifying and implementing new approaches that are grounded in research and have proven success
- To have a positive and reciprocal working relationship with parents and carers
- To work in partnership with other professionals, agencies and schools to ensure necessary and sensitive sharing of information leads to positive transitions and outcomes for each pupil

We recognise that many pupils will have a special educational need at some time during their school life. In implementing this policy, pupils at Farringtons School will be helped to overcome as many of their difficulties as possible.

3. Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against disabled pupils and we will take all reasonable steps to provide effective educational provision. The school operates on the principle of equal opportunities for all pupils, therefore, admission arrangements are the same for pupils with and without SEND.

Pupils with Statements of Special Educational Need or an Education Health and Care Plan (EHCP) will be admitted (provided the school can meet their needs with the resources outlined in the Statement or EHC Plan). We will endeavour to support every pupil's needs to the best of our ability, but some pupils with complex needs may be better supported through other specialist provision.

4. Management of SEND within the school

The Head and the Governors have delegated the responsibility for the day to day implementation of the policy to the Learning Development Department (LDD), specifically in EYFS via Vicky Fox, in the Juniors via Jack Charlton and Ana Vinales and in the Seniors via Delyth Davies and Jane Pyle who have additional training and experience in learning and assessment of pupils' special educational

needs and disabilities. The LDD are supported by specialist core subject teachers and Junior School Teaching Assistants.

High quality teaching, differentiated for individuals is the first response to pupils who may have SEN. A graduated response is used to provide 'additional and different' support to students with SEN as appropriate. All members of school staff therefore have a responsibility for pupils with SEND and all teachers are teachers of special educational needs. Specific responsibilities regarding support for pupils with SEND are outlined in individual job descriptions and regularly communicated through staff meetings, and via electronic communications.

Teaching Assistants (TAs) within the Junior School play a role in the support of pupils with SEND. The rationale for the deployment of TAs is class based in KS1 and EYFS, and pupil centred. Targeted TAs are allocated to support individual pupils with statements of SEND or EHC Plans, and to work with groups of pupils needing support in classes.

In line with the recommendations in the DfE/DoH SEND Code of Practice 2015, The LDD are responsible for:

- Overseeing daily implementation of this policy
- Co-ordinating provision for pupils with a disability or who require Special Educational Needs and Disability (SEND) support
- Liaising with and advising teachers in supporting and including pupils with additional needs
- Organising and maintaining records of all pupils with Special Educational Needs and Disability
- Liaising with parents/carers, TAs and class teachers of pupils with SEND
- Contributing to the in-service training of staff through regular communication via electronic mail
- Referring to and liaising with external agencies including the Educational Psychology Service, Health and Social Care, Speech and Language Therapy, the Social Communication Diagnostic Support Service, the Bromley Consortium etc.

5. Identification

With reference to the revised DfE/DoH SEND Code of Practice 2015, the LDD draws on knowledge and experience of parents/carers, school staff and external professionals in the identification of SEND. The LDD keeps a register of all pupils with SEND currently attending the school. They record those who have a Statement of Educational Need (SEN) or an Educational Health and Care Plan (EHCP) as well as those who continue to not make adequate progress, despite receiving targeted provision. These pupils may have external agencies involved in their care. Pupils with SEN in the Junior School are targeted for additional transition support as they move into the Senior School, so that they access appropriate SEN provision from the start of Year 7.

The purpose of identification is to establish what action the school needs to take to support the needs of the individual pupil. Many other factors may influence a pupil's progress and attainment and therefore, does not necessarily mean that the pupil has a special educational need. These factors may include:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a pupil to make normal progress
- Attendance
- Health and Welfare
- English as an Additional Language (EAL)
- Being a Looked After Child (LAC)

Sometimes pupils present with challenging behaviour. This is not necessarily because they have a special educational need, but there will likely be an underlying cause that will need to be explored and addressed. At Farringtons School we actively promote social, emotional and mental well-being through playground buddies, social skills groups and counselling and wellbeing programme. We firmly believe that pupils need to feel valued, confident and secure to make maximum progress in their learning. *(Please refer to our Wellbeing policy for further insight).*

While on some occasions a pupil may remain on the SEND register throughout their school career, the LDD recognises that the SEND register is a flexible document, where pupils who are consistently managing to overcome their difficulties can be removed and other pupils identified as necessary. A review is conducted before a pupil is removed from or added to the SEND register. For this reason the register is reviewed regularly.

6. Assessment

At Farringtons School, pupils are assessed in a variety of ways. Observation and oral feedback is considered to be as valuable as quantitative data collected via a formal assessment. Regular communication between key adults working with the pupil and giving the pupil a voice is therefore essential in assessing the pupil's level of need. At present each pupil's attainment and progress is reviewed using the Schools own progress levels. Tracking of performance using the School's levels allows us to identify what constitutes good progress for each pupil as an individual and to compare their overall achievement with pupil of the same age and/or curricular stage at Farringtons. The impact of existing interventions are reviewed and this provision may be changed or adapted where a pupil is not making adequate progress.

7. Allocation of SEND Support

We employ a graduated approach to SEND support. Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. The LDD observes, advises and offers support to include interventions that differentiate for pupils with SEND.

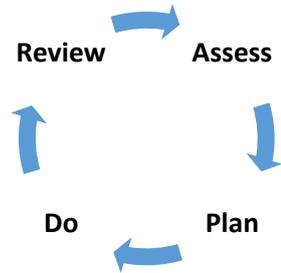
Before special educational provision is made, the LDD and Class Teacher will consider information about the pupil's progress, alongside national expectations and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2015:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health

- Physical and Sensory Difficulties

There is additional guidance for Autism and Specific Learning Difficulties. This document can also be used to identify appropriate strategies to meet the needs identified. The LDD may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may also be sought.

This is an overview of the graduated approach to SEND support:



Assess: Pupil's progress and attainment are assessed.

Plan: Interventions based on the outcome of assessment are planned.

Do: Provision is allocated and interventions are delivered.

Review: Impact and quality of the support and interventions

If, despite support, pupils fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place pupil on the SEND register. Where longer term support is required or pupils have a diagnosis of need that significantly affects their learning, parents will also be consulted as to their Pupil being named on the SEND register.

When a pupil is placed on the SEND register, the LDD, in consultation with the class teacher, parents/guardians and pupil (where appropriate) will draw up an individual intervention. This is a working document that identifies a need/barriers to learning, sets a specific target and describes the provision to be allocated. It requires regular reviewing to assess the impact of provision in place, so that adaptations can be made or further advice sought. Assessments and advice from external agencies will be considered in the intervention plan. Interventions are planned, monitored and delivered by specialist teachers or TAs who have had appropriate training. Class teachers have a responsibility to liaise with staff who are leading interventions for pupil in their class, so they can update the intervention plan accordingly.

There is no extra charge for Learning Development classes. However, there may be circumstances where a charge will apply to additional tutoring which goes beyond what would be considered a reasonable adjustment for pupils on the SEND register.

8. Curriculum Access and Provision

Where pupils are identified as having special educational needs, the school may seek to support the pupil in a variety of ways. The nature of provision allocated is dependent on the pupil's level and type of need.

The range of provision includes:

- In class support for small groups with an additional teacher or teaching assistant (TA)

- Small group withdrawal with a TA
- Individual/paired class support
- Further differentiation of resources
- Targeted homework
- Social/academic mentoring
- Intervention programmes
- Provision of alternative learning materials/special equipment/ICT
- Staff development/training to undertake more effective strategies
- Advice on how to access Educational Psychologists, Speech Therapists or other support services

Appropriate access arrangements for tests and assessments, including in public exams

9. Monitoring Progress

Progress is the crucial factor in determining the need for additional support. At Farringtons School, we continually monitor progress and attainment through regular observation, assessment and feedback. Regular data meetings are held with all class teachers and focus is drawn toward pupils who are not making adequate progress or those identified as vulnerable.

Adequate progress is that which:

- Narrows the attainment gap between pupil and their peers
- Is equivalent to that of peers starting from the same baseline, even when this is less than the majority of age-related peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

10. Record Keeping and Storing of Information

The school records the steps taken to meet each pupil's individual needs. The LDD maintain the records, keeps them secure and ensures appropriate access to them. In addition to the usual school records, the pupil's file includes:

- Intervention plans
- Information on progress and behaviour in the form of their Individual Welfare Plan (IWP)
- Information from health/social services
- Information from other agencies

11. Review of Intervention Plans

Intervention plans will be reviewed at least annually for pupils and young people aged 0-25 years. The review will aim to assess the continuing appropriateness of the plan and provide the opportunity to agree new outcomes.

In summary, the aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes on the plan
- Review the provision made to meet the pupil's needs
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

12. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Signposting families to external and independent support services. Email: parentpartnership@bromley.gov.uk
- Referring to the Local Authority's Local Offer: <http://bromley.mylifeportal.co.uk/localoffer>
- Working effectively with all other agencies supporting pupil and their parents
- Giving parents and carers opportunities to play an active and valued role in their pupil's education
- Sharing information in an accessible way and ensuring all parents and carers have appropriate communication aids and access arrangements
- Encouraging parents and carers to inform school of any difficulties they perceive their pupil may be having
- Focusing on the pupil's strengths as well as areas of need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their pupil

13. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2015). Where appropriate all pupils are involved in monitoring and reviewing their own progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and be reflective about their learning

- Know and help set their own targets
- Share ideas about support that might help them
- Understand their targets
- Contribute to reviews where appropriate

14. Links with Education Support Services

Most agencies require a formal referral process to be followed. All except Pupil's Social Care require parental consent to proceed with any assessment or avenue of support. We regularly consult and liaise with:

- Educational Psychologists
- Local Authority Educational Welfare Officers
- Speech and Language Therapists
- Sensory Support Service (Visual and Auditory)
- Phoenix Centre/Community Paediatrician
- Child and Adolescent Mental Health Service (CAMHS)
- Pupil's Social Care

15. Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and may have a statement or an EHC Plan which brings together health and social care needs, as well as their special educational provision. In this circumstance guidance from medical professionals and the SEND Code of Practice 0 – 25 (2015) is followed.

16. Continuing Professional Development

All staff are actively encouraged to take advantage of training and development opportunities. Any new members of teaching and support staff undertake induction training when taking up their post.

17. Accessibility

At Farringtons School we are committed to promoting and increasing access for disabled pupils and adults. We regularly seek to adapt the physical environment. Further details of how accessibility is ensured are specified in:

- Our Equal Opportunities Policy, which aims to remove discrimination against anyone, be they an adult or pupil, on the grounds of their sex, disability, race, colour, religion, nationality, ethnic or national origins.
- Our Accessibility Plan which aims to:

– Increase the extent to which disabled pupils can participate in the school curriculum

- Improve the physical environment in Farringtons School to increase opportunities for disabled pupils
- Ensure that disabled pupils are provided with information in formats that are accessible for them

18. Arrangements for considering concerns

We operate an open door policy within this school, for parents who have concerns over the special educational needs of their child. They are encouraged to discuss these with their pupil's Class Teacher or Key Stage Leader at the earliest opportunity. The building and maintaining of good relationships with parents of pupils with SEND will hopefully reduce the incidence of complaints, but if parents are unhappy about the provision being made for their pupil, after consultation with the Class Teacher and LDD, they are encouraged to make an appointment to speak with the Head and LDD to discuss any concerns raised.