



# Fig Tree Primary School

## SEND Policy

<b>Approved by Governing Body</b>	
<b>Date of issue</b>	<b>September 2018</b>
<b>Review date</b>	<b>November 2022</b>

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Islamic values and ensure all children are ready for their next steps.

## **1) Introduction**

Fig Tree Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. Children with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, LSA and all other members of staff have important responsibilities.

## **2) Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum, as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To ensure that the school will work to establish and maintain a safe environment in which children can learn and develop.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- To make sure that all procedures in the Child Protection and Safeguarding of Children Policy are followed. (See Child Protection Policy).

## **3) Roles and Responsibilities**

Roles and responsibilities in implementing the SEND Policy at Fig Tree Primary School:

### **The Governing Body**

- Should, in accordance with the Headteacher, determine the school's general policy and approach to provision for children with SEND establish the appropriate and maintain a general oversight of the schools' work.

### **The Headteacher**

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

- Monitors progress of SEND children and reports to LSA regularly to discuss SEND issues and keeps the governing body fully informed. Tracking records are analysed during a designated meeting that takes place every term.
- Analyse and interpret relevant school/National and local data.
- Work closely with the LSA in the strategic development of the SEND policy and provision.
- Will assist LSA with arranging Annual Review meetings for pupils with EHCPs.

#### **The LSA**

- Works closely with the Headteacher in the strategic development of the SEND policy, provision and action plan.
- Has responsibility for the operation of the School's SEND policy and for co-ordinating provision, monitoring and reviewing provision mapping in termly staff meetings.
- Liaises with the SEN Governors to keep them informed of issues.
- Liaises with class teachers to review and develop new provision in termly staff meetings.
- Maintains and updates records of children on the SEND Register.
- Liaises with external agencies.
- Will be assisted by the Headteacher in arranging Annual Review meetings for pupils with EHCPs.
- Report to Governors in the Summer term.

#### **All teaching and non-teaching staff**

- Should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Class teachers will liaise with parents/carers to discuss progress and any changes to provision.

### **4) Admission Arrangements**

The Headteacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. Fig Tree is an inclusive school that welcomes children from all backgrounds and of all abilities. The school acknowledges in full, its responsibility, to admit pupils with already identified Special Educational Needs and/or Disabilities, as well as providing for those not previously identified as having any needs. All children are welcome. The school follows the local authority admissions policy. The School is keen to liaise with previous educational settings and to arrange support where needed. Provision may need to be in place before a child could start school in some cases.

### **5) Disability**

Fig Tree C of E Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any forms of disability and will ensure that disabled people are not treated less favourably in any procedures, practises and service delivery. Furthermore our school will be proactive in securing the best provision possibly for members of our school community in order that they are able to access our provision and other provision on our site to the full.

## **6) Accessibility**

- The school building is totally on one level and all areas are accessible by wheelchair dropped kerbs that are installed.
- The playground is likewise accessible directly from the building, while a sloping path leads to the playing field.
- There is one toilet for people with disabilities in the building.
- Recent improvements also include dropped kerbs at the front entrance and an allocated parking space.

## **7) Allocation of resources**

- The Headteacher and LSA consult with the staff to discuss resources needed.
- The Headteacher and LSA draw up the resources bid when the school is planning for the next improvement plan.

## **8) Identification, Assessment, Provision and Review**

Pupils may arrive in school with an identified need, which will be provided for and reviewed in the usual way. A special need may be identified through the course of regular, ongoing classroom assessments and observations. Tests are carried out at the beginning and end of each school year. Teachers track progress in reading, writing and maths. If a medical or physical need arises, a child may be referred to relevant Health Professional. Once identified in class, a child will be referred to the LSA for further assessment.

The Code of Practice descriptors for the areas of Special Needs are used to place a child on the SEND Register.

These are:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional
- Sensory and Physical

The School will then make provision for the child under the Code of Practice 2014. The Headteacher, LSA and class teacher will agree on the level of intervention to be taken.

The Class Teacher will draw up a EHCP, which contains targets for a specific time period and how the child may be expected to achieve them. The class teacher and the LSA together are responsible for seeing that all provision is delivered and reviewed.

### **9) Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. Teachers use a range of strategies to meet the children's Special Educational Needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.

### **10) Access to the Wider Curriculum**

In addition to the statutory curriculum, the school provides a wide range of additional activities, clubs, residential and non-residential trips and a variety of competitions.

Pupils with SEND are encouraged to participate in everything and their participation in these activities is monitored carefully.

### **11) Monitor and Evaluation**

The School, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work.

The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching by the Headteacher and Governors
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- System of monitoring interventions and teacher/parent support.
- SATs tests results.
- Scrutiny of teacher's planning and pupils' work.
- The views of parents and pupils.
- Maintenance of assessment records such as reading and spelling age tests that illustrate progress over time.
- Regular meetings between LSA and class teachers and TAs.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

### **12) Arrangements for dealing with complaints from parents**

The school is obliged to have procedures in place in case there are complaints by parents. If a parent is unhappy with the education that their child is receiving, or has any concerns relating to SEND, we encourage that person to talk to the class teacher and LSA immediately.

In the rare circumstance that a complaint cannot be resolved informally, parents should follow the procedures laid out in the Complaints Policy (Summer 2013), which was sent to

every parent. Names of organisations that can provide advice to parents can be obtained from Shire Hall.

### **13) Arrangements for In-Service Training**

All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and National priorities such as:

- Those identified within our school development plan.
- Appraisal as part of Performance Management System.
- The LSA is available to give advice and share expertise with teaching and non-teaching staff at any reasonable time.
- The LSA will lead a staff meeting each term to discuss SEND/EHCP matters and update staff.

### **15) The role played by Parents of pupils with SEND**

In accordance with the SEND Code of Practice 2014, the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active role in their child's education.
- Concerns about a child's progress will always be discussed with their parents before placing them on the EHCP.
- Parents are always consulted and involved in the decisions about seeking advice from outside agencies.
- Interventions strategies are shared with parents and they are asked to support targets where possible.
- Parents are invited to meetings regularly and are kept informed of the child's progress throughout the year.
- Have knowledge of the child's entitlement, the targets set, the extra support their child will receive and how they can help their child at home.
- Make their views known about how their child is educated. They are invited to share their views about their child, regarding strengths and their concerns.
- Have access to information, advice and support during assessment and any related decision-making processes.

### **Abbreviation**

**LSA** – Learning Support Assistant

**EHCP** – Education and Health care Plan