

FRITCHLEY COFE (AIDED) PRIMARY AND NURSERY SCHOOL



'At Fritchley CofE (Aided) Primary and Nursery School we learn and achieve together within a safe, respectful and welcoming Christian community. Our children's spiritual and moral development is nurtured by our values, enabling them to fulfil their potential and giving them the confidence needed to be lifelong learners and problem solvers in the wider world.'

SEND AND INCLUSION POLICY

2024

Equality statement

At Fritchley CofE (Aided) Primary and Nursery School, we are committed to ensuring equality of opportunity for all pupils, staff, parents, and carers irrespective of race, gender, disability, belief, sexual orientation, age, or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. At Fritchley CofE (Aided) Primary and Nursery School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach, and visit us.

SEND Aims

- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that parents/carers of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To provide a thorough regular process of review to ensure progression and continuity for all children with SEN.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To involve all relevant external agencies in the provision of pupils with SEN.
- To recognise that SEN covers a wide spectrum - learning, behaviour, emotional, social, and physical needs. This policy is written with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE & DfH, 2014)

Roles and responsibilities

The teaching of children with special educational needs is the responsibility of all staff in school.

The Role of the Headteacher

The Headteacher role is to ensure adequate provision is in place within the constraints of the school budget for SEN. This involves working closely with the SENDCo and Governing Body. The responsibilities include:

- Being the named 'responsible person'
- Being the line manager for the SENDCo
- Meeting regularly with the SENDCo

- Managing the SEND budget
- Annual review of the SEND policy with the SENDCo and SEND governor

The Role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing day to day operation of the policy
- Coordinating the provision for pupils with SEND
- Liaising with and giving advice to colleagues
- Overseeing pupils' records
- Coordinating and providing staff training
- Monitoring progress
- Attending all EHC Plan reviews and School Support reviews, when appropriate
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies

Additionally, parents must be given clear guidance to how they can contribute to the coordination of provision and how they can provide additional information when and if required.

The Role of the Class Teacher

Class teachers are the people in school who have the greatest knowledge of the children in their care. They will usually be the ones who notice a child is experiencing difficulties. When this happens, they will need to attempt to meet these needs through differentiation within the classroom by:

- The materials or equipment used
 - The structure and organisation of the learning environment
 - Ways of motivating the child
 - The skill or subject matter to be learned. If this does not improve the situation, then the teacher will complete the 'Initial Concerns Form' (See Appendix 1) and follow the procedures outlined in this policy.
- The Role of The Teaching Assistant While the SENDCo and class teacher have responsibility for the children with SEND, the teaching assistants provide day-to-day individual provision for the children identified. This may include (with the support of the SENDCo and class teacher):

- Having a good knowledge of the range of activities, opportunities, organisations, and individuals who can be drawn on to provide extra support
 - Meeting with the SENDCo and class teachers to share good practice and coordinate learning programmes for individual or cohorts of children
 - Delivering intervention programmes with direction from the SENDCo and class teacher
 - Attending review meetings
 - Liaising with outside agencies such as the Educational Psychologist
- The Duties of The Governing Body the Governing Body will, in conjunction with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs for those children with and without EHC Plans. They will set up appropriate staffing and funding and oversee the school's work. There is a SEND Governor appointed yearly to take an interest in and closely monitor the school's work on behalf of children with SEND. The SEND Governor will:
- Ensure that the necessary provision is made for any pupil who has special educational needs
 - Ensure that the 'responsible person' – the Headteacher - has been informed by the LA that a pupil has SEND and that those 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 the needs of those pupils who have SEND.
 - Make an annual review of the SEND policy with the SENDCo and Headteacher
 - Ensure effective monitoring is in place
 - Report annually to the Governing Body on special educational needs provision
 - Make regular updates to the Governing Body on any changes in provision
 - Meet annually with the SENDCo

ADMISSIONS

The Governing Body believes that the admission criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Schools Admissions Code of Practice that requires children and young people with SEND to be treated fairly.

Definition of Special Educational Need

A child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Have a significantly greater difficulty in learning than most others of the same age; or

- Have a disability that prevents or hinders them from making use of facilities of a kind provided for others of the same age in other schools within the LA.

Special educational provision, for a child over two, means the educational provision that is additional to or different from the educational provision made generally for children of the same age in mainstream schools, maintained nursery schools, mainstream post-16 institutions or relevant early years providers.

Children must not be regarded as having a learning difficulty solely because their language, or form of the home language, is different from that in which they are taught. Fritchley CofE (Aided) Primary and Nursery School will have due regard for the SEND Code of Practice 0-25 when carrying out the duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

Identification, Assessment and Provision

At Fritchley CofE (Aided) Primary and Nursery School we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEND Code of Practice 0-25 2014 makes it clear that all teachers are teachers of pupils with special educational needs. ASSESS Progress is a crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of 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 an improvement in behaviour

Where teachers are concerned that adequate progress is not being made by a pupil they will complete an 'Initial Concerns Form' which is then returned to the SENDCo. The SENDCo, teacher and teaching assistant will assess the child's needs and, using Derbyshire's Descriptors of Provision for SEND, will decide whether it is appropriate to place the child on the SEND Register.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools and monitor pupil progress through:

- Evidence obtained by the teacher through observation

- Evidence obtained by termly assessments
- I-Track Primary
- Pupil progress in relation to objectives in the National Curriculum This evidence will then be matched to the criteria as set out by Derbyshire's Descriptors of Provision for Pupils with SEND, April 2015. Children identified as having Special Educational Needs will be recorded on the SEND register following discussion with parents. Parents will be formally notified of a decision to provide a pupil with SEND support.

Assessment Tools Used

- Behaviour Checklists and Boxall Profiles
- Reports/observations
- Records from feeder/transfer schools
- Information from parents
- SATs/NC results
- Termly class assessments
- Other SEN assessment tools – BPVS, WRIT, WRAT, Salter's Maths assessment,

Plan

When it has been identified that a child has SEND, the class teacher, SENDCo, teaching assistant, parent and, where appropriate, pupil, will plan appropriate support and interventions that are additional to/different from everyday class teaching and the child will be placed at School Support. One Page Profiles and Behaviour Plans A pupil 'One Page Profile' will be written with the pupil to establish their concerns and perceptions of their needs. This will include strategies for helping them learn and their individual targets. The one page profile will be a useful tool for all adults working with the child and will aid transition to new classes. For children with Social, Emotional or Mental Health difficulties (SEMH), a personalised plan will be written to provide indicators and strategies to support these needs.

The Range of Provision/Intervention

No member of staff has professional qualifications in the teaching of children with SEND. However, collectively much experience has been accumulated by teaching and non-teaching staff which serves to assist in providing a relevant curriculum for children with moderate SEND difficulties. The main methods of provision made by the school are:

- Full-time education in classes with additional help and support by class teacher/curriculum leaders through a differentiated curriculum following a quality first teaching approach
- Provision of additional physical resources to assist in learning
- Periods of withdrawal to work with a teaching assistant.

- Support from specialist external agencies within class or as part of a withdrawal programme.
- Assessment and programmes of work provided by specialist external agencies.
- Calm areas, fidgets and ear defenders in all classrooms.
- There is disabled access at the entrances and toilet facilities for people who use a wheelchair.

Do

The class teacher, SENDCo and teaching assistant will work together to deliver appropriate support and intervention for the pupil. Class teachers will be responsible for working with the child daily, and where interventions involve working in small groups or individually away from the class, they still retain responsibility for the pupil.

Review

Assessment and Review Class teachers and teaching assistants will continually assess the progress the children are making towards their targets, usually on an informal basis. The children's individual education plans are a working document. A final assessment of all the targets will be made ready for each review meeting. SEND Review meetings will take place three times a year to implement the Assess, Plan, Do, Review cycle described above. The pupil's progress will be recorded formally and evaluated, and a decision will be made whether they need to be 'retained on' or can be 'rolled off' the SEND Register. If, after a period of sustained intervention, involvement of external agencies and applying for inclusion funding, adequate progress is not achieved and concerns remain, the school will consider requesting an Education, Health, and Care Plan Assessment. The school also recognises that parents have the right to request an Education, Health, and Care Plan Assessment.

Transition SEND

Provision prior to entering school in Nursery, several meetings are set up between parents, teaching staff to ensure that transition is as smooth as possible and that any SEND issues are identified early. Close liaison with feeder nurseries provides an additional source of information. This allows SEND provision to be provided as soon as possible. If a child joins the school other than on reaching school age then documents and discussion handover from the previous school, will help to inform the school of a child's aptitudes, abilities, and attainment. This will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo/class teacher/teaching assistant will use the records to:

- Provide starting points for appropriate curriculum
- Identify the need for support within the class
- Assess SEND difficulties
- Ensure on-going observation/assessment, provide regular feedback and achievements/experiences for planning next steps in learning

- Involve parents in a joint home-school learning approach

English as an Additional Language

Particular care will be needed for pupils whose first language is not English. Teachers will follow their progress across the curriculum carefully to decide whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess proficiency in English before planning any additional support that may be required. Support from New Communities may be used, if available.

Record Keeping

The school will record the steps taken to meet a pupil's individual needs. The SENDCo will oversee the maintenance of the record. In addition to the usual school records the pupil's online SEN file may include:

- Information from parents
- Information about progress and behaviour
- Pupils' own perceptions of difficulties as a pupil profile
- Information from Health/Social Services
- Information from other external agencies

The SENDCo will manage a SEND provision map, which will be used to record and assess all interventions across the school.

Evaluating the Success of the Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given under 'The SEN Aims of the School' at the beginning of this policy. In evaluating the success of this policy the school will consider the views of:

- Staff
- Pupils
- Parents
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting individual targets.

- Use of standardised tests.
- Evidence generated from review meetings including parents' comments.
- Work sampling.
- Focussed observations by the SENDCo, teacher or teaching assistants

Policy Development & Review

This document is freely available to the entire school community via the school office or the school website.

This policy will be reviewed every three years.

Next Review Date June 2027