



Finlay Community School Policy

Special Educational Needs and Disabilities (SEND) Policy

Written by: Katie Kirby

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Signed by (SLT and Governors):

Date:

Date for review: October 2021



Aims

Finlay Community School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. We work to raise attainment, maximise achievement and promote inclusion. All children and young people with SEND, including those who are Gifted and Talented, are valued, respected and equal members of the school.

We aim

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To provide an appropriate learning environment that meets the special educational needs of each child and enables them to work to their full potential.
- 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
- 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 provide a staffing structure with clear lines of responsibility for SEND.

Resources

Allocation of resources is flexible in order to meet all the children's needs.

The delegated SEND budget is calculated on the number of pupils with SEND.

Funds are allocated by the LEA for pupils with SEN without an Education Health Care Plan and those with an Educational Health Care Plan (EHC Plan).

The school will ensure that the SENDCo:

- Attends local and national course/conferences;
- Is a member of a cluster group who meet to discuss and address current issues in SEND. The purpose of this group is to develop the supporting role of the SENDCo with reference to enhancing pupil progress and supporting staff in school;
- Has input to staff meetings from SEND advisory team where applicable;
- Organises training where appropriate and relevant for other staff;
- Undertakes a SEND Accreditation.



All members of staff are requested to keep the SENDCo informed of any contact they have had with outside agencies. Likewise the SENDCo will relay any information received from and contacts made with outside agencies, back to the class teacher.

The SENDCo, and at times class teachers, liaise with agencies such as:

- Educational Psychology Service (EPS)
- Advisory Teaching Service (ATS)
- Special Educational Needs Support Service (SENSE)
- Educational Welfare Officer (EWO).
- Behaviour Support Team
- Speech and Language Therapists.
- Occupational Therapy.
- Visual Impairment Service.
- Language Impairment Service.

Assessment and Recording

Identification & Assessment - early identification is vital. For children transferring to our school, the SENDCo will check to ascertain any existing special educational needs that will require additional support or provision.

To help identify children with special educational needs, we measure children's progress by referring to their performance monitored by the Class Teacher, Assessment Co-ordinator and SENDCo as part of ongoing observation and assessment. This includes:

- The outcomes from Phonic assessments given throughout the year.
- Pupils' progress against the objectives specified in the New Primary Frameworks (using Target Tracker) and the Early Years Areas of Learning.
- Pupils' performance against the level descriptions within the National Curriculum, including "P" scales.
- The Gloucestershire Intervention Guidance for SEND in Early Years Settings, School and Post-16 Settings.

The school is open and responsive to expressions of concern by parents and carers.



Inclusion

Admission Arrangements

The head teacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

The school has a current DES (Disability Equality Scheme) in line with the DDA (Disability Discrimination Act) reviewed on an annual cycle to ensure disability equality is promoted in all aspects of school life.

Specialised Provision

- There are toilet facilities for individuals with disabilities;
- Where a child joins the school, who is a wheelchair user, there are two stair lifts available at each end of the school, to ensure they can access all facilities and classrooms.
- In line with the expectations upon the school highlighted within the SEND and disability act, the governors have put together an access ability plan.

All pupils have the entitlement to a broad, balanced and relevant curriculum. Some pupils with SEND are taught for all of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. However, we do also run an SEN classroom with a class size of no more than eight in the morning and eight in the afternoon. This is to support those children who find a busy classroom environment difficult to manage and therefore by ensuring they have a smaller class enables them to continue learning effectively and make progress. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

We believe targeted support should be focused within a classroom situation. When to maximise learning we ask children to work in small groups or in a 1:1 situation outside the classroom with the SENDCo or TA then it is recognised, so as not to put them at a disadvantage when they return to class.



When a teacher or the SENDCo identifies a child with SEND, the class teacher provides interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum and strategies.

Special arrangements are available for pupils on the Code of Practice to allow access to the year 6 SAT's tests:

- Large print texts can be ordered for those children who will benefit from a larger font and clearly laid paper.
- An extra 10% time is available for children with EHC Plans.
- One to one adult support can be given to assist with the reading of questions or the adult may act as a scribe or amanuensis.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of English as an Additional Language (EAL) pupils and other pupils from ethnic minority backgrounds. The school recognises the importance of and the difficulties involved in, the early recognition of SEND in EAL pupils. Where appropriate, the school will try to arrange an assessment in the child's first language. The nature of support for EAL pupils with SEND will be decided on an individual basis. Provision of support will be jointly reviewed. This support will take into account the child's needs as an EAL pupil.

Pupils with SEND are given encouragement and support to join in and benefit from all extra-curricular activities.

Levels of Support

Pupils who are identified as SEN will no longer be categorised by School Action, School Action + or pupils with a Statement. Instead the SEN register will identify pupils as those with a My Plan, My Plan+ or Educational, Health and Care Plan (EHCP).

Provision

Most pupils will have their needs met through quality first teaching. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning. When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEN register.



At this point parents or carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning. The provision required for each pupil will be specific to that pupils needs and where possible school will seek and follow advice from additional professionals such as Advisory Teaching Service, Occupational Therapists, Physiotherapists, Paediatricians and Educational Psychology.

Below is an example of the provision provided by Finlay Community School and the tiered response to pupils needs.

Quality First Teaching (All Pupils)	SEN pupils without an Education and Health Care Plan (EHCP)	SEN pupils with an Educational and Health Care Plan (EHCP)
<p>Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids - letter formation, number lines. Visual timetables (class and individual) Use of writing frames Alternative recording methods General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Where appropriate simple and clearly laid out worksheets. Structured school and class routines. Use of symbols for understanding. Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour. Circle time as part of Pink Curriculum Use of positive language to promote self-esteem. Time out facilities.</p>	<p>Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. 1:1 Maths intervention. Support from external agencies. Support in line with individualised advice from an external agency including Health Plans.</p>	<p>Quality First Teaching, Assistance and support in line with individual EHCP.</p>

All interventions decided upon are recorded on a 'My Plan'. These are written for all pupils with SEN without an EHC plan. They are working documents for all involved

and give information about the child's difficulties, strengths and learning styles. 'My Plans' show the planned SMART targets, addressing priority need for each child, success criteria, teaching strategies to be used and the provision to be put in place. The child's teacher, in consultation with the SENDCo where necessary, formulates the 'My Plan'.

The SENDCo and class teacher enlist the active help and participation of parents in developing and implementing an appropriate programme of intervention and support for the child with special educational needs.

Monitoring and Review

The Governing Body report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by SMT/leadership team.
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of 'My Plan' targets
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the governing body/SEND governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENDCo, class teachers and TAs

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

My Plans are constantly reviewed with the children by the class teacher, TA and SENDCo. Parents are consulted as part of the review process, at parents evening. My Plans, My Plan+ and EHCPs are kept securely and are attached to the individual child's file electronically on CPOMS. For those reviews that involve an outside agency, parents are invited to attend the meeting.

In addition to the review of the My Plan children with an *EHC plan* also have a formal review of their plan, annually. The SENDCo initiates the review process and is responsible for the co-ordination of an annual review meeting, usually held at school.



With support from the head teacher and colleagues, the SENDCo promotes effective teaching by:

- Identifying and overcoming barriers to learning
- Analysing and assessing children's needs
- Monitoring the quality of teaching and the level of children's attainment
- Setting targets for improvement, in collaboration with the head teacher

With class teachers, the SENDCo seeks to ensure that children are given equal learning opportunities and that resources are used to maximum effect.

The key responsibilities for the SENDCo at Finlay School include:

- Manage the day to day operation of the school's SEND policy.
- Audit need in Summer Term to map provision for September
- Audit need following review
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising colleagues.
- In collaboration with the class teacher and head teacher, managing school based assessment and completing documentation required by outside agencies and the LEA.
- Mentoring the team of TA's to ensure effective support for children with SEND.
- Overseeing the records of all children with special educational needs.
- Arrange and chair all SEND review meetings for those children with an EHC Plan and completing all necessary paperwork.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social care and voluntary bodies
- Liaising with governor with responsibility for SEND.
- Liaising regularly and closely with the Head of School.
- Purchasing and maintaining a range of teaching resources to enable appropriate provision to be made.
- Teaching individuals and groups of children both in the classroom and by withdrawing the children from the classroom as appropriate.
- Ensuring the ongoing monitoring and evaluation of the provision for pupils with SEND including assessment of progress and attainment.
- Working with class teachers to ensure they are aware and meet their responsibility regarding provision made for SEND pupils.



- Supporting teachers in the identification, assessment and provision made for children with SEND.
- Supporting class teachers with the My Plan process. The SENDCo is the lead person for pupils with SEN without an EHC Plan and pupils with an EHC Plan.
- Liaising with parents to inform, consult and encourage them to take a supportive role in their child's learning.

The key responsibilities for the head teacher at School include:

- Day to day management of all aspects of the school's work including SEND provision and evaluation of SEND across the school
- Managing the team of classroom assistants
- Liaising regularly and closely with the SENDCo
- Ensuring that the SENDCo:
 - manages processes throughout the school;
 - is accountable for assessing progress/attainment of children on register with;
 - class teachers and is able to hold staff to account for provision made for SEND children;
 - is the leading practitioner in terms of action/practice for staff.
- Keeping the governing body informed of all issues relating to SEND.
- The operational management of the specified resourcing for special needs provision within the school

The governing body, working closely with the head teacher, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without EHC Plans. They setup appropriate staffing and funding arrangements and oversee the schools work.

The governing body has appointed a governor to have specific oversight of the school's arrangements and provision for meeting special educational needs. The SEND governor is Mrs Sue Stephens.

The key responsibilities for the governing body at School to include:



- Ensuring that the necessary provision is made for any pupil who has special educational needs.
- Ensuring that the 'responsible person', in this case, the head teacher, has been informed by the LEA that a pupil has special educational needs and that those needs are made known to all who are likely to teach them
- Ensuring that the teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Ensuring that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision. Their learning needs call for and the efficient education of the pupils, with whom they are educated and the efficient use of resources.
- Reporting to parents annually on the implementation of the school's policy for pupils with special educational needs
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child

The key responsibilities of teaching and non-teaching staff:

- All teachers are teachers of children with special educational needs supporting the identification and assessment of pupils with special educational needs and making the appropriate provision.
- All teachers have responsibility of directing the work of TA's to support pupils with special educational needs.
- TA's work to support pupils with special educational needs under the guidance and direction of class teachers.
- The overall responsibility of the planning and delivery of the IEP is the responsibility of the class teacher.
- The My Plans are written and reviewed by the class teacher.
- At My Plan Plus, the class teacher works with the SENDCo for further assessment and planning for the pupil. The delivery of the intervention recorded in the My Plan, continues to be the responsibility of the class teacher.

Links with the Children's Centre and Finlay Little Learners Pre-school

We realise the importance of close liaison with pre-school provision and the SENDCo of Finlay and The Children's Centre, meet on a regular basis. During the summer terms 1 and 2, the SENDCo of Finlay will:

- Visit sessions at The Children's Centre to meet the children and the nursery teacher to discuss any needs a child might have.



- Attend reviews of the children transferring to Finlay Community School.
- Speak with parents already identified at the New Parents meeting and subsequently by appointment to discuss provision for their child. School brochures and information regarding SEND provision, are sent prior to the parents meeting and an open invitation is given to visit the school on an individual basis.

At the end of the summer term 2, records are passed to us from The Children's Centre and are used to plan for differentiated work for those children identified.

The school SENDCo is also the SENDCo for Finlay Little Learners, the pre-school that is run by Finlay Community School. Regular meetings are held throughout the year to ensure that children with SEND are identified and their needs are met (please see the SEND policy for Finlay Little Learners).

Year 6 transfer

When the children transfer at Year 6 meeting occur with the senior schools. Any children who are on our SEND register are discussed in depth with the receiving schools and copies of the 'My Plans' for these children are shared at this meeting. The SENDCo or TA are available to accompany Year 6 SEND pupils on their preliminary visit to their chosen secondary school, to assist the transition process. SENDCO's from the receiving schools of the pupils who have an EHC Plans are invited to attend the annual review.

We feed to a wide range of Secondary Schools, including:

Barnwood Park

Beaufort Community

Millbrook Academy

St Peter's

Crypt

Denmark Road

Newent

Gloucester Academy

Ribston

Sir Thomas Rich's

Severn Vale

Family Services Manager

At Finlay, the Family Services Manager (Michelle Bryce) works closely with the SENDCo to ensure that if a child is not reaching their potential, with extra support in school. Then a referral is made to undertake a My Plan Plus Assessment in order to be able to identify needs that may not be being met through services available in school. Similarly, the My Plan Plus Assessment may be able to offer support to the parent/carer to enable them to support their child. If an agency is brought into



school in order to support the child, this will link in with their My Plan and outcomes will be set for the child to meet.

The Family Services Manager receives referrals from teachers, parents, children and professionals within the community. A My Plan Plus is then written (with consent from parents) incorporating the views of the family, child and those involved, to gain the whole picture. The assessment looks at all aspects of the child's life, living situation, family and social relationships, social and anti-social behaviour, physical and psychological health and education and employment. This assists practitioners as it maintains a clear focus on the need, makes a judgement about the severity of need and identifies outcomes and services. This is not a form in the conventional sense as it can be used as a tool for analysis and it focuses on the outcomes and what is going to happen. This sets out a very clear picture to say who is going to do what and when. It is then the Family Services Manager (or lead professionals) responsibility to ensure that the services are delivered and outcomes are met.

The role played by parents of pupils with SEND

In accordance with the SEND Code of Practice 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 such as a school newsletter. The class teachers produce a termly overview of each curriculum year group for parents. This gives details of topics and areas to be covered in the foundation subjects and science. Open mornings for curriculum areas are arranged with an invitation for parents to attend. A hugely important strand has been the development of family learning. The school strives to ensure that parents 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 and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

At all stages of the special educational needs process, the schools strives to involve parents and keep them fully informed. We take account of the wishes,



feelings and knowledge of parents at all stages. We respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.

The SENDCo, Katie Kirby, is available in school every day. Parents can contact the SENDCo directly however, sometimes a class teacher may indicate that a parent wishes to talk with the SENDCo and this is followed up promptly.

The head teacher is willing to meet with any parent who has SEND matters to discuss. We also have regular informal discussions to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision making at every opportunity. We discuss transition arrangements for SEND pupils nearing the end of KS 2 with parents and offer to provide assistance and links with secondary schools as and when appropriate. We provide information and contact numbers for parents about the LEAs organisation - Special Educational Needs and Disability Information Advice and Support Services (SENDIASS).

