


Ferring CE Primary School		
Policy:	Special Educational Needs/Disabilities Policy	
Policy date:	Autumn 2023	
Review date:	Autumn 2025	
Person responsible	SENCO/Inclusion Manager	

As part of the Children’s and Families Bill (2014) a new Code of Practice for children with special educational needs and disabilities 0-25 was published by the Government in July 2015. This document sets out statutory duties for schools in relation to the education of young people with additional needs.

Introduction

At Ferring CE Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all learners whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

Ferring CE Primary School has a named SENCO/Inclusion Manager (Miss Jane Jones) and a named Governor responsible for SEN (Mrs Valerie Simpson). They ensure that the Ferring Special Educational Needs/Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school. The Policy (and information report on the school’s website) is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools’ responsibilities for Education, Health and Care Plans (EHCP), SEN Co-ordinators (SENCO)/Inclusion Managers and the SEN Report.

Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

What are special educational needs or disability?

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision

which educates or trains a child or young person is to be treated as special educational provision.

SEN Code of Practice; DfES (2015)

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ Thus definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This SEN policy details how, at Ferring, we will do our best to ensure that the necessary provision is made for any pupil who has a special educational needs or disability (SEND) and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in all school activities together with pupils who do not have an identified SEND.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the SEND of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have a SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure full inclusion and support for pupils with medical conditions in all school activities, by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs and/or disabilities through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To set suitable learning challenges - providing a happy and secure environment that stimulates and challenges the motivation to learn.
- To respond to pupils’ diverse learning needs - developing a child’s own potential at their individual rate of learning.
- To overcome potential barriers to learning.
- To raise self-esteem and develop social skills particularly promoting attitudes of tolerance, caring and consideration to others.
- To celebrate individual talents and allow these to develop fully.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Inclusion Manager and individual teachers, to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational, social and emotional needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to take part in learning effectively and safely, allowing others around them to do so as well..
- helping individuals to manage their emotions, particularly trauma or stress.
- making lessons interesting and relevant and providing a differentiated curriculum so children with special needs can learn alongside their peers.
- treating the special needs child the same as his/her peers in areas of the curriculum in which they experience no difficulty. They will have the same access to extra-curricular activities such as drama, music, art, chess and sport. Their talents will have many opportunities to shine in these areas.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head Teacher, the Inclusion Manager and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting. The class teacher and Inclusion Manager will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Identification and Provision for Children with a Dyslexic Profile

At Ferring CE Primary School, we believe that good teaching and learning for dyslexic pupils is good practice for all learners. The school staff understand the term 'Dyslexia' to mean a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed, as detailed by Sir Jim Rose in his 2006 Report.

The named school link person for dyslexia is Miss Jane Jones (SENCO). Teachers ensure that their learning environment and teaching styles provide inclusive, multi-sensory quality teaching for all. If a teacher is concerned that a child may have dyslexic tendencies, they will consult with parents and use a range of resources to identify particular areas of need,

Dyslexia cannot be diagnosed by the school. If your child is found to be at high risk for dyslexia, you may decide to seek further support and advice. Please visit West Sussex Local Offer for more guidance and signposting.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The Role of The SENCO/ Inclusion Manager and what Provision looks like at Ferring

The SENCO/Inclusion Manager has responsibilities which include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Manager to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's attitude to learning.

In order to help children with special educational needs, Ferring CE Primary School will adopt a graduated response using the Assess, Plan, Do and Review model.



This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a Pupil Passport or an ILP (Individual Learning Plan) and provision map and the Inclusion Manager will have responsibility for ensuring that records are kept and available when needed. If we refer a child for a Education Health and Care Needs Assessment, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENCO/Inclusion Manager will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally, each term, with the Inclusion Manager, class teacher, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted towards a child's identified area of difficulty.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties which are not improved by strategies and techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of children with an identified special educational need with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO/Inclusion Manager through a school email address.

The Nature of Intervention

The SENCO/Inclusion Manager and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This will initially involve a range of quality first teaching strategies. We believe that children benefit most from being included within their class for the majority of the time. However, additional support may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO/Inclusion Manager, SEN assistant or with TA.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO/Inclusion Manager, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and Inclusion Manager and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO/Inclusion Manager on a termly basis.

The SENCO/Inclusion Manager will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist will act in an advisory capacity, providing suggestions for further strategies and interventions that may benefit the individual child. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum standards substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional and/or social difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

The school has access to and can seek advice from these external agencies:

- Speech and Language Therapists
- Educational Psychologist Service
- Occupational Health
- School Nurse
- Child Development Team
- Learning and Behaviour Team
- Autism and Social Communication Team
- Sensory Impairment Team
- Child and Adolescent Mental Health Service
- West Sussex Early Help Team
- Social Services
- Pupil Entitlement Team
- West Sussex Ethnic Minority Team (EMAT)
- West Sussex Traveller Education Support Team (TES)
- Virtual School for Looked After Children
- Specialists in other Schools

School Request for an Education Health Care Needs Assessment (EHCNA)

For a very small percentage of pupils whose needs are significant and complex and the SEN support required to meet their needs cannot reasonable be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP).

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include, at least two terms of evidence of:

- Previous individual learning plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment standards in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher.
- Views of the parents and the child.

The parents of any child who is referred for an EHCNA will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual review procedure. When this coincides with transfer to high school, the SENCO/Inclusion Manager from the high school will be invited to the review.

Individual Learning Plans

Strategies employed to enable the child to progress will be recorded within an Individual learning plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- What they are responsible for.
- How the child can be successful.
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Staff plan lessons that incorporate the different learning styles that children have. Individual learning plans and pupil passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets. These targets are reviewed termly.

All teachers are teachers of children with special needs and should set high expectations and ensure that they meet the full range of pupils' needs through quality first teaching by:

- a) creating an effective learning environment.
- b) securing their motivation and concentration.
- c) providing equality of opportunity through a range teaching approaches.
- d) using appropriate assessment approaches.
- e) setting targets for learning..
- f) use a range of strategies to ensure full inclusion of all learners.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. When possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. It is sometimes necessary to focus on basic skills such as phonics, spelling, hand strength/handwriting or reading in a quiet environment. A child or small group might sometimes be withdrawn by a SEND assistant to work on skills under the direction of a teacher. The SENCO/Inclusion Manager or a representative from an outside agency might also work in a withdrawal situation to develop individual skills or to undertake assessments. Withdrawal is kept to a minimum and staff endeavour to ensure that children do not have limited access to the National Curriculum. All of the teaching assistants at Ferring are encouraged to support children with a variety of needs within class and through targeted, measurable intervention programmes.

Allocation of resources

The SENCO/Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been utilised. The Headteacher and the SENCO/Inclusion Manager meet annually to agree on how to use funds directly related to EHCPs.

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Children with special needs and/or disabilities, with or without an EHCP, have the same rights of admission as their peers at Ferring School. First priority is given to children living within Ferring village, second is given to siblings and third to children from outside the village regardless of their individual needs.

Accessibility

Disabled pupils can access all year group classes by ramps and there is a toilet for wheelchair users.

Disabled parents can access the school for parent consultations easily and we encourage the use of interpreters for adults with language/communication problems.

Please refer to the school's Accessibility Policy and Plan.

Special facilities

As mentioned above, a classroom from each year group is accessible by ramps and there is a toilet designed for wheelchair users. Ferring has one group room that is made available for groups of children who benefit from being withdrawn from class, although most support is performed in the classroom.

Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled; and
- plan strategically to provide physical accessibility to school premises and to the curriculum.

Please refer to the school's Accessibility Policy and Plan.

Training/In-service

The SENCO/Inclusion Manager attends conferences and in-service courses run by the LEA and sometimes the Health Authority to keep abreast with developments in SEND. This information is shared at staff meetings with class teachers and at meetings with other SEND staff. SEND assistants are encouraged to participate in relevant in-service days and to attend courses to develop their expertise at a personal level and to benefit all children. SEND assistants will also attend regular meetings with the SENCO/Inclusion Manager.

Monitoring and evaluation

The Inclusion Manager monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Learning Plans for children. The Inclusion Manager and the Headteacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Manager and the named governor with responsibility for special needs also hold regular meetings.

Complaints procedure

Parents who are dissatisfied with the special educational provision their child is receiving can complain through the following hierarchy:

- Class teacher
- SENCO/Inclusion Manager
- Headteacher
- Named Governor
- Written complaint to the governors who will appoint a panel of 3 members to hear the complaint
- Formal complaints procedure

West Sussex Parent Partnership Service

Ferring have ties with the above service. Information sent by the WSPPS is distributed to parents when and where appropriate.