



Connect, Learn
& Grow

FRINTON ON SEA PRIMARY SCHOOL SEND AND CHILDREN WITH ADDITIONAL NEEDS POLICY

Address: Fifth Avenue,
Frinton on Sea,
Essex. CO13 9LQ.

Tel: 01255 674007
e-mail: admin@frintononsea.essex.sch.uk

**Executive
Head Teacher:** Mrs T. Caffull

Ratified/Approved: by School Governing Curriculum Committee

Chair of Governors: Mrs S. Young

Date: Autumn 2021

To be reviewed: Autumn 2023

Our vision at Frinton-on-Sea Primary school is to create a stimulating and positive learning community where all are valued and able to achieve their potential.

At Frinton on Sea Primary School, we believe that every teacher is a teacher of every child –including those with special educational needs and/or disabilities. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At Frinton on Sea Primary School we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued, and their self-esteem promoted. We work in close partnership with parents/carers who play an active and essential role in their child's education.

We do this by:

- ✚ Working within the guidance provided in the SEND Code of Practice (2015).
- ✚ providing a caring environment within which pupils can learn and develop to their full potential.
- ✚ Planning an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning.
- ✚ Valuing the contribution and achievements of all, supporting all pupils so that they can experience success and thus raising self-esteem.
- ✚ Maintaining high expectations by staff for all pupils and emphasising the involvement of all staff in responding to the needs of all pupils.
- ✚ Involving children and parents/carers in the identification and review of the targets set for individual children.
- ✚ Working in close partnership with parents/carers of children who have special educational needs.
- ✚ Working in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

Definition of Special Educational Needs

At Frinton-on-Sea Primary School we recognise that a child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across **four broad areas.**

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication; this may also include Children with Autistic Spectrum Condition.

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Identification of Special Educational Needs

Identifying Children's Needs

Every child is assessed on entry to our school. All children are different and so we spend time identifying individual needs before they enter school and throughout their school life. We liaise with previous settings and with outside agencies if necessary.

Before they start at our School

As soon as we know that a child will be attending our school we start to find out more about them, so that we can plan for their needs and ensure that they settle into our school happily and make good progress.

Graduated approach to SEN support

If a member of staff (usually the child's class teacher) has concerns about a child's progress, the first step will be to differentiate their teaching and provide some additional support and intervention within the classroom to try to meet their needs.

-  If there are still concerns, the class teacher will discuss their concerns with their Phase Leader and then with the Special Educational Needs Co-ordinator (SENCO).
-  SEN support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is the Graduated Approach.
-  Parents will be kept fully involved and aware of the planned support and interventions and plans. They will be encouraged to reinforce or contribute to this progress at home

High Quality Teaching

Pupil Progress Meetings are held each term. Here, the class teacher meets with the class teacher and SENCo/ head teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- ✚ Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible barriers to learning.
- ✚ The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- ✚ The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
- ✚ Through (b) and (c) it can be better determined which provision the child will need going forward.
- ✚ If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary
- ✚ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- ✚ The child is recorded by the school as being under observation due to concern by parent and/or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

SEND Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). This recommends a Graduated Approach to SEND support. The 'pathway' to SEND support can be found in the appendices section. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCo and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENCo, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded during discussions and presented as part of the child's One Plan. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning support assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCo will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded alongside the child's One Plan. The class teacher, in conjunction with the SENCo will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

Education and Health Care Plan

If a child's needs are complex or more severe, we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and a meeting would include parents, class teacher, SENCO, LA representatives and other professionals as required.

Roles and Responsibilities

SENCo's Role

The SENCo is Mrs J. Lucraft, Deputy Head Teacher, who has undertaken additional training and holds the 'National Award for SEND Coordination' qualification. The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- ✚ overseeing day to day operation of the SEND policy.
- ✚ managing class and individual SEND records.
- ✚ regularly updating the SEND register.
- ✚ coordinating provision for children with SEND.
- ✚ working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- ✚ liaising with designated teacher where a Looked after Child has SEND.
- ✚ advising on graduated approach to SEND Support.

SEND & Children with Additional Needs Policy

- + advising on use of delegated budget/ other resources.
- + liaising with parents of children with SEND.
- + links with other education settings and outside agencies.
- + liaising with potential next providers of education
- + ensuring that SEND records are up to date
- + contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

Class Teachers

All Teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who access support from learning support assistants and/or specialist staff. High quality teaching is differentiated for individual pupils and is the first step in responding to pupils who have or may have SEND. Teachers have high aspirations for every pupil. With advice and support from the SENCo, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCo. Teachers must involve parents and pupils in planning and reviewing the progress of SEND children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff can access:

- + Frinton On Sea Primary School SEND Policy
- + Guidance on identification of SEND in the Code of Practice
- + Information on individual pupil's Special Educational Needs and/or Disabilities, including outside agency reports, targets set and copies of their One Plans
- + Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- + The Essex Provision Guidance Toolkit
- + Information available through Essex Local Offer at www.essexlocaloffer.org.uk

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Headteacher

It is the Headteacher's responsibility to:

- Ensure that the SENCo is able to influence strategic decisions about SEN;
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- Ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEND.

Governors

The governing body of a voluntary controlled school must ensure that:

- The necessary provision is made for any child who has special educational needs
- Where the SENCo, the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs

- Parents /carers are notified of a decision by the school that SEND provision is being made for their child
- The Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Headteacher
- The SEND policy is published on the school website
- A qualified teacher is designated as SENCo
- Arrangements are in place to support children with medical conditions;
- Information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- The name of the person responsible for co-ordinating SEND provision is published in the school prospectus.

The Governors of Frinton On Sea Primary School are responsible for entrusting the Headteacher, to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.

Supporting pupils and families

At Frinton on Sea Primary School, we believe that a close working relationship with parents is vital in order to ensure:

- ✚ Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
 - ✚ Continuing social and academic progress of children with SEND;
 - ✚ Personal and academic targets are set and met effectively.
- ✚ We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:
- ✚ Discussions with the class teacher.
 - ✚ Liaison with the Pastoral Team.
 - ✚ Parents evenings
 - ✚ Discussions with the SENCo or other professionals
 - ✚ The One Plan write and review process. Parents are encouraged to comment on their child's One Plan with possible suggestions that could be incorporated.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

Supporting pupils with medical needs

At Frinton on Sea Primary School we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented, we would also look at any staff training that may be needed.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The success of SEND provision and interventions for children on the SEND register are recorded on the one plan which is updated on a termly basis. This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of informal discussion and through meetings with parents.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENCo regularly attends relevant SEND courses, network meetings and family SEND meetings, disseminating relevant information to staff and the Headteacher.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaint Procedure for further information

If you are concerned at any time, please contact a member of staff at school in this order:

- ✚ Class Teacher
- ✚ SENCo
- ✚ Deputy head
- ✚ Head teacher
- ✚ Chair of Governors

Bullying

This school will not tolerate harassment or bullying of any child with or without SEND or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality.

Please refer to the school's Anti-Bullying Policy for further information.

- ✚ As a staff, we will use our own adult behaviour as a model of what we expect of our children
- ✚ We have a zero-tolerance approach to bullying; all instances of bullying are investigated fully and the victims and perpetrators supported to overcome this.
- ✚ We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and assemblies and during Anti-Bullying week
- ✚ We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment
- ✚ We will provide a safe and stimulating environment in which our children can work and play.
- ✚ Children will be taught about online safety and how to respond to bullies.

Accessibility Plan

SEND & Children with Additional Needs Policy

The Accessibility Plan is reviewed annually.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Transition arrangements

Many strategies are in place to enable a pupil's smooth transition to and from Frinton On Sea Primary School, as well as transition between year groups and key stages. These include:

- + Discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- + All pupils attend a transition session where they spend some time with their new class teacher
- + Additional visits are also arranged for pupils who need extra time in their new school/class
- + The Headteacher and SENCo are always willing to meet parents/carers prior to their child joining the school
- + The Headteacher and SENCo liaise with the SENCo's from the secondary schools to pass on information regarding pupils with SEND, and to learn about pupils who are due to join us in EYFS, from the Pre-school/ area SENCo.

Funding

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Requests for funding resources are made to the SENCo or Headteacher who then scrutinise such requests. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

Glossary of Terms

ASD – Autistic Spectrum Disorder

EAL – English as an Additional Language EHAP – Early Help Assessment and Plan EHC Plan – Education

Health and Care plan EP – Educational psychologist (see below)

ESCP – Ealing School Counselling Partnership

(see below)

EYFS – Early Years Foundation Stage (Nursery and Reception)

HI – Hearing Impairment

KS1 – Key Stage 1 (years 1 and 2) KS2 – Key Stage 2 (years 3-6)

LA – Local Authority re. Ealing

LAC – Looked After Child

MLD – Moderate Learning Difficulties

NASENCO – National Accreditation for SENCos NNEB – Nursery Nurse (National Nursery Examination Board)

PPG – Pupil Premium Grant

PSHE – Personal Social and Health Education

OT – Occupational Therapy (see below) SEMH – Social, Emotional and Mental Health

SEN – Special Educational Needs

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and

Disabilities

SENS – Special Educational Needs Service

SIMS – Schools Information Management System

SLT – Speech and Language Therapy (see below)

SpLD – Specific Learning Difficulties

SLCN – Speech, Language and Communication

Difficulties

SS – Social Services

TAs – Teaching Assistants

VI – Visual Impairment

SEND & Children with Additional Needs Policy

Outside Agencies

All services focus on identifying and addressing the needs of children with Special Educational Needs. This can be through early identification, supporting the parents and child, focused intervention, advising on different approaches, techniques or curriculum materials.

Educational Psychology

To assess children's cognitive abilities and identify areas of learning difficulty.

Special Educational Needs Service / Behaviour team

To provide advice and intervention in specialist areas such as visual or hearing impairment, and social and emotional behaviour. There are also outreach programmes from specialist special schools, e.g. autism, medical advice

Appendices

Glossary of Terms

ASD – Autistic Spectrum Disorder

EAL – English as an Additional Language EHAP – Early Help Assessment and Plan EHC Plan – Education

Health and Care plan EP – Educational psychologist (see below)

ESCP – Ealing School Counselling Partnership

(see below)

EYFS – Early Years Foundation Stage (Nursery and Reception)

HI – Hearing Impairment

KS1 – Key Stage 1 (years 1 and 2) KS2 – Key Stage 2 (years 3-6)

LA – Local Authority re. Ealing

LAC – Looked After Child

MLD – Moderate Learning Difficulties

NASENCO – National Accreditation for SENCos NNEB – Nursery Nurse (National Nursery Examination Board)

PPG – Pupil Premium Grant

PSHE – Personal Social and Health Education

OT – Occupational Therapy (see below) SEMH – Social, Emotional and Mental Health

SEN – Special Educational Needs

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and

Disabilities

SENS – Special Educational Needs Service

SIMS – Schools Information Management System

SLT – Speech and Language Therapy (see below)

SpLD – Specific Learning Difficulties

SLCN – Speech, Language and Communication

Difficulties

SS – Social Services

LSAs – Learning Support Assistants

VI – Visual Impairment

Outside Agencies

All services focus on identifying and addressing the needs of children with Special Educational Needs. This can be through early identification, supporting the parents and child, focused intervention, advising on different approaches, techniques or curriculum materials.

Educational Psychology

To assess children's cognitive abilities and identify areas of learning difficulty.

Special Educational Needs Service / Behaviour team

To provide advice and intervention in specialist areas such as visual or hearing impairment, and social and emotional behaviour. There are also outreach programmes from specialist special schools, e.g. autism, medical advice

Speech and Language Therapy

To enable staff to confidently deliver the Speech and language programmes. To enable parents to support their child's developing speech and language skills. To support staff in developing speech and language skills in the classroom. To offer targeted support to train and support LSAs in implementing and carrying out intervention programmes. To assess children's speech and language development, offer strategies and advice to improve this.

Speech and Language Therapy Core

To support communication in the Early Years. Assess pupil's needs and develop programmes of support/intervention.

Speech and Language Therapy EHC Plan Termly review of the impact of advice and provision for children with statements. To carry out an annual communication checklist in classes to help develop more communication friendly class rooms and teaching strategies.

Speech and Language Therapy Health To assess and carry out programmes of intervention for pupils with selective mutism, difficulties with motor control, stammering, pronunciation or hearing impairment.

Occupational Therapy

To assess children's physical development and co-ordination. To provide therapy programmes.

ISAID

To offer support and advice to parents with children who have Special Educational Needs.

Social Services

To support the school by looking after the welfare of children.

Educational Social Worker

To monitor attendance and punctuality.

Child Development Team (CDT) and Child and Adolescent Mental Health Service (CAMHS)

To assess children's medical needs including OT, Autistic spectrum disorders and medical disorders.