Fossdene Primary School

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND)


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| **SENCo:** | **Sarah Jowett** |
| **Telephone:** | **020 8858 5585** |
| **Email:** | **senco@fossdene.greenwich.sch.uk** |
| **Governor for SEND:** | **Roz Maslin** |


## Policy Rationale Guiding Principles and Ethos

This policy outlines the way we organise our provision for children with Special Educational Needs and Disabilities at Fossdene Primary School which we hope will provide the structure to enable all children with special needs and disabilities to reach their full potential, to be actively included in the school community and make successful transition to secondary school and to later life.

This policy takes into account the **SEN Code of Practice 20 – 25 (July 2014)** and with reference to the following guidance and documents:

- **Equality Act 2010: advice for schools DfE May 2014**
- **Schools SEN Information Report Regulations (2016)**
- **Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)**
- **The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards 2012**
- **The Local Education Authority and other policies current within the school.**
- **Royal Borough of Greenwich Local Offer**

This policy was created in partnership with the SENCo, the Governor for SEN, the SLT and all staff, parents/carers and children with SEND.

## Vision Statement

Fossdene's culturally diverse community works together to create a broad, balanced and differentiated curriculum which goes beyond entitlement to extend and enrich each child's experience and appreciation of the world.

We promote a sense of personal worth in an atmosphere of trust, respect and mutual support, and build in children a life-long love of learning.

We create a learning environment that is happy, safe and stimulating. It challenges and encourages all children, without exception, to strive for excellence in all aspects of their lives so they may become contributing, empowered and fulfilled members of our society.

Fossdene is an inclusive school. The school celebrates all children's strengths and encourages an ethos where children are accepting of each other's differences. All classrooms have dyslexia friendly resources and displays and children have access to a variety of resources to meet their needs.
We recognise that it is the responsibility of every teacher and LSA within the school to remove barriers to learning and make learning accessible to all. Every child has an entitlement to have their needs met though Quality First Teaching and appropriate differentiation. We work together to give every child the best possible opportunity to learn and we value the various and different strengths that are demonstrated by each and every pupil.

## Guiding Principles and Ethos

At Fossdene Primary School, we believe that all children have the right to an education of the highest standard. Where children have learning difficulties or disabilities, it is our aim to provide the support necessary to enable them to access the curriculum and fulfil their potential. We make every effort for this to be achieved within the classroom alongside other children.

Our aims are to:

- Work within the guidance provided within the SEND CoP (2014)
- Raise the aspirations and achievements of all children including those with SEND.
- Help each child to learn to appreciate and value his or her own strengths.
- Assess children's needs early and identify any additional
- Provide support, advice and training for all staff working with pupils with SEND.
- To create an inclusive, creative, suitably resourced environment.
- Implement any measures deemed necessary for a child to successfully access the curriculum;
- Where possible involve the children themselves in planning and in any decision making that affects them.
- Operate a whole pupil, whole school approach to the management and provision of SEND.
- Work in close partnership with parents/carers and keep them involved at every stage of planning to meet their child's additional needs.
- Involve all stakeholders (pupils, parents/carers and professionals) in the development of outcomes for children with SEND.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
- Monitor and review regularly the implementation of the whole policy with the governing body and staff team;

## Definition of SEND

As defined in the Governments' SEN Code of Practice (2014), a child has Special Educational Needs if she/he has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child will be identified as having SEND if she/he:

(a) Has a significantly greater difficulty in learning than the majority of children of the same age.
Or
(b) Has a disability which either prevents or hinders the child from making use of facilities of a kind generally provided for children of the same age in mainstream schools.
(c) Is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

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 are taught.

The SEN and Disability Act 2001 provides the following definition:

*"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities."*

Special Educational Provision means any different or additional support than that generally made for children of the same age in the mainstream setting.

The Code of Practice (2014) recognises four areas of need which apply to special educational needs. These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties.**
- **Sensory and/or Physical difficulties**

(CoP section 6.28-6.35)

## Identification of SEND

When considering whether a pupil may have a special educational need the school will first address any other factors which may impact on the progress and attainment of a child. These include:

- Disability (the school will ensure they have made reasonable adjustments for pupils to support them in accessing their learning).
- Attendance and Punctuality.
- Health and Welfare.
- English as an additional language (EAL).
- Being in receipt of the Pupil Premium Grant.
- Being a Looked After Child (LAC).
- Being a child of Servicemen/women.

Fossdene recognises that pupils who fall into one or more of these categories may also have special educational needs. We endeavour to take measures to remove such barriers to learning before considering that a pupil has a special need.

At Fossdene, we believe that early identification of SEND will ensure that resources and provisions can be put in place to support children in narrowing the gap in attainment between themselves and their peers. On entry to the school in reception, baseline assessments are made of pupil's skills, knowledge and ability and will highlight any areas of need which can then be addressed.

The following routes of identification of children with SEND can be followed:

- Teachers identify children who may have SEND through observation, whole group screening and formative assessment. These children may be discussed with the SENCo and parents and may then be identified as SEND and an Individual Learning Plan put in place for them.
- Parents/carers concerns may be brought to the attention of staff when they arise.

- Termly pupil progress meetings between class teachers and senior leaders provide the opportunity to analyse data and scrutinise books so that children who have not made adequate progress can be identified.

When children with identified special educational needs and/or disabilities are joining the school, the parents/carers and child will be invited to visit the school to identify the provision which will be required.

## Fossdene's Graduated Approach to SEN support

**Wave 1 – Quality first teaching and differentiation.**
At Fossdene we ensure that effective inclusion of all pupils is delivered by quality first teaching in all lessons. Teachers are responsible for the progress and attainment of all pupils in their class. They continually monitor and assess pupils and using this information they plan and carry out appropriate tasks for each pupil. Termly pupil progress meetings are held by the class teacher and members of the Senior Leadership team. At these meetings measurable targets may be set for some children who may not be making expected progress and provision will be provided for these children. Identified provisions are recorded on a provision map. These are reviewed at each progress meeting as part of a cycle. Targets and provision are shared with parents/carers and pupils at Parents' meetings.

**Wave 2 – School Support**
Despite input at Wave 1, some children may not make the progress as expected. The teacher may feel that these children will benefit from additional or different support from the adults who already work within the school. This form of provision is known as School Support and is planned for and overseen by the class teacher with the SENCo's input. Class teachers will create a one page profile and an individual learning plan for the child and share this with parents. This information will be given to the AHT Inclusion or SENCo who will provide advice and support to the class teacher and parents/carers on strategies or resources which may be useful. Support for a child may be provided by a learning support assistant (LSA) in small groups, or individually, or a teacher. The child's progress will be monitored using the Assess, Plan, Do, Review process with the class teacher, Senior Leaders, AHT Behaviour & Inclusion and SENCo each term.

**Wave 3 – SEN Support**
If despite quality first teaching and school support intervention, no progress has been made (over a reasonable amount of time) the class teacher, AHT Behaviour & Inclusion / SENCo and parents/carers will meet to discuss the best way forward. This may result in a referral to external specialist agencies such as the Educational Psychologist, Speech Therapy. These agencies may provide specialist programmes of work or recommendations for the school to carry out. Some children may also receive

specialist input from agencies such as STEPS. Once again the process of Assess, Plan, Do, Review will take place on an on-going cycle. At this point the child will be placed on the SEND support register and will have been identified as having a learning difficulty that is significantly greater than the majority of the pupils of his or her age.

If after a reasonable amount of time a child has still made very little or no progress the AHT Behaviour & Inclusion / SENCo will arrange a meeting with the parents/carers, agencies, teacher and any other significant people to discuss whether this child's needs are complex and therefore can only be addressed via an Educational Health Care Plan (EHCP) to provide additional intensive support and resources.

**EHC Plans/Statements of SEN**

*The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.* (SEND CoP).

In a small minority of cases, a child's needs may not be met effectively within the school's allocation of normal resources. If this is the case, a request will be made to Royal Greenwich Local Education Authority by the SENCo using a profile of the child's needs, developed in partnership with the parents/carers and the child and using reports from outside agencies, for a Statutory Assessment. This request may also be made by parents/carers or another agency, e.g. health authority or social services.

If a child receives an EHC Plan the school will provide additional meetings with pupils (if appropriate), parents/carers and current agencies to ensure provision is in place and progress is being made. Each year a formal Annual Review will be held to review the yearly progress of the child and to decide whether the EHC Plan is appropriate, or whether changes need to be made, or whether an EHC Plan is no longer needed. This meeting will be organised by the SENCo and all stakeholders (pupil, parents/carers, staff, the LA SEN officer and relevant agencies) will be invited to discuss the outcomes of the EHCP targets.

**Criteria for exiting the SEND support register.**

Parents/carers are given termly updates on their child's progress and attainment via Parents' meetings.
If the child no longer requires support which is additional to, or different from, that made generally for others of the same age, and the child continues to make adequate progress, (in line with that of the majority of others the same age), then the child will be removed from the SEND register. Parents/carers will be informed by the AHT Behaviour & Inclusion, SENCo or classteacher of this.

## Monitoring and Evaluating the success of provision.

Children on the SEND school register will have specific targets set to address their needs. These will be reviewed at the end of each term and the impact of specific interventions will be reviewed with further recommendations and targets set if required.

Senior leaders regularly monitor the progress of children within curriculum areas through learning walks, book scrutiny, analysis of data and classroom observations. These include a focus on the teaching and learning of pupils with SEND.

The SEND Register is used as a document to track the needs of each identified child over a period of time and how successful the school is in meeting these needs. Parents and pupils are consulted about their progress during the course of the year.

The attainment of all children on the SEND Register is tracked annually by the AHT Behaviour & Inclusion, SENCo and reported to the Governing Body including development in provision, staff training, the progress and attainment of pupils with SEND and the range of needs within the school.

## Deployment of Resources – Funding and Training

Royal Greenwich Local Authority allocates the SEN funding to each school and this will vary from year to year. Funding is spent on personnel, training and resources to support children with SEND within the school. The school may also receive specific funding from the Local Authority to support its work with children who have a Statement of Special Needs or an EHC Plan.

Certain resources come directly from the Local Authority whilst others come from the Health Authority. The school also provides resources or provision from its own delegated budget. The Governors monitor and evaluate the allocation and expenditure of all funding on a regular basis.

The level of additional support and the timetabling of resources are decided by the Head of School, AHT Behaviour & Inclusion and the SENCo. These decisions are made looking at the needs across the school and from the outcomes of the termly progress meetings.

Fossdene provides regular staff training on SEND. We promote a whole school approach to Inclusion and believe that it is important to develop the knowledge, skills and confidence of all staff to meet a wide range of need. Training enables staff to identify barriers to learning early and have a better understanding of strategies to support the more vulnerable pupils across the school.

## Supporting Pupils and their families

At Fossdene we foster strong working partnerships with our parents and carers and believe that good communication is key to supporting all children especially those with SEND. We believe that parents/carers of children with SEND have knowledge about their child which is valuable in supporting the school's assessment of the child's needs, and the review and transition process. We also encourage parents/carers to discuss their child's progress with any member of the staff at any point. Parents/carers do not have to wait for Parent meetings to do this.

Greenwich SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides access to free information, advice and support for pupils with SEND and their families. They can be contacted on 020 8921 2549

Additional information can be found on the website of the Royal Greenwich Local offer and on Fossdene's Local Offer on our website.

## Arrangements for pupils with SEND

**Admission arrangements**

Fossdene follows Royal Greenwich LEA's admission procedures. The admission arrangement for pupils into the mainstream school with a disability and/or SEN without an EHCP do not differ in any way from the general admission arrangements. The only criterion for priority is a pupil for whom Fossdene is named on an EHCP or Statement of SEN.

Admission into the LARP for children with ASD and complex needs is determined separately by the local authority.

**Exam arrangements for pupils with SEND**

The Head of School, class teacher, and SENCo provide evidence to the DfE if it is felt that a pupil's additional needs require additional time or resources in order to access exams. Applications are discussed with parents/carers and made following the DfE guidelines.

**Transition**

Fossdene works closely with other schools, including special schools and secondary schools, to ensure the smooth transition of children with SEND. This includes meeting the SENCo of the schools involved and sharing of information to ensure provision is in place when a child enters a 'new' setting. The school also plans visits for both the child and parents/carers before their start day and some children will have a transition booklet made for them so they can familiarise themselves with the staff and environment before beginning school.

## Supporting Pupils at school with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education activities. The school has a duty to make arrangements to support pupils with medical conditions. We maintain a Medical Alert book with details of pupils within our school who have a medical condition. It outlines the support these children may need and any medication or additional care which is required. All staff have access to this information.

Further information relating to this can be found in the school's "Supporting Children with Medical Conditions and Managing Medicines in School Policy" found on the school website.

## Accessibility for children with SEND

Fossdene welcomes all children in the community. SEND will not be a barrier to joining in the normal day-to-day activities that other pupils experience. When and if we receive an application from a pupil with SEN and/or disabilities we will work closely with parents/carers, the local authority and relevant professionals to ensure we can meet the child's needs appropriately.

We are committed to developing strategies to promote equal opportunities and access for all. The school is a five storey Victorian building. At present we do not have wheelchair access to our upper floors however the ground floor is accessible for wheelchairs and there is a toilet adapted for disabled

persons on this floor. We are dedicated to increasing our accessibility over time, in line with the SEN and Disability Act 2001. Please refer to our Accessibility Plan on our school website.

## Responsibilities of SEND

**The special needs of each and every child are the responsibility of every member of the school staff.**

**The Governing Body**

The statutory responsibility for Special Educational Needs rests with the School Governing Body, which is required to monitor the school's SEND work and report annually on the implementation of the SEND policy. It is also required to ascertain whether the policy works – by assessing how well SEND pupils' needs are met and how they achieve and progress. This is done via the "link Governor" whose role is to liaise with the school and inform the Governing Body.

Governors set out the school's objectives for SEND provision in the school's School Development Plan which is monitored, reviewed and evaluated termly. Any in-service training relating to Special Educational Needs will be prioritised in this plan.

Governors ensure that equality of access to the school and in the delivery of the curriculum is addressed by keeping a School Accessibility Plan.

**The Executive Head teacher and Head of School**

The Executive Head teacher and Head of School have responsibility for the day to day management of all aspects of the school's work including provision for those with SEND. They will keep the governing body informed and will also work closely with staff. As the Designated Teachers with specific responsibility for Safeguarding and the named member of staff for managing PPG and LAC funding the Executive Head teacher and Head of School works closely with the AHT Behaviour & Inclusion and SENCo to implement policy and provision to promote high standards of education and achievement.

**Special Educational Needs & Disabilities Co-ordinator (SENCo)**

The SENCo has responsibility for:

- the day to day operation of the SEND policy
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Co-ordinates and Monitors the provision of intervention and specialist support for pupils with SEND.
- Monitor the progress of children with SEND via data analysis, observations and scrutinise books.
- Work with teachers to plan and coordinate provision for children with SEND – this may include in class support, small group work or 1:1 work.
- Overseeing the records of all children with SEND
- Liaising with parents/carers of children with SEND. In the LARP this is delegated to the class teachers.
- Contributing to the in-service training of staff on SEND issues and topics and keeping all stakeholders up-to-date on current issues relating to SEND.
- Supporting the transition of children with SEND to other educational settings (including Yr. 6 pupils) by liaising with the schools and providing up-to-date information.

- Liaising with external agencies including the LEA's SEN Service, health and social services and voluntary bodies, the Educational Psychology services (EPAS), Sensory services, Speech and Language services (SaLT) and Children and Adolescent Mental Health Services (CAMHS)
- Arranging and chairing annual reviews of EHCP's with parents/carers and professionals (and pupils). In the LARP this is delegated to the class teachers.
- Maintaining the school's local offer which can be viewed on our website.

The SENCo maintains a register of children who may have additional or/and special need. She may also work with individuals and groups of children on the SEN register or carry out individual assessments and ensures that the child's voice is heard.

**Teaching Staff**
'Special Needs' is a whole school responsibility which is co-ordinated by the SENCo. Therefore, it is the class teachers' responsibility, and that of the Learning Support Assistants, to ensure their pupils' work or resources are differentiated according to the individual's ability and need. Teachers are expected to keep informal records as appropriate and liaise with parents/carers as required. All staff can call upon the SENCo for guidance and expertise.

All teachers and non-teaching staff should be fully aware of the school's procedures, set out in this policy, for identifying, assessing and making different or additional provision for pupils with SEND.

Teachers are expected to engage with continuing professional development opportunities relating to SEND and draw upon skills based within working with individuals and groups of pupils.

**Learning Support Assistants (LSA).**
Some teaching assistants work specifically with children with SEND. All LSA's work under the direction of the teachers and are expected to carry out interventions for pupils as directed at regular intervals. LSA's will have access to the targets each child is working on and will be expected to report on the children's progress with these targets on a daily/weekly basis.

**Lunchtime supervisors**
Supervisors are made fully aware of the school's procedures for identifying and assessing provision for pupils with SEND. They are also made aware of any child's physical or social needs that may make them vulnerable in the playground.

**Parents/carers and children**
Fossdene works in partnership with parents/carers to ensure that a child's needs are met. We expect parents/carers to be involved at every stage of SEN - supporting the work of intervention groups, attending update meetings at school or with external agencies.

**Children will:**
- Be involved in tracking their own progress within a designated programme to meet their particular learning or SEMH difficulty (relevant to age).
- Be encouraged to respond positively to intervention programmes
- Be encouraged to participate in decision making about provision to meet their SEN.

## Storing and Managing Information

Documents containing personal information of the children are kept digitally password protected. When children move on from Fossdene to other schools, their files are sent to their new schools. Documents relating to Safeguarding are kept digitally with password protection.

Any paper documents containing personal information that are no longer required, or are duplicates, are shredded before being thrown away. When a child no longer requires SEN school support their records are archived by the SENCo, until they leave Fossdene, so that they can be accessed at a future date if required.

Class teachers have information of children with SEND and these are securely stored in the schools digital platform. This contains copies of targets and any relevant information about the children such as advice from an external agency. This information is accessible for all staff who work with the child to ensure all staff are conversant with current work being done and the relevant targets. These files are kept away from the children.

## Dealing with Bullying

Fossdene does not tolerate any form of bullying. Children with SEND may be vulnerable to bullying so we teach the importance of reporting any behaviour that concerns them to an adult. Please refer to our Anti-bullying policy on our website.

## Dealing with complaints.

We recognise that there may be times when a parent/carer is not satisfied with our approach to their child's needs and they may wish to address this. If a parent/carer wishes to make a complaint, we encourage them to approach the class teacher on the first instance as often issues can be easily resolved. If the issue is not resolved, we ask that parents/carers make an appointment to discuss the matter with the SENCo and/or Head of School to see if the matter can be resolved at an informal level.

If parents/carers feel that the complaint has not been resolved, then they can make a formal complaint to the Chair of Governors or LEA.

## Reviewing the SEND policy

This policy will be reviewed annually in partnership between the SENCo and the Executive Head teacher and Head of School, teaching staff and governors. When reviewing the policy, the school will ensure that it continues to meet the needs of pupils and remains compliant with the local and national guidelines.

## Fossdene's Linked Policies

The following policy can be found on the school website and are linked to the SEND policy:

- Accessibility Plan
- Disability Equality Scheme
- Anti-Bullying Policy
- Behaviour Policy
- Learning and Teaching Policy
- Equal Opportunities and Valuing Diversity Policy.

**Reviewed – November 2025**