

Foxhill Primary School
Excellence, Inclusion, Enjoyment

'Be the best that you can be'

Special Educational Needs and Disability Policy



Approved by:	R. Hainsworth	Date: 16.4.24
Last reviewed on:	April 2024 & October 2024	
Next review due by:	October 2026	

Foxhill Primary School

Excellence, Inclusion, Enjoyment



This policy complies with the statutory requirement described in the SEND Code of Practice 0- 25 (2014) and has been written with reference to the following guidance and documents: Equality Act 2010, advice for schools DfE Feb 2013, SEND Code of Practice 0-25 (2014), The National Curriculum in England Key Stage 1 and 2 framework document 2013 and the Teachers Standards 2012.

Foxhill Primary School has two designated SENDCO Teachers, Mrs Fletcher and Mrs Dolby.

At Foxhill, we believe that all children have an equal right to a broad and balanced education which enables them to reach their full potential.

Our Local Offer found on our school website outlines provision made for children with SEND at Foxhill. This provision is additional to and different from that provided within differentiated curriculum. It is our belief that all teachers are teachers of every child, including those with SEND.

Our aims:

At Foxhill, we work towards raising expectations and achievement for all our pupils, including those with SEND. We believe in developing the whole child to their full potential.

Our objectives:

1. To adhere to the guidance as described in the SEND Code of Practice 2014.
2. To measure progress and track progress of SEND.
3. To identify and make provision for pupils with special educational needs as early as possible.
4. To provide Quality First Teaching, which is differentiated to match children's individual needs.
5. To ensure that our children have a voice.
6. To communicate with parents or carers, and ensure that they are able to play their part in supporting their child's education.
7. To make targeted provision for groups and individuals as needed.
8. To monitor and review provision on a termly basis.
9. To provide 2 Special Educational Needs Co-ordinators.
10. To work closely with all external agencies in order to seek specialist advice and training.
11. To provide up to date training for all staff as needed.
12. To involve children fully in their learning and review process as applicable.
13. To publish a Local Offer on the school website, which describes the Provision available.
14. To ensure our SEND children have an ISP with SMART, achievable targets in place.

The 4 areas of SEND, as described in the Code of Practice are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional & Mental Health
- Sensory & or Physical/Medical.

These four broad areas give school an overview of the range of needs which need planning for. In many cases, children with SEND will have needs in one or more categories. The following factors DO NOT constitute SEND but may impact upon progress and attainment.

- Disability- alone does not constitute SEND
- Attendance
- Health and Welfare
- EAL
- Children in receipt of Pupil Premium Grant
- Being a Looked After Child

Identifying behaviour as a primary need is no longer an acceptable way of describing children with SEND. In line with the 2014 Code of Practice, we will regard behaviour as a response to another need which we will identify using our ongoing assessment data and observing the child. For example, a child who displays challenging or disruptive behaviours may be doing so as a result of Speech, Communication and Language Difficulties.

HOW WE IDENTIFY CHILDREN WITH SEND:

At Foxhill, we believe that quality first teaching is essential when ensuring children make good and outstanding progress whatever their needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching assistants and other specialist staff. The quality of teaching is closely monitored throughout the year. At Foxhill, we endeavour to identify children who may have Special Educational Needs early in their school career. It is our belief that if a child is identified at an early stage, then provision can be made which may improve the child's future attainment and life chances. At Foxhill, we have a monitoring list and a SEND list. Teachers place children on the monitoring list who they feel may need observing and may need adaptations to meet their needs.

When deciding whether a child needs to go onto the SEN register, the teacher and SENDCO's will collate and consider all information gathered from within school about the child's progress. This information could include observations and assessment data. For some children, this will also include information from external agencies and parents as applicable.

Before placing a child's name on the SEND Register, the SENDCO's will look at the information in conjunction with Education Bradford's SEND Guidance. This will inform us of the provision required and where in the Matrix of Need a child is working at. Parents will be informed, and their views sought if the child is identified as having SEND. This is the responsibility of the class teacher, but is supported by the SENDCO's.

Assess-Plan-Do-Review:

Plan:

At Foxhill, we apply the ASSESS-PLAN-DO- REVIEW cycle as described in the 2014 Code of Practice.

We plan After the initial assessment stage described above.

We will then create a celebratory profile in EYFS or an ISP in KS1 and KS2. We set SMART targets for each child and these are documented and shared with pupils and parents. These targets will be set as part of the review process and will be done in collaboration with key adults (SENDCO's, Class Teacher, Support staff members and External Agencies as appropriate). Targets for all pupils will be recorded and updated termly.

Do:

'Special Educational Needs provision means educational or training provision that is different to or additional from, that made for others of a similar age in a mainstream setting' Code of Practice 2014. We have a range of interventions in school which are provided for children with all need types. Additional English and Maths based interventions are used to support children with moderate learning difficulties. ISPs/Celebratory profiles describe the range and frequency of additional interventions a child is undertaking in addition to strategies to be used in class to meet their needs. Provision for children with SEND at different areas in the Matrix of Need is described on the school's Local Offer.

Review:

The progress of all children with SEND is reviewed and monitored termly at least. Parents are invited to contribute to the targets set for each child and are invited in person to any EHCP Annual Reviews and this process is managed by the SENDCO's. External agencies are invited as appropriate. The SENDCO's will monitor and evaluate the impact of interventions during the SEND monitoring weeks. This will be done alongside analysing whole school data and will involve reassessing ranges of provision. This in turn will inform future provision for SEND pupils.

Disapplication and modification:

After consultation with the SENDCO'S and/or Education Bradford, we can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. At Foxhill, we make every effort to meet the learning needs of all our children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers, support staff, Fox Club staff and the SENDCO'S work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the SENDCO's and/or LA. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Training:

The training needs of staff are identified and planned as part of the SEND monitoring weeks throughout the year. Early Career Teachers meet with the SENDCO's regularly.

Role and Responsibilities:

The SENDCO's are responsible for:

The SENDCO'S are Mrs C Dolby and Mrs A Fletcher.

- Coordinating SEND provision in school.
- Liaising with and advising other staff on SEND related issues.
- Organising and chairing Reviews for children with SEND who are at SEND Support and above.
- Liaising with external agencies and parents.
- Taking the lead role in identifying and planning training.
- Advising the Headteacher and Governors on SEND related issues.
- Arranging additional provision for children with SEND and evaluating the impact of that provision.
- Maintaining documentation related to SEND, including individual pupil records and the SEND Register.
- Ordering and deploying resources for use with children with SEND.
- Supporting teaching assistants/support staff to ensure that SEND children are well supported.
- Arranging and supporting transition within school, on entry into school and at the end of Key Stage 2 for children with SEND.
- Monitoring the progress made by children identified with SEND.
- Building a community of support for SEND parents so that they feel supported.

The SEND Governor is responsible for:

The designated SEND Governor is Mrs K Tavana.

The Governors are responsible for deciding how best to provide for children with SEND and monitoring the work of the school on behalf of children with SEND.

The designated Governor meets with the SENDCO'S to be updated on SEND related issues and feedbacks to the Governing body at least annually.

The Headteacher has responsibility for:

- Overseeing the implementation of this policy.
- Delegating budgets as appropriate for general SEND provision and for that of specific children with SEND.
- Liaising with Governors and updating them on all SEND issues.
- Monitoring the quality of teaching in school, including the teaching of children with SEND.
- Supporting the SENDCO's.

The Teachers are responsible for:

- Providing quality first teaching for all children, including those with SEND.
- Monitoring the progress of children with SEND closely.
- Consulting with the SENDCO's about concerns they may have about individual children.
- Ensuring strategies and interventions suggested by the SENDCO's are implemented.
- Completing Provision Plans for those who require them, and to update parents on the

- progress of these children.
- Supporting teaching assistants on a daily basis.
 - Providing assessment data and written reports as needed.
 - Ensuring that ISP targets for SEND Support and above pupils are implemented.

Support staff are responsible for:

- Delivering intervention sessions.
- Feeding back to Teachers about children's progress.
- Working alongside external agencies as needed.
- Making and storing resources that are used with SEND pupils.
- Attending training on SEND matters as requested.

Partnership with Foxclub:

The school works closely with Fox Club to ensure support for any children with special educational needs in their care. We encourage an active partnership through ongoing dialogue/meetings with the Manager at Fox Club. Fox Club has much to contribute to support any children with special educational needs.

Accessibility:

Please see Foxhill's accessibility policy.

CPOMS:

The school uses an electronic recording system, to record any areas of concern e.g. behaviour, safeguarding, attendance, racial incidents, SEND issues that we as professionals may have. This system is confidential and password protected.

Communication with Parents/Carers:

All Parents are kept informed of their child's progress throughout the year. Children who are on the SEND Register are reviewed in school termly, during this meeting parents are invited to discuss and review their child's ISP/Celebratory profile.

We work alongside a range of agencies to support parents and families. Our admission arrangements can be found in our Admissions Policy and are published on our website.

Parents are also directed towards our Schools Local Offer, which is also on our school website.

Summary:

At Foxhill, we value each child as a unique individual. All adults working with our children strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Reviewed	16.04.24
Approved at the Governors meeting on	19.7.24
Signed	J. Hall
Date of next Review	October 2026