



FRIARAGE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND INCLUSION POLICY.

“Together we can...”

This policy is in line with the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015, Department for Education and Department of Health).

Senior Leadership Team:

Headteacher- Mrs C Cappleman

Deputy Headteacher- Mrs A Langley

Inclusion Manager- Mr A Vipond

SENDCo- Miss L Tymon

Date of NASENCO Award: 18th November 2020

Pastoral Lead- Miss R Williams

SEND Governor- Mrs A Cooper-Hayward

History of Document

Issue No	Author	Date Written	Approved by Trustees	Comments
1	L Tymon	Oct 2019	Oct 2019	
2	L Tymon	April 2021	May 2021	

Abbreviations Used:

SEND- Special Educational Needs and Disabilities

SENDCo- Special Educational Needs and Disabilities Co-ordinator

CoP- [Code of Practice 2015](#)

LA- Local Authority

IPM- Individual Provision Map

EHCAR- Education, Health and Care Assessment Request

EHCP- Education, Health and Care Plan

Definition of special educational needs and disabilities (SEND) (CoP, 2015, xiii-xiv):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of special educational provision (CoP,2015, xv):

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

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Intent:

At Friarage School we have high expectations and aspirations for all pupils. We believe that all children are entitled to broad and balanced curriculum, which may be personalised to meet their needs and recognises that there are different routes to achievement.

The guiding principle must be that, **all teachers are teachers of children with SEND** and that teachers are responsible and accountable for the progress and development of **all** pupils in their class (CoP, 6.36).

We **must**:

- Use our best endeavours to make sure that a child with SEND gets the support they need- this means doing everything we can to meet the needs of children with SEND.
- Ensure that children and young people with SEND engage in activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision.
- Involve parents in the education of their children and inform them when we are making special educational provision for their child.
- Prepare a SEN information report, which we publish on our school website.
- State our arrangements for the admission of disabled children and the steps being taken to prevent disabled children from being treated less favourably than others.
- Provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time.
- Have due regard to the general duties to promote disability equality.

Implementation

SEND provision at Friarage School is implemented using a tiered system of additional support, adaptations or provision. This system of identifying, supporting and monitoring SEND is followed by all staff and attached in **appendix 1**.

Tier 1 and 2

All children are supported to make progress through high quality teaching, which includes making reasonable adjustments to meet the needs of a diverse range of learners. Some children may be identified for additional, targeted intervention through the whole-school policy of **graduated response**.

If a child has a short-term need which is preventing them accessing their education, teachers, phase leaders and the inclusion team may decide to write an Accessibility Plan, alongside parents/carers. The aim of such plan is to tackle any inclusion issues which might be preventing a child from accessing education.

Tier 3

Early identification of need for any child who may have a special educational need is essential, as the earlier support can be given, the more likely the child will be responsive, and as a result, the difficulty may be transient rather than long term.

A child may be identified as having a significantly greater difficulty in learning than the majority of others of the same age, by staff, parents/carers or other professionals. If a child is identified as having a greater difficulty, parents/carers will be consulted and a note will be made on CPOMs. This is referred to as a '**short note**'.

Slow progress and low attainment does not necessarily mean a child has SEND and should not automatically lead to a pupil being recorded as having SEND. In deciding whether to place a child on the SEND register, a full and clear assessment of the pupil's needs will be made. A holistic approach is taken, drawing on a variety of sources and involving all stakeholders in a child's education (parents/carers, the child, school and professionals). This may include using assessments such as: Boxall Assessments, ELSA, Dyslexia Portfolio and Sandwell Numeracy. These assessments are added to our full picture of a child. An agreed review time will be set between parents, teachers and the school SENDCo before making this decision.

Tier 4 and 5- SEND Support (CoP, 6.44-6.62)

At this tier, a child is now described as being at 'SEND Support'. They will appear as Code K on our school census. Our SENDCo will maintain a list of pupils who have been identified as having SEND on our SEND list. All teachers have access to this list. This list is password protected and any hard copies are locked securely. Anyone accessing this list must treat the content in confidence and line with the General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Any information such as SEND support plans, communications, reports, EHCPs, annual reviews etc. are available via CPOMs.

Individual Provision:

SEND support is individual to each child, and focuses upon addressing barriers to a child's learning. The class teacher is responsible for the child's learning and, together with all stakeholders, will plan and deliver additional provision, through an Individual Provision Map (IPM). IPMs aim to identify key barriers to learning (assess), plan targets and outcomes (plan) and then implement adaptations or interventions (do). The impact of such adaptations/interventions are reviewed termly (review). We use the IPM template in **appendix 2**.

If a child requires further support to access provision detailed in IPM, an Accessibility Plan may be drafted with the Inclusion Team alongside parents/carers. Accessibility Plans aim to rapidly respond to barriers which may be preventing a child from accessing their education.

Parents/carers input is valued and essential. They are encouraged to contribute in the writing and reviewing of IPMs and accessibility plans. Parents will be informed that their child has SEND and will be updated regarding the provision being provided. With consent of parents/carers, outside

specialists may be involved in advising the school on effective provision. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

A child's autumn plan will be written before the October half term holiday, the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded to CPOMs and a copy will be given to parents/carers.

Where appropriate, children may be withdrawn individually, in small groups or receive support within the classroom according to the need identified in their IPM or Accessibility Plan. The class teacher is responsible for monitoring the impact of such plans. Where provision is provided by assistant teachers (ATs), the responsibility remains with the class teacher.

A 'Whole School Provision Map' details to support available in school for all children with barriers to learning. A copy of this is kept by the SENDCo and used by staff across the school.

If at any point the class teacher in consultation with the SENDCo feel they need additional advice and support from an outside agency then the consent of a parent/carer must be obtained first. Class teachers are expected to engage with the outside agency and incorporate their recommendations into their plans.

Transition:

SEND support includes facilitating effective transition between phases of education. A Chronology of Support (**see appendix 3**) is completed for all year 6 leavers and for children identified by the SENDCo as needing transitional support. The chronology for year 6 leavers will be completed by week 2 of the summer 2 term. The SENDCo will support the class teacher in writing this document.

The SENDCo and Inclusion Team will identify children requiring additional transitional support and will plan provision according to their particular needs.

Tier 5 and 6- Education, Health and Care Needs Assessment (EHCAR) and Education, Health Care Plans (EHCP) (CoP, 6.63-6.71)

Where, despite SEND support being put in place, a child continues to cause significant concern an EHCAR may be made. With permission of parent/carers, the local authority may seek evidence regarding the child's progress and, if appropriate, make a multi-disciplinary assessment of the child's needs. This assessment, which is co-ordinated by the LA, will inform the school and parents/carers of their findings and will advise as to whether the child should remain at SEND support or whether they should have an Education, Health and Care Plan (EHCP).

If issued, the child will be supported to meet the outcomes detailed in their EHCP. The provision in section F will be provided for the child. Monitoring against the EHCP outcomes will be regular and an annual review with parent/carers will be held. The SENDCo or member of the SLT will chair the meeting and complete the required paperwork.

The delivery of an EHCP and IPM remains the responsibility of the class-teacher but school support staff will be heavily involved in the day-to-day work towards meeting the child's desired outcomes.

Admission Arrangements

All children are admitted to Friarage School following the application of NYCC's admission policy provided that there is a place in that particular year group and any specialist requirements can be met. If the child has an EHCP, the school may request a multi-disciplinary meeting to ensure a positive transition to the school.

Record Keeping (CoP, 6.72, 6.78)

Records of identification, assessment and SEND support are kept securely via CPOMS. Copies may also be kept by the Inclusion Manager, SENDCo and class teacher. This information will be shared with parents/carers. Records will only be shared with those who have a legitimate professional need to see them. This information is, with the agreement of the parents/carers, made available to the LA if a statutory assessment is made.

Staff follow the schools safeguarding procedures.

Nurture

The school is committed to establishing the six principles of nurture into everything we do. They are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behavior is communication
6. The importance of transition in children's lives

Pupils, parents/cares, staff, the school and the wider community benefits from an ethos and culture which is inclusive and supports everyone in and associated with the school.

We are currently working towards the National Nurturing Schools Programme. This is led by our Pastoral Lead and supported by all members of our school community.

Impact and Monitoring

Our school leaders and teaching staff, including the SENDCo, will analyse data to identify any patterns in the identification of SEND within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education.

The responsibility for monitoring the impact of SEND support is with the class teacher, who may be supported by the SENDCo or support staff (including assistant teachers). They will regularly review provision and document this termly on their IPM. They should also monitor the child's academic achievement through their termly pupil progress meeting.

The monitoring of SEND provision in our school is the role of our SENDCo, middle leaders and SLT. This will be undertaken in a variety of ways such as, but not limited to:

- Ensuring provision detailed in IPMs or accessibility plans is suitable and delivered
- Monitoring the academic achievement of children with SEND at data collection points
- Termly pupil progress meetings with the senior leadership team
- The completion of the statutory functions by the SENDCo relating to EHCPs and annual reviews
- In school monitoring of teaching and learning
- Discussions with families and children
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Termly meetings with our SEND Governor and a report to our senior leadership team
- Local, national and whole census data.

The Role of the SEND Governor

Our SEN Governor will:

- Be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- Be a critical friend to our SENCo by visiting at least once a term
- Be aware of the numbers of children at our school with SEN and disabilities
- Be aware of our SEND action plan

Monitor:

- The progress and attainment of our children with SEND
- Attendance rates of our children with SEND
- Fixed term and permanent exclusion rates of our children with SEND
- Any internal exclusions including the frequency and length of time our children with SEND are out of the classroom
- That our children are not being unfairly treated due to their SEND
- That our children receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- That all policies are non-discriminatory regarding pupils with SEND

Investigate:

- The gaps or differences in our performance, attendance or exclusion (including internal exclusions) levels between our children with and without SEND
- Our strengths and areas for development regarding SEND provision
- How SEND is represented in our school development plan, and whether progress is being made towards targets
- Obtain the views of our parents of children with SEND, about their experience of the school's SEN provision
- Obtain the views of our children with SEND including their enjoyment and experience of learning
- Obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- Each term to our full governing board on their findings

The Role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in our school. They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any child who has SEND is aware of their needs and have arrangements in place to meet them.

The role of the SENDCo

The SENDCo is responsible for the day-to-day operation of the school's SEND policy and for co-ordinating of specific provision for pupils with SEND. Alongside the head teacher and governing body, the SENDCo contributes to the strategic development of SEN policy and provision in school.

The key responsibilities of the SENDCo may include:

- Providing professional guidance to colleagues where necessary
- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with the relevant Inclusion Manager or Designated Teacher where a looked after pupil has SEND
- Liaising with external agencies and professionals and being a key point of contact, especially with the local authority
- Advising on the graduated approach to providing SEND support, as detailed in this policy
- Advising on the deployment of the school's delegated budget and other resources to meet a child's needs effectively
- Liaising with parents/carers of children with SEND
- Supporting educational settings, children and parents to provide smooth transition between settings
- Ensuring the school keeps records of all pupils with SEN up to date
- Meeting statutory requirements in relation to EHCP assessments, implementation and review
- Working with the headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Meet regularly with the SEND governor to monitor the effectiveness of the SEND policy.

The school will ensure the SENDCo has sufficient time and resources to carry out these functions.

The Role of Class Teachers

The role of class teachers is to:

- Support the SENCo and our senior leadership team to implement this policy
- Support and engage with the SENCo in regard to the SEND monitoring role
- Identify pupils with SEND

- Write effective SEND IPMS, and implement and review them, as set out in this policy
- Set high expectations for every child including those with SEND
- Liaise effectively with parents and listen and act upon their concerns
- Use appropriate assessments to identify barriers to learning and set targets that are ambitious for all children
- Plan lessons that will address potential areas of difficulty and remove barriers to achievement
- Use their best endeavours to meet the needs of children with SEND
- Make reasonable adjustments to overcome barriers to learning
- Remain responsible for working with the child on a daily basis
- Keep up-to-date with SEND initiatives and CPD

Complaints

If a parent/carer wishes to complain about the provision or the SEND policy, they should, in the first instance, arrange a meeting with the SENDCo. If this cannot be resolved, they can submit a formal complaint with the headteacher. The Complaints Policy should be followed in this instance. This is available, on request, from the school office.

Parents will be signposted to NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)).

SEND and COVID-19

Our school will follow the most up-to-date guidance issued by the Department for Education on supporting learners with SEND.

During a national lockdown, the current guidance indicates that only children of critical workers and vulnerable children and young people should attend school. All other pupils and students will receive remote education (<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>, January 2021). Any children with SEND who fall under this category will be offered a place during a national lockdown. This includes all children with EHCPs.

Our Senior Leadership Team (SLT) and especially our Designated Safeguarding Lead (DSL) and SENDCo know who our most vulnerable children are. They have the flexibility to offer a place to children at SEND support.

Last reviewed: May 2021

Next review: May 2022

Appendices

Appendix 1

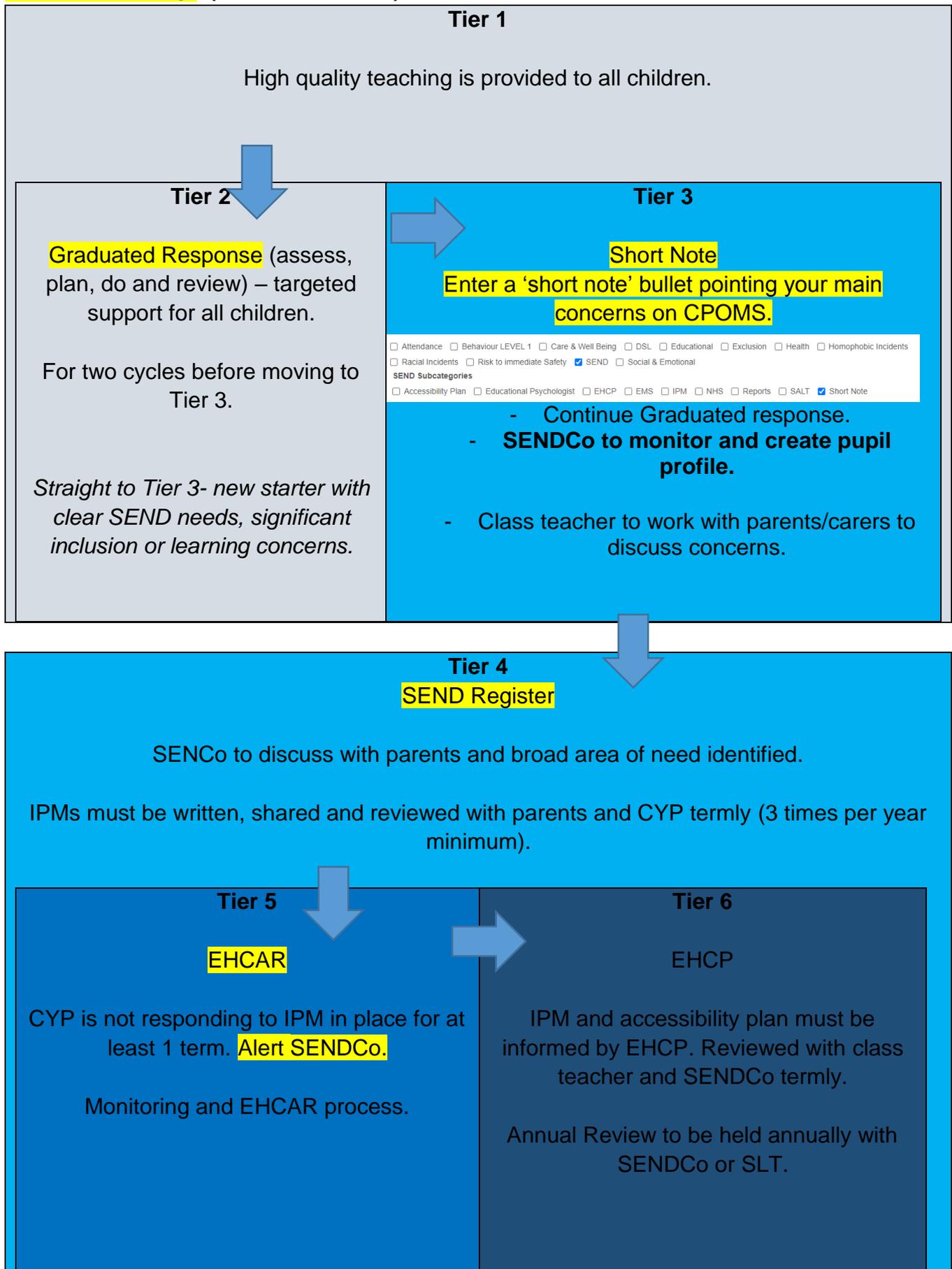


How do we identify whether a child has SEND?

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty** in learning **than the majority of others** of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age. (CoP 2015, xii-xiv)



Appendix 2:
IPM

 Individual Provision Map	Name	Year Group	Area of Need	Start Date	Review Date (minimum termly)	Plan Number

	Autumn Start	Spring Start	Summer Start	Summer End	Target
Reading					
Writing					
Maths					

Barriers to learning:	Strengths:

Target	Provision	Expected Impact:
Linked to barriers to learning	State how the target will be implemented: strategies to be used/adjustments/approaches/resources/interventions/when/how often/who will deliver them	

Review of Targets				
Pre-assessment (Where was the CYP at start of plan)	Post-assessment (where is s/he now)	Impact/actual outcome Good, medium, low	Comments	
1				
2				
3				

Pupil Voice		Comments
How happy are you that you have made good progress? <i>(10 being excellent progress, 1 being no progress)</i>		
 1 2 3 4 5 6 7 8 9 10 = 8		
Parent/Carer Voice		Comments
How happy are you that your child has made good progress? <i>(10 being excellent progress, 1 being no progress)</i>		
 1 2 3 4 5 6 7 8 9 10 = 7		

My child has SEND, and this school gives them the support they need to succeed: (please highlight/circle)				
Strongly Disagree	Disagree	Agree	Strongly Agree	

Appendix 3:



SEN Chronology of Support and Involvement



Personal Details		Photo
Full name		
Known as		
Date of Birth		
UPN or NHS number		
Address		
Main contact phone number		
Parent/carer's details (with PR)		
Preferred method of contact		
Preferred time for calls/meetings		
Language		
GP name and address		

Child Looked After by the Local Authority (CLA)	
Other Social Care Involvement	
Social Worker Name	
Social Worker Contact Number	
Social Worker Address	
Local Authority & Team	
Who has parental responsibility?	

Forces Family	
Details	

Eligible for Pupil Premium	
Details	

Young Carer	
Details	No

Current Setting	
	Friarage CP School

Date of joining Setting	
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Attendance History					
This academic year		Last year		Previous year	
Have there been any significant periods or patterns of absence in the last year?					
If yes please give brief details					
Dates of exclusion	Details of Exclusion				

Date of 'short note'	
Date SEN identified	

Strengths and Interests	
Achievements Key achievements made this year	
Educational history (including previous settings)	
Educational attainment/ developmental milestones (summary at end of each academic year)	

Overview of Needs / Barriers to Learning	
Cognition and Learning	

Communication and Interaction	
Social and Emotional Mental Health Needs	
Sensory and Physical Needs	

History of previous targeted and specialist interventions/provision
 Build chronology of interventions / provision with each new SEN Support Plan

NC Year	Provision etc.	Details frequency, duration, group size etc.	Impact (with ratio gains if possible)

Agencies involved with the child/young person over time (if any)

Agency	Contact Name	Contact Details	Date from	Date to	Report Available

School's summary for transition and recommendations for receiving school

List of attachments: e.g. last two SEN support plans etc.

