



Fairburn View Primary School

Special Educational Needs and Disability Policy

February 2025

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Date Taken to Governors: 04/02/2025

Signed by: _____

Headteacher - Alex Webb

Signed by: _____

Chair of Governors - Jonathan Foster

Review Date: February 2026

Fairburn View Primary

Special Educational Needs and Disability Policy

School Ethos – We Can and We Will.

Introduction

This policy should be read in conjunction with the Safeguarding and Equality policies and the school prospectus. This policy is complied with regards to Local Authority policies and it complies with statutory requirements and legislation.

Fairburn View is an inclusive school which aims to include all pupils in a broad and balanced academic and social curriculum with scaffolding to meet the needs of individual pupils. This policy describes the ways in which we meet the needs of children who experience significant barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development as well as communication and interaction difficulties. We recognise that provision for children with Special Educational Needs and/or disabilities is a whole school responsibility.

Policy Objectives

In order to meet the Special Educational Needs of our children at Fairburn View Primary School we must;

- Identify those children who have SEND as soon as possible.
- Provide full access to a broad and balanced curriculum through strong subject leadership, planning by class teachers, scaffolding by teachers and support staff as appropriate, support and advice from the SENCO as needed.
- Escalate provision to a suitable level when a child is raised to SEN Support.
- Use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the Early Year Foundation Stage Profile and the National Curriculum.
- Use resources effectively to support children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Work closely with parents to support children with SEND.
- Encourage active involvement by the children themselves in meeting their needs and decision making.
- Provide for the training needs of staff working with children with SEND.
- Promote an ethos where all pupils are valued and which celebrates diversity of experience, interests and achievement.
- Encourage positive attitudes and relationships between all children and recognise and reward individual effort and achievement.
- Develop resilience by promoting an 'I can and I will' approach to learning.'

Admission arrangements

Admission arrangements are determined by the Local Authority's current policy. In line with SEN and Disability Act (2015), we will not discriminate against children and take all reasonable steps to provide educational provision. Parents are encouraged to inform school about any needs that their child may have.

Coordinating provision

The Head Teacher and the Governing Body have delegated the responsibility for the day-to-day implementation of our school's SEND policy to the Special Educational Needs Coordinator (SENCO), with the support of the Senior Leadership Team (SLT).

Governing Body

- The Governing Body, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The Governing Body must report to parents annually on the school's policy on SEND.

Head Teacher

- The Head Teacher oversees SEND provision in school and keeps the Governing Body informed about this provision.

Special Educational Needs Coordinator (SENCO)

- The Special Educational Needs Coordinator works closely together with Senior Leadership Team and Learning Mentor to ensure effective SEND provision in school.

In line with the SEND Code of Practice (2015) and May 2020 amendments, they are responsible for;

- The day to day operation of the policy
- Maintaining registers of children with additional needs and/or SEND
- Work closely with the Head Teacher and Senior Leadership team
- Managing and supporting Learning Support Assistants (LSA) who support children with SEND / additional needs.
- Liaise with staff that have a responsibility for Child Protection (CP), attendance and family support issues.
- Work closely with parents of children with SEND.
- Liaise with outside agencies to gain advice and support for children with SEND.
- Contribute to in service training for staff on SEND issues.
- Ensure necessary documents are maintained and updated.
- Appraisal of Learning Support Staff.
- Monitor SEND provision in school which includes observations of pupils and staff.

Class Teacher

- To assess and review progress, half termly, keeping records in accordance with school policy.
- To liaise with parents regarding their children's needs.

- Liaise with SENCO with regards to concerns about a child's learning, progress and discuss any concerns.
- Meet with outside agencies and attend Consultation meetings with EPS (Educational Psychology Service), WISENDSS (Wakefield Inclusion Special Educational Needs Support Service), SALT (Speech and Language Therapy Service), Physiotherapy Service and OT (Occupational Therapy Service).
- Plan for, deliver and scaffold a programme of study to enable SEND pupils to access a broad and balanced curriculum.

Learning Support Assistants

- Communicate and liaise with the class teacher and SENCO.
- Cooperate with teachers to support planning and maintain records.
- Participate in CPD opportunities to develop knowledge, skills and understanding with regards to SEND.
- To participate in meetings with parents and outside agencies where appropriate.
- To deliver small group and 1:1 support.

Role of Learning Mentor

- To liaise with the SENCO in order to provide support/ intervention for pupils where necessary.
- To monitor progress and impact of the intervention.
- To liaise with teachers and parents/carers.

Family Liaison Officer

- To support parents including those with SEND and provide information.
- Liaise with the SENCO and Attendance Officer.

Attendance Officer

- Monitor attendance of pupils with SEND and record absences due to disability related illness and appointments.

Access

Fairburn View Primary School has easy access inside and outside for all children. For children with mobility problems, there is a lift near the entrance to the first floor. Staff are trained in alternative evacuation procedures for emergency situations. The school has disabled toilet facilities near the entrance. To access the National Curriculum, adaptations to curriculum materials may be required and some children may need access to specialist equipment. We welcome all children to access and attend clubs and we will make any necessary provision to ensure fair access.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four broad areas of need as stated in the SEND Code of Practice (2015)

- Communication and Interaction (C and I)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health difficulties (SEMH)

- Sensory and/or Physical. (S/P)

Whilst these areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCO works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS
- data, SATs, reading ages, annual and half termly pupil assessments
- The use of our local authority SEND criteria
- following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services e.g. EYFS Advisors, WISENDSS and EPS.

For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals

Curriculum access and provision

In order to meet the learning needs of all pupils, teachers provide scaffolding to enable curriculum access. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with a TA or Learning Mentor (LM).
- individual class support / individual withdrawal
- further scaffolding resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to specialist teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides after consultation with parents that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN Support list. The class teacher will remain responsible for planning and delivering the curriculum through adaptive teaching and scaffolding. Parents will be informed of the support and results. Placement of a pupil on the SEN Support list will be made by the SENCO after full consultation with parent. External support services may advise on targets for a new One Page Profile and provide specialist input to the support process.

Learner Profile

This profile identifies a need that is likely to be ongoing and may need additional provision but does not require individual short-term targets.

One Page Profile

One-page profiles will be managed by teachers in consultation with pupils on Provision Maps.

A One Page Profile will usually be triggered when, despite receiving adaptive teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to achieve at National Curriculum outcomes considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Pupils may have a One Page Profile outlining any small step outcomes and any provision made that is additional to and different from usual classroom provision. It will be a collaborative approach between the child, parents, school and any agencies. **Parents will have the opportunity to communicate their contribution to the one-page profile at parents' meetings and will receive a code to access the OPP on Provision Maps.**

The One Page Profile will contain

- Short-term outcomes
- Teaching strategies
- The outcomes recorded at review
- Strengths
- Additional provision
- Parent comments

The One Page Profile (OPP) will record only that which is different from or additional to the normal curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The profile will be reviewed at termly with the inclusion of parents, carers and pupils.

My Support Plan (MSP)

Where school feel that a child may require intensive support beyond a One Page Profile (OPP), a 'My Support Plan' will be started. As part of a person-centred approach, this will be written in consultation with the child, parents and any agencies that are involved with the child. Longer term outcomes will be written outlining what we would like the child to do / achieve by the end of the year / key stage. A child with a MSP will also have a One Page Profile. The One Page profile will suggest smaller step outcomes that are achievable within a shorter period of time (half termly or termly). If the MSP is being escalated to submission for an EHCP it will be reviewed more frequently.

Request for Statutory Assessment

The school will request a Statutory Assessment from the Local Authority when, despite an adaptive programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will submit the child's MSP and any supporting documentation or reports, this is done in consultation with parents and supporting agencies.

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school offers for all pupils. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. The Local Authority will first decide if an EHCP assessment is appropriate (Stage 1), if appropriate it will arrange for professionals to carry out observations and submit a report (Stage 2). A panel will then decide if an EHCP will be issued. An EHCP will include details of long-term learning outcomes for the child, these are to be worked towards over a year or a key stage. EHCPs are reviewed annually for the majority of pupils and twice annually for Early Years and Foundation Stage. The LA will inform the Head Teacher and SENCO at the beginning of each school year of the pupils requiring reviews. Where a child has an EHCP, they will also have a One Page Profile. The profile will suggest smaller step targets that are achievable within a shorter period of time (half termly or termly).

Monitoring progress

All children in school are regularly assessed and tracked using the school's tracking system. We have high expectations of all children in school and although a child may have SEND, we believe that a child should make 'good' progress through the year; we consider 'good' progress. We also understand that for some children with SEND, progress maybe slower or a child might make progress in a different way such as making friends, communicating and toileting. We recognise that such small steps may be a huge achievement for a child and as a result, we celebrate all successes.

Parents (whose children are on the SEND register) will meet with the SENCO and/or Class Teacher and/or agencies termly to discuss progress against any outcomes on a One Page Profile. My Support Plans and Education Health Care plans are reviewed annually. If school or parents become concerned about the progress of a child, additional review meetings may be held with agencies to plan next steps. Phase Transfer reviews will be held for children with EHCPs in the autumn term when they enter Year 2 and Year 6.

Partnership with parents / carers

We recognise that parent's contribution to their child's welfare and education is very important. The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing outcomes for the child
- providing opportunities for parents to develop their own skills in order to support their children's learning.

Parents are welcome to contact the SENCO, Debra Pulleyn to discuss any concerns.

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. When a child is unable to express their views, information is gathered from other children, adults working with the child and parents. These are sometimes represented as pictures. There are regular pupil voice meetings where children can discuss their learning and thoughts about school.

Links with educational support service

The school may involve specialists at any point to support and advise. Not only do we engage appropriate specialist services and agencies to ensure that individual needs are being met, but also to form part of consultation and involvement on strategic policies being put into practice. Where assessment indicates that support from specialist services is required we believe it is important that the pupil/student receives it as quickly as possible. Referrals to any agency will be done in consultation with parents.

Resources

All children have access to resources to support learning. If appropriate, specialist resources will be provided to support access to the curriculum.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher, Senior Leadership Team or SENCO. The chair of governors may be involved if necessary.

Debra Pulleyn-SENCO

February 2025