



Special Educational Needs and Disability Policy

September 2023

Fernwood Primary (3-11) is a fully inclusive mainstream school. We warmly welcome children of all abilities, needs and those with disabilities.

This policy explains how Fernwood Primary (3-11) makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school's ethos and with current legislative requirements (SEND Code of Practice 2014 and the Equality Act 2010).

Our guiding principle is to aspire to be a fully inclusive school. We aim to do this by:-

- Having high aspirations for all children including those with SEND
- Valuing each child and their individual contribution; we aim to develop self-respect, self-confidence and respect for others
- Offering children with SEND access to a broad and balanced curriculum
- Working closely with parents; keeping them informed about their child's learning and encouraging them to work in partnership with school
- Ensuring that teaching methods, resources and learning goals are adapted to meet the individual needs of the child
- Identifying children with SEND as soon as possible, providing early intervention to support their learning and progress.

Further information about the provision for SEND in the school can be obtained from the child's Class Teacher or the Special Educational Needs Co-ordinator (SENCO).

Roles and Responsibilities

Ben Waldram: Executive Head Teacher

Lynne Orme: Head of School

Lorraine Jones: Deputy Head of School and SEND Lead

Hollie Sorrell: Assistant SENCO

Colette Wakeling: Assistant SENCO

Jen Stirling: Assistant SENCO

Teresa Edwards: Lead TA

Colette Wakeling: Class Teacher in the Focused Provision (The Lighthouse)

Mrs Sarah Tomsett is the governor who has an overview of SEND.

Fernwood Primary (3-11) recognises that provision for children with SEND is a matter for the whole school community. Roles and responsibilities with regard to SEND are designated in the following way.

The Role of the Governing Body and Executive Head Teacher

The Governing Body, its committees and Executive Head Teacher are in a monitoring role to:

- Ensure the school meets its statutory requirements and responsibilities, with regard to SEND
- Support the SENCO
- Oversee SEND provision and its effectiveness
- Allocate funding
- Ensure that there is appropriate and sufficient staff training.

In daily school life, the Heads of School support the Executive Head Teacher within these duties. SEND is included in the annual review process and prioritised in the Strategic Plan. The Equalities Plan is also an integral part of the Strategic Plan.

The Role of the Special Educational Needs Coordinator SENCO

(SEND Lead Practitioner and Assistant SENCOs)

The Code of Practice requires each school to have a member of staff to take on the role of the SENCO, whose training will be supported by the school and will be given an allocation of time to carry out their duties and responsibilities. At Fernwood Primary (3-11) , Lorraine Jones is Deputy Head of School and SEND Lead, Hollie Sorrell, Colette Wakeling and Jen Stirling are Assistant SENCOs. The SENCO is responsible for co-coordinating the strategic development and the day-to-day operation of the school's SEND policy. In addition to this the SENCO is responsible for:

- Liaising with parents and other professionals in respect of children with SEND
- Advising and supporting teachers in school regarding the graduated level of support, appropriate resources and strategies to support learning
- Ensuring that relevant background information and current provision documents, including records, about individual children with SEND are collated and updated
- Recording and updating a register of children with SEND
- Liaising closely with the SEND governor

- Arranging annual reviews for all pupils with an Education, Health Care Plan and termly reviews for all children with SEND
- Monitoring the provision and progress of children with SEND
- Leading training in school on SEND as appropriate
- Working closely with all staff
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with the relevant Designated Teacher where a Looked After Child has SEND
- Ensuring that appropriate transfer arrangements are in place.

The role of Class Teachers:

- To begin to identify, in liaison with the SENCO and parents, children who have difficulties in learning
- To know which pupils in their class are on the SEND Register and at which stage
- To ensure all aspects of learning are adapted to fully meet the needs of all pupils
- To maintain a SEND file for their class including copies of all relevant provision plans - Individual Provision Plan (IPP), Individual Medical Plan (IMP), Pupil Support Plan (PSP), Educational Health Care Plan (EHCP)
- To write individual provision plans (IPP, IMP, PSP) for pupils with SEND and those with an EHCP
- To ensure that these IPPs and PSPs are reviewed with the parents (and child if appropriate) at least three times a year and at least annually for an IMP and EHCP
- To ensure TAs are deployed effectively within their class
- To monitor defined steps of progress towards meeting appropriate targets for pupils with SEND.

The role of Teaching Assistants:

Under the guidance of the Class Teacher and SENCO to:

- Carry out activities and learning programmes/intervention and to keep records of this work as requested
- To support children in class or by withdrawing individuals/small groups to deliver specific intervention

- To feedback to Class Teacher and SENCO about the progress of individuals they support
- To be fully aware of the school's SEND policy.

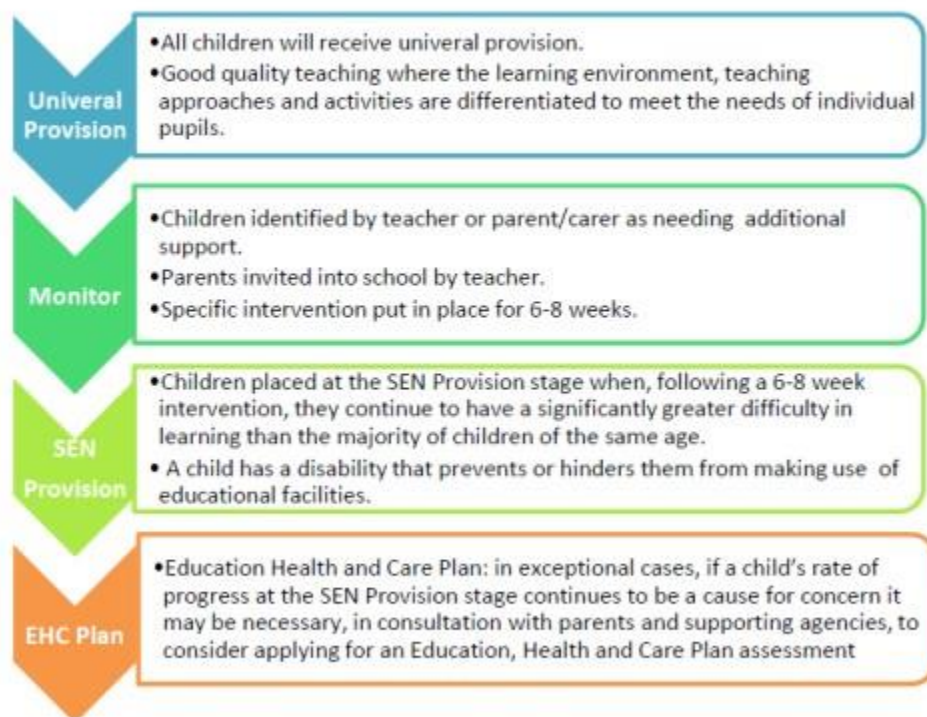
How SEND pupils are identified and their needs are determined

Identification can come via several routes:-

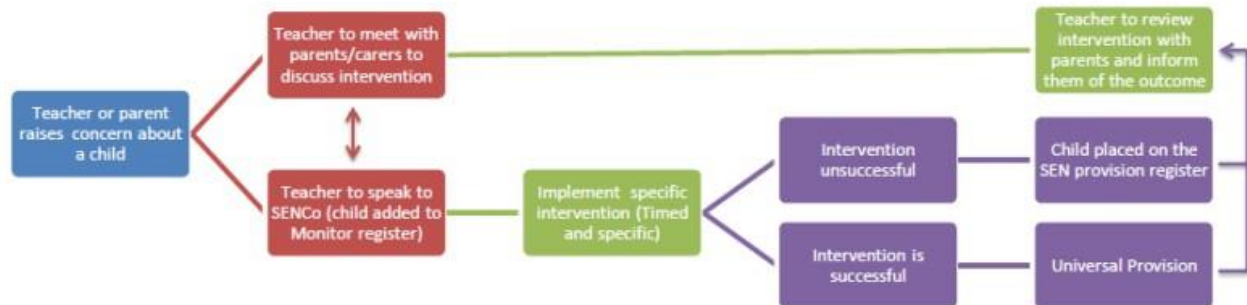
- Medical diagnosis
- A recognised outside agency report funded by parents
- Children arriving at Fernwood Primary (3-11) with SEND
- Parental concerns discussed with Class Teacher
- Class Teacher identification made through general teacher assessments and reviews of progress.

We aim to identify children with SEND as early as possible in their school career and undertake graduated stages of provision as outlined below:

The Graduated Stages of Provision



All children will receive universal provision; it is only when a child is having significantly greater difficulty in their learning than the majority of children at the same age that they will need further support.



Stage 1 – Monitor

If a Class Teacher has a concern about a child who is making little or no progress with universal provision, these concerns are initially discussed with the SENCO. The SENCO may suggest that the child receives a 'Wave 2' intervention (see appendix 1 – our local offer) for a short period of time (usually 6-8 weeks). At this point the child's parents/carers are informed of the intervention that the child will be receiving. At this point the child is still being monitored and is not placed on the SEND register.

The child's progress is monitored and reviewed by the Class Teacher and the information is fed back to both the SENCO and the parents/carers.

If the intervention has been successful and the child no longer has a significantly greater difficulty in their learning than children of the same age then no further action will be taken and they will return to receiving universal provision. However, if the child makes little or no progress more intervention will be undertaken and the child will be placed upon the SEND register.

However, if following the Wave 2 intervention the child continues to have a significantly greater difficulty in their learning than the majority of children of the same age, they will be placed on the SEND register and move to the SEND support stage whereby additional interventions will be planned to support the child in their area of difficulty and a provision plan (Individual Provision Plan, Pupil Support Plan or Individual Medical Plan) will be put in place to meet their needs.

Stage 2 - SEND Support

A pupil is considered to have SEND if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social, emotional or mental health needs; some pupils may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

The Code of Practice sets out four areas of SEND:

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs.

A child may have a SEND of some kind, at a given time, during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need support, which is **additional to or different from** their peers, for some or all of their time in school.

All pupils on the SEND register have one of the following individual plans:

- Individual Provision Plan (IPP)
- Pupil Support Plan (PSP)
- Individual Medical Plan (IMP).

IPPs map the provision allocated to children receiving SEND support, they also set out clear targets for the children to achieve and for staff to work upon with the child. The provision outlined in the plan will consist of Wave 2 and Wave 3 support (see appendix 1). However, especially during Wave 3 support, it may be necessary for the school to access external agencies' support. www.nottinghamcity.gov.uk/localoffer

The SENCO or Class Teacher shares the provision plan with parents/carers and the child during an IPP meeting. IPPs are reviewed at least three times a year, if a pupil is making good progress the IPP can be removed, so removing a child from the SEND register.

If a child continues to make progress but their SEND remains significant, their provision is reviewed, new targets and provision are set and the review cycle repeats. At this point, it may be appropriate for the SENCO to seek

further advice, support or intervention from outside agencies, and/or apply for additional funding (Higher Level Needs funding) from the Local Authority.

If a pupil's lack of progress continues to be of significant concern the decision may be made to move the pupil to Stage 3 whereby a request for an Educational Health Care Plan (EHCP) may be made in conjunction with parents/carers.

Stage 3 – EHCP

An EHCP will only be considered when a child has complex SEND that requires extensive provision or they have demonstrated significant cause for concern over an extended period of time. An EHCP can be requested by the child's school, from a parent or a referral by another agency by completing the application form available from Nottingham City SEND Service.

A Statutory Assessment Panel then reviews all the information to decide whether to proceed with further assessments to judge whether an EHCP is required. Should the Statutory Assessment Panel decide against an EHCP then recommendations may be made to school regarding provision and/or next steps. At this point parents have the right to appeal the decision and in this instance, should contact the Local Authority for the next steps. If the Statutory Assessment Panel agrees to proceed with the EHCP assessment then further information will be gathered including outside agencies.

The panel will then meet again to decide whether an EHCP is required. If the panel decides not to issue an EHCP then recommendations may be made but the child will remain at the SEND support level. Parents do have a further right to appeal the decision and should seek advice from the Local Authority. If the EHCP is granted then the document will contain the following information:

- ❖ Details of all of the child's SEND
- ❖ Short and long term aims
- ❖ Specialist provision necessary to ensure the child achieves the short and long term aims
- ❖ The name and type of school where the provision is to be made.

The Executive Head Teacher is then responsible for ensuring appropriate resources are put in place. The SENCO in conjunction with the Class Teacher ensures that appropriate provision is made to meet the objectives set out in

the EHCP. The EHCP must be reviewed annually. Parents of a child in receipt of an EHCP can request a Personal Budget.

Mental Health

We actively promote the children's wellbeing and mental health within the school curriculum (PSHE) and within assemblies, daily life and overall ethos.

We recognise the importance of a child's positive self-esteem, self-confidence and resilience to deal with aspects of life as they arrive. We have an ELSA (Emotional Literacy Support Assistant), Sports Mentors from Brighter Futures Through Sport in both Key Stage 1 and 2 and a qualified Counsellor working with pupils in Key Stage 2.

In consultation with parents/carers, we may refer pupils to Children and Adult Mental Health Service (CAMHS) and/or local GP.

Support Services available to us as part of Nottingham City's Local Offer:

- The Sensory and Physical Team
- Learning Support Team
- Autism Team
- Behaviour Support Team
- Community, Child and Adolescent Mental Health Service
- Community Educational Psychology Service
- Speech and Language Therapist
- Early Year Support
- Community Nursing Team
- Social Care
- Whole Life Disability Children's Team
- Community Paediatric Services
- Physiotherapy
- Occupational Therapy
- Crocusfields

For further information, please see: www.nottinghamcity.gov.uk/localoffer

Monitoring and Review Procedures

In liaison with the Executive Head Teacher, the SENCO monitors the SEND provision throughout the year. Areas monitored include:

- SEND Audit — checking for appropriate differentiation and that the IPP/PSP targets are being implemented
- Teaching Assistants' support, through observations, CPD programme and supervision (Nursery) and discussions
- Tracking the children's progress through:
 - ✓ Teacher assessments of National Curriculum objectives and IPPs
 - ✓ Reviews of provision plans
 - ✓ B Squared assessments
 - ✓ Data analysis reports.

Please see our school SEND Report (appendix 2) which identifies our annual successes and budget allocations.

Parental Involvement

Fernwood Primary (3-11) endeavours to involve parents at every stage of the assessment, monitoring and reviewing process in regard to a child with SEND.

We value the knowledge and support that a close partnership with parents can bring thus operating an 'open door' policy. If parents are concerned they should firstly approach the Class Teacher who will then share, where appropriate, the concerns with the SENCO. However, the parents may also arrange a meeting with the SENCO to discuss their concerns further.

We foster links with other schools including Special Schools, when a need arises.

The Children's Views

Three times per year, running alongside the provision plans, the children have the opportunity to give their views and evaluate their own progress and contribute where appropriate to decision making. These are called "Child View Sheets". Our TAs and SENCO follow up matters arising from the Child View sheets.

Training for Staff

We recognise the value of ongoing training. Staff attend in house training and are encouraged to attend relevant courses provided by external agencies.

Continuous Professional Development for TAs is led by the SENCO and Lead TA, this includes observations and feedback. TAs in the Nursery receive regular supervisions with our Nursery Lead Teacher.

Annual Appraisal targets are set for the SENCOs.

Accessibility

As an inclusive school we welcome all children, including those with SEND. Before a child transfers to us, we ensure that we liaise with all parties concerned and we take the necessary steps to ensure a safe working environment; this may include risk assessments and handling policies.

We attempt to ensure that all physical areas of the school buildings and grounds are accessible to all children making reasonable adjustments for pupils with disabilities where possible.

Transition

In order to ensure a smooth transition Fernwood Primary and Nursery (3-11) will make arrangements to share all relevant information with the child's next placement including written records, visits and meetings.

Transition arrangements may include:

- Meetings between SENCOs
- Transition booklets
- Extra transition visits
- New Class Teacher invited to summer term provision meetings
- Individual transition programmes (if appropriate) when changing school.

The Lighthouse Focused Provision

A Focused Provision for children with complex needs, specifically high level ASD, has been established. This is a 10-place provision, including 4 Local Authority places. The class teacher in The Lighthouse is Colette Wakeling. Places are allocated in consultation with the Local Authority.

Complaints Procedure

We value the partnership between parents and staff however should a problem arise:

1. The concerns should be discussed initially with the Class Teacher
2. If the problem isn't resolved an appointment can be made with the Class Teacher, SENCO and Head of School to discuss the issues further
3. Should the parent still be unhappy, the complaint will be passed to the Executive Head Teacher
4. Should matters still not be resolved, the parent can then take their complaint to the Chair of Governors
5. Finally, the parent can bring their complaint to the governors' Complaints Panel, whose decision is final.

At every stage of the complaints procedure, the parents can be supported by the Parent Partnership Service or a chosen representative. At any time, a parent may seek further advice from the Local Authority SEND Service.

Signed: _____ (Chair of Governors)

Date: _____

A paper copy of this policy is available at the school offices or can be downloaded from the school website: www.fernwoodprimary.co.uk