



Fair Field Junior School



Inclusion / SEND Policy

Statement of Intent

Fair Field Junior School is committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

Inclusion/SEND Policy	
Written by:	Renu Chotai
Date:	12.01.20
Approved by:	FGB
Date:	05.03.20
Review frequency:	Annually
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

This policy should be read in conjunction with the School SEND Information Report/School Offer



SECTION 1 – Key Information

Key Contact for SEND:

Inclusion Leader (responsible for SEND) –Renu Chotai

r.chotai@fairfield.herts.sch.uk

Tel: 01923 856594

Member of the school Senior Leadership Team/ Completed National Award for SENCO (NASEN)

Our school beliefs and values around SEND

Our goal is that children will be happy, enjoy school and make good or better progress in their learning. Every child in our school is valued and all achievements are recognised. Learning is matched to the needs of the children within the framework of the National Curriculum. All teaching and learning in our school takes account of the individual abilities of the child and the pursuit of the highest possible standard for them. Every teacher is a teacher of every child including those with SEND.

COMPLIANCE

This policy is written in line with the requirements of:

- Children and Families Act (2014)
- SEND Code of Practice 0-25 (January 2015)
- The Equality Act 2010: advice for schools Dfe (Feb 2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- The Special Educational Needs and Disability Regulations (2014)
- The SEN Information report regulations (2014)
- Teachers standards (2013)

This policy should be read in conjunction with the following school policies and documents: Anti-Bullying Policy, Accessibility Plan, Behaviour Policy, Safeguarding policy, Local Offer for SEND, Equality Policy. This policy has been created by the Inclusion leader in liaison with the SEND Governor, SLT, staff and parents with SEND, all staff, Fair Field Junior School Inclusion Leader and reflects the SEND Code of Practice 0-25 guidance.

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2015.

A child or young person has special educational needs if he or she has 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 they;

(a) Have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if no special educational provision were made.

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 will be taught.



Contextual information about our school/setting

Fair Field Junior School believes that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Fair Field Junior School is a mainstream two form entry junior school. We admit up to 240 pupils. We have families attending our school both from the local community and from further afield and draw children from a wide spectrum of social and economic backgrounds including social housing, a traveller site and private housing.

The percentage of children who receive Pupil Premium funding is currently 17%. The percentage of children with a special educational need is 16% with numbers varying between cohorts. The percentage of children with English as an additional language varies between cohorts.

Aim

At Fair Field Junior School we want to raise the aspirations of and expectations for all pupils with SEND. We want to provide a focus on outcomes for children and young people and not just hours of provision and support. We want to ensure that children leave our school equipped with the skills to support them in secondary school and the wider community.

Objectives

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their full potential and encourage confidence and high self-esteem with our children with SEND.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by **providing high quality first teaching differentiated for individual learners.**
- To support the early identification of needs, working closely with parents and professionals.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To provide an Inclusion Leader, who will work with and lead the school team of staff, ensuring they follow and implement the SEND Policy.
- To provide support and advice for all those working with special education needs pupils and to develop the existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
- To underpin the school philosophy of inclusion, supporting access to the environment and classroom learning for each and every child.
- To support the school in a 'whole school' responsibility, of all having an impact in raising the achievement in each and every child.
- To clarify processes and procedures for identification of needs within Fair Field Junior school, using the graduated approach and the four part process of assess, plan, do and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school
- To ensure funding is allocated to provide high quality provision for those with identified SEND, reviewing the impact of provision regularly and making adjustments as necessary.
- To provide resource to use and follow the advice from professionals, making adjustments if necessary to fit our setting, ensuring we as a school support provisions so that they can have optimum impact on progress of children with SEND.



- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To ensure that, where possible, pupils participate and are involved in the process of information gathering and reviewing process, taking into account the needs of the whole child, for example their likes and dislikes, interests and preferred methods of learning.
- To have rigorous monitoring and evaluation schedule in place for SEND to ensure we are constantly striving to maintain and improve our high standards of SEND provision.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.

Identifying Special Educational needs and/or Disabilities

Our school have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

When reviewing and managing special educational provision the broad areas of need and support outlined from the Code of Practice are helpful.



Information on these areas of need and support is also collected through the School Census and forms part of the statutory publication '*Children and Young People with SEN: an analysis*' which is issued by DfE each year.

There is a wide range of information available on appropriate interventions for pupils with different types of need, and associated training which schools can use to ensure they have the necessary knowledge and expertise to use them. For example the EEF (Education Endowment Foundation) These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well- evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which, manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools which Fair Field uses to support its' management of pupils with social, emotional and mental health difficulties.



Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A GRADUATED APPROACH TO SEND SUPPORT

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) A child may be closely monitored due to concerns by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

Assess, Plan, Do and Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

1) Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being



overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

2) Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

3) Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

4) Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer or by speaking to the schools Special Needs Co-ordinator.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables



provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

Self-esteem must be developed if children are to make progress and therefore:

1. All pupils should follow a PHSE/citizenship programme;
 2. Activities should have success opportunities built in at the planning stage;
 3. Children's achievements should be related to what they have done, not what they can't do;
 4. The achievements of all children in all areas should receive equal acclaim;
 5. The schools behaviour policy recognises the importance of positive reinforcement;
- Individual needs are met within the classroom setting by differentiation of the curriculum at the planning stage, both for children with learning difficulties and for children with special aptitudes and abilities.

Where support is involved (Classroom assistants), all adults should work as a team, planning together and monitoring progress. Children will have the opportunity to work in small withdrawal groups targeting their needs.

Some children will be provided with 11 opportunities involving focussed teaching opportunities such as Catch Up and medical provision such as Occupational Therapy programmes, and speech and language programmes.

We emphasise independence and self-organisational skills and try to avoid over dependence on any support.

Children are rarely exempted from the requirement of following the National Curriculum.

Integration of children with SEND

All children with SEND join in the activities of the school together with pupils who do not have special educational needs, unless there is a health and safety issue.

All staff have the responsibility of encouraging and monitoring the social integration of pupils with special needs.

The school aims to provide P.E. and sports activities which give opportunities for achievement by all pupils, regardless of their special needs.

Children with special educational needs will be fully integrated into the main classroom setting for the vast majority of their lessons.

SUPPORT FOR PUPILS & FAMILIES

The following links are available to support families :

- Hertfordshire local offer
- Fair Field SEND information report
- Policy on managing the medical conditions of pupils
- The school will consult with and inform parents of any matters related to their child's special needs.
- The school will take account of the wishes, feelings and knowledge of parents at all stages and record and act upon parental concerns.
- The school will incorporate parents' views in assessments and subsequent reviews.
- The school will provide information on the range of support available for children with special educational needs within the school and the LEA and will make every endeavour to provide information on local and national voluntary organisations which might provide information, advice and counselling for example Children and Families Consultation Service and Continue You Parent Partnership...
- The school has parent evenings each term, where teachers can feedback information to parents of children with special educational needs and where parents can voice any concerns.
- Other appointments at the request of the parents or the school are arranged as appropriate. See section on review procedures.



- The school will endeavour to involve the pupils in the decision making process related to their special needs.
- The school will record pupil's views in identifying difficulties, setting goals, agreeing a development strategy, monitoring and reviewing progress, where appropriate.
- The school will involve pupils in implementing SEND Support Plans.

TRANSITION

At the time of the transfer to secondary school all relevant records are passed on to the receiving school. Direct contact is made with the receiving school's SEND coordinator and/or teacher who are responsible for pastoral care, the deputy head teacher or head teacher. When reviews of children who are in Year 6 are taking place, an appropriate member of staff from the receiving school is invited to attend. When a child transfers to a new primary school the receiving school will be sent all Special Needs information as soon as possible.

Links with External Agencies

If the school suspects that a child's difficulty is related to a medical condition, disability or developmental delay, having obtained the consent of the child's parents, the school will consult with the school nurse, health visitor or request that the parents ask for advice or a referral from their own GP. With parental permission the school can make a referral to the Speech and Language therapy service, Specific Literacy Difficulties Base, Chessbrook Behaviour Support and Educational Psychology Service. In appropriate cases, the school will inform and liaise with Social Services and the Education Welfare Services, to register concerns about a child's welfare and to put into practice the procedures related to child protection issues. The school will have access to counselling services through Hertfordshire Schools Counselling Service. School referrals will be made through the school SENCO.

Assessment

As far as possible all children will be given the opportunity to take part in National testing at the appropriate level. Special arrangements for the end of Key Stage tests will be made, by following the correct procedures (as stated by The Standards and Testing Agency). When such tests are not appropriate Teacher tasks and assessments will be used to make a decision of the child's levels. These will include use of the P levels for all children not yet working at level 1 of the National Curriculum. All children will have their achievements tracked throughout the school and this data will regularly be analysed and discussed at pupil progress meetings. The SENCO will be responsible for analysing the SEND children's progress. This information will be made available to the Head of School and Senior Management Team to inform future policies. SEND children will be regularly assessed through targeted marking, class tests, sample work, teacher & TA observations and the use of standardised spelling and reading tests. When necessary the SENCO will request formal testing from other professionals. These assessments will be made available to parents.

Supporting Pupils at school with Medical Conditions

Please see policy for children with medical conditions

Monitoring and Evaluation of Pupils with SEND

The degree to which:

- the school achieves early identification of a child's special educational needs.
- the school effectively assesses a child's special educational needs.



- the school makes effective and appropriate provision for a child's special educational needs and/or disability.
- the school effectively records and monitors the progress of a child with special educational needs.
- the school makes appropriate and effective use of outside support agencies and services.
- the rate of progress for pupils with SEND matches that of their peers

TRAINING & RESOURCES

The training needs of staff are identified through observations and appraisals. The SENCo will organise training involving external specialists and internal specialists.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this
- Includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The School's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

The school's SENCo is a member of NASEN (National Association for Special Educational Needs)

ROLES & RESPONSIBILITIES

SENCO/Inclusion Leader – Mrs Renu Chotai (NASENCo Award)

She is responsible for:

- The day-to-day operation of the school SEND policy and the monitoring and evaluating of its effectiveness.
- Liaising with and advising fellow teachers, classroom assistants and other adults within school.
- Coordinating provision for children with special educational needs in providing for pupils with a SEND Support or Education Health and Care Plan.
- Maintaining, overseeing and updating the records of all pupils with special educational needs.
- Assisting class teachers in liaising with parents of children with special educational needs.
- Liaising with external agencies where appropriate, including the Educational Psychology Service and other support agencies.
- Coordination of and preparation for special educational needs planning meetings.
- Working closely with the head teacher in communicating information to assist the decision making process with regard to children of special educational needs.
- Ensuring SEND concerns are included in all aspects of the Senior Management team decisions and whole school planning.

STORING AND MANAGING INFORMATION

Information at Fair Field Junior School is stored in line with our school policies on information management including our Freedom of Information Policy and GDPR. All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent and relevant assessments, provision maps and individual support plans in locked cupboards in their classroom. They may also have key information from outside specialists.

More sensitive information is stored in locked cabinets in the Leadership office or in the Executive Headteacher's office. Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

REVIEWING THE POLICY

This policy will be reviewed annually in consultation with governors.