



Forton Primary School

Special Educational Needs and Disabilities (SEND) Policy

Date policy last reviewed: September 2024

Signed by:

Lorna Boase

September 2024

Peter Taylor

Headteacher
Chair of
governors

Date:

September 2024

Date:

Statement of intent

Forton Primary School values all pupils and celebrates diversity of experience, interest and achievement. We encourage learning that is both independent and positive in attitude and we acknowledge the essential partnership between home and school to achieve this. We are committed to making our best endeavours to meet the educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. All pupils need to experience praise, recognition and success. We aim to create an environment where every child is valued and has the ability to develop educationally, personally and socially as far as they are able. Our staff are committed to fulfilling the potential of each child in a caring and supportive environment.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils. Children make progress at different rates and have different, preferred ways of learning. Teachers take account of this when they organise lessons and teach. At Forton Primary School, we embrace the fact that every child is different and that their needs may be different too. If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Lorna Boase (Headteacher/SENCO) or Rachel Gelder (Associate SENCO) to discuss your concerns.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- a. Equality Act 2010: advice for schools DfE Feb 2013
- b. SEND Code of Practice 0 – 25 (September 2014)
- c. Schools SEN Information Report Regulations (2014)

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment

We aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.

- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies

Objectives

In order to meet the special educational needs of our children at Forton Primary School we will:

- Adopt a graduated response for the identification and assessment of children with special educational needs as recommended by the Code of Practice 2014. This approach recognises that there is a continuum of SEND.
- Identify pupils of all abilities who are not meeting their Age-Related Expectations and provide them with every opportunity to overcome their difficulties
- Ensure that staff members seek to identify the needs of children with SEN as early as possible. This is most effectively done by, gathering information from parents, education, health and care services as well as early years' settings prior to the child's entry to the school.
- Monitor pupils using a discretionary SEND Register which is kept within school for pupils who are identified as having SEND. This register is reviewed regularly.
- Ensure that all staff recognise their responsibilities for pupils with SEND.
- Enable access to the National Curriculum for pupils with SEND within mainstream classrooms, using a variety of teaching and learning styles whilst giving due regard to the Children and Families Act 2014.

- To develop effective and manageable procedures for recording and monitoring pupils progress, as recommended by the SEND Code of practice 2014. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they reach their full potential.
- To implement the Equality Act 2010 and the SEN and Disability Regulations 2014, which prevents discrimination against disabled people in their access to education.
- Assess and record the progress of all children.
- To provide full access to a broad and balanced curriculum (based on the 2014 National Curriculum for England), whilst appropriately differentiating work and developing or providing resources (within financial constraint) to enable all children to achieve and make progress.
- To support children to make the best progress of which they are capable of.
- Liaise with outside agencies for advice and support for our SEND children. Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include. Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Educational Psychologists, Paediatricians, Physiotherapists, Occupational Therapists etc.
- Promote, develop and maintain strong partnerships between parents, pupils, the school staff, governors and any external agencies involved.
- To promote dignity and self-esteem of all the pupils whatever their individual needs, in accordance with the school ethos.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals.

Special Educational Need

The 2014 Children and Families Act, Section 3:20 states that a child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or (b) have a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of the child's age.

In most instances a child's needs will be met by a combination of good classroom practice and additional support within the school. In some cases, support from outside agencies will also be provided.

In our classes, we are able to adapt our teaching to suit a range of ability levels and learning styles. If a child is not able to access the curriculum without additional or different support, we will assess whether s/he has a special educational need.

Pupils who have learning, physical, communication, sensory, and/or medical needs may require extra help or flexible arrangements to access the curriculum. Children who have behavioural, emotional and social needs may also need additional support to facilitate their learning.

This policy is to ensure that the ethos of the school, its curriculum planning and assessment take into account and address the special educational needs of individual pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare

- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP)

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All children will have access to all National Curriculum subjects at the appropriate stage and programme of study.

Some children may need access arrangements during national tests and assessments (SATS). School will apply these where necessary and in consultation with parents and the pupil.

All children within Forton Primary School are encouraged to be involved in the wider aspects of school life, where individual skills and prowess can boost self-esteem and promote respect from peers. Children are secure in school and feel that they can “have a go” in activities and learning.

All children need to celebrate both their successes and those of others. We encourage a culture of mutual tolerance and respect. Staff lead by example, modelling respect and care towards children, parents and each other.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. At Forton, we adopt an ‘Inclusive Classroom’ approach, whereby the delivery of the lesson and the resources are organised so as to ensure that it is accessible to every child. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers’ ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening and SATs. Teachers will then consult the SENCO to consider what else might be done – the child’s learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing

on classroom organisation, teaching materials, teaching style and adaptation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENCO to review the strategies that have been used. A meeting will be held informally between the initial parties (i.e. teacher and parent or teacher, parent and SENCO), whereby discussions will determine the next course of action. This meeting may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO, in conjunction with the class teacher, will update all records of provision and impact of that provision. The teacher will maintain the personalised plans, within the child's Individual Learning Journal. Monitoring of the interventions will be recorded and targets will be kept updated by either a teaching assistant or the class teacher but always overseen by the class teacher. These will be constantly monitored and shared with parents on a half-termly basis.

ASSESS:

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external

specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN:

Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO:

The strategies and interventions agreed in the plan will be implemented and progress monitored by the class teacher, headteacher and SENCo, using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW:

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website: [download.asp](https://fortonschool.co.uk/download.asp) (fortonschool.co.uk)

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils, is that which is required to meet the planned outcomes. The SENCo in collaboration with the Head-teacher and the Bursar, monitors the cost of provision made through provision mapping.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory

assessment from the Local Authority, which may lead to an Education, Health and Care Plan. Previously these were called Statements of Special Educational Need.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's Pupil Passport / Individual provision map /Individual Learning Journal (ILJ)
- records of reviews with pupils and parents, and their outcomes
- medical information (where relevant)
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g., Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a statutory assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and child
- the school
- an Educational Psychologist
- health (Paediatricians, Speech and Language Therapy, Occupational Therapy, CAMHS etc.)
- social care
- anyone else that parents/ carers request
- a specialist teacher if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website <https://www.lancashire.gov.uk/SEND>

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCo initiates the process of inviting relevant people to the meeting. This can include pupils, parents and others close to the child who pupils and parents would like to attend. The relevant professionals from within school and outside agencies will also be invited, as will

a representative from the LA Inclusion Service. Reports are also provided from all parties which will inform the review meeting and are particularly important should they not be able to attend.

The review will be child-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this review meeting and ensure that it is sent to the LA. Any changes to the plan will be made by the LA if necessary and the amended plan will be forwarded to parents and school to be agreed. Changes will then be finalised.

Criteria for exiting Special Educational Provision (SEP)

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Lancashire County Local Authority's Local Offer can be found at

<https://www.lancashire.gov.uk/SEND>

This policy forms part of the school's SEN Information Report which can be accessed at [download.asp \(fortonschool.co.uk\)](download.asp (fortonschool.co.uk))

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships are in place. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS) and are supported to engage with external agencies. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCo. Parents are encouraged to be involved with target setting for Individual Education Journals. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

The Educational Welfare Officer may visit school if needed, to offer advice. If a teacher is concerned about the welfare of a child, they should consult the SENCO and/or Headteacher as Designated Safeguarding Lead.

Depending on the special educational needs of the children different agencies may be involved e.g. Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, the Traveller Service.

The school's Safeguarding and Child Protection Lead is the Head Teacher Lorna Boase.

The Deputy Designated Safeguarding Lead is Melanie Addison.

The School's Child Protection Governor is Peter Taylor

The School's SEND Governor is Mrs Nichola Hetherington

Children's Views

Teachers discuss individual learning targets with all their pupils and this includes children with special educational needs. Pupils are included in discussions about their Individual Learning Journals at a level appropriate to their age and are encouraged to participate in their Annual EHCP Reviews. This is to prepare them for taking on some responsibility for their own learning in the future. It also helps

them to understand the nature of their learning difficulties and avoid a poor self-image. Learning strengths and areas of achievement are also discussed and celebrated.

Admissions

Pupils with special educational needs will be admitted to Forton Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings and home visits to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs.

In the case of a pupil joining the school from another school, Forton Primary School will seek to ascertain from parents whether the child has any special education needs and will access records from the previous school as quickly as possible. If the school is alerted to the fact that a child may have a difficulty with, or barrier to, their learning, we will do our best to collect all relevant information and plan an individualised, differentiated curriculum as soon as possible.

The Admissions Policy is available on the school website – [SCHOOL ADMISSION ARRANGEMENTS 2004/05 \(fortonschool.co.uk\)](http://fortonschool.co.uk)

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCo of the receiving school to discuss SEN records and the specific needs of individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

As a school, we recognise that pupils who attend with medical conditions should be appropriately and properly supported so that they have full access to education. This includes school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP). This brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014, updated January 2015) is followed and adhered to. Reference can also be made to the school's Medical Policy.

Transition

In order to maintain good SEND provision, we arrange for pupils with SEND and their parents to meet the SENCO of their high school. A member of the high school staff will be invited to attend the annual review of a Year 6 pupil who has an EHCP, and this may also be the wish of parents of other pupils with SEND provision. Transition arrangements for children with Special Educational Needs are begun in the Spring term of Year 6. Arrangements for extra transitional visits can be made in order to ensure smooth transition to high school during the Summer Term.

Knowing the right person to contact can help to sort out problems that can occur when children move to a bigger school. SEND records are forwarded to the transfer school. Pupils' strengths and interests are communicated as well as areas of difficulty.

SENDIASS ([SENDIAS Home - Lancashire SEND \(lancssendias.org.uk\)](http://lancssendias.org.uk)) offers advice for parents of pupils with special educational needs and disabilities during school transition. Extra preparations for transferring to high school are made when parents of a pupil or staff feel this will be of benefit to the child.

Support Services and External Advice

Within our school we are fortunate to have a range of expertise and experience. However, where there are learning difficulties that we are not qualified to address, and we seek expert advice from outside agencies. School is able to contact specialist advisers from the Local Authority SEND Services, who offer expertise in:

- Sensory Impairment
- Communication
- Significant Learning Difficulties
- Emotional, Social, Mental health and Behavioural Difficulties
- Early Help and Well-being Service
- Information, Advice and Support Team (IAS)

- Educational Psychology Service

Support, advice and training is also sought from a variety of other providers such as:

- Occupational Therapists
- Speech and Language Specialists both NHS and Private
- Physiotherapists
- Educational Psychologists
- Specialist Teachers

Training and resources

Governors will ensure that there is a suitably qualified SENCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Regular contact between class teachers and the SENCo is essential to ensure that needs are being met. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors also ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHCP and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher and / or the SENCo.

The SENCo will keep abreast of current research and thinking on SEN matters.

The SENCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of SEND provision.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

Roles and responsibilities

The Governing Body:

The Governing Body The SEND Governor, Mrs N Hetherington will support the Governors to fulfil their statutory obligations by ensuring:

- The SEN Governor meets each term with the SENCo at which a report is shared outlining the progress with SEN issues. Discussions may be shared at the Curriculum Committee.
- A report is presented each term to the full governing body, detailing the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision.
- The SEN Policy is reviewed annually, including the Action Plan.
- The school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher – Mrs Lorna Boase

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's Special Educational Needs Policy. The Headteacher and the SENCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCo)

This responsibility is held by Mrs Lorna Boase, supported by Mrs R Gelder as Associate SENCo.

The SENCo is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that ILJs are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum adaptation and assessment of pupils with SEN. They work together with the SENDCo to formulate and review ILJ's

Storing and managing information

The confidential nature of SEND information is fully recognised at Forton Primary School. All information is stored securely.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Forton Primary School publishes its accessibility plans within its Local Offer and its Inclusion Policy. These can both be found on the website at [download.asp \(fortonschool.co.uk\)](https://www.fortonschool.co.uk)

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCo
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors

The school Complaints Policy can be found here: [download.asp](#)
([fortonschool.co.uk](#))

Parents are informed about Information Advice and Support Services, including IAS (Information, Advice and Support Team) as they can give independent support and advice. [Information and advice - Lancashire SEND](#)
([lancssendas.org.uk](#))

Bullying

Bullying is taken very seriously at Forton Primary School. To view the school's policy on anti-bullying, see the school's website [download.asp](#)
([fortonschool.co.uk](#))

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Forton Primary School endeavour to generate a culture of support and care among pupils.