



Fixby Junior & Infant School

Special Educational Needs and Disability (SEND) Policy 2023-2024

Statutory Policy			Website	
Yes			Yes	
Date Written:	Written by:	Ratified by:	Ratified on:	Review:
September 2012	J.Hemingway	Governing Board	September 2013	
Date of Review:	Reviewed by:	Ratified by:	Ratified on:	Next Review:
February 2019	S.Ahmed	Governing Board	February 2019	
May 2021	S.Ahmed N.Whitelaw	Governing Board	May 2021	
September 2021	S.Ahmed N.Whitelaw	Governing Board	September 2021	September 2022
November 2022	S.Ahmed K.M Hunt	Governing Board	November 2022	TBC – dependent on government review
November 2023	S.Ahmed K.M Hunt	Governing Board	January 2024	November 2024



. Inclusion Statement

Fixby Junior & Infant School aims to create a secure, accepting, collaborative and stimulating school environment in which everyone is valued and all children can thrive and achieve their best. Inclusion permeates every aspect of school life to increase learning and participation for all children. Particular attention is paid to the provision made for different groups of children within school who may be vulnerable, for example because of their attainment, gender, ethnicity or background.

This policy complies with the statutory requirements in the SEND Code of Practice 2014, 0 - 25 and should be read in conjunction with the following guidance, information and policies:

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
 - The Equality Policy
 - The Accessibility Plan
 - The school's SEN information on the school website (SEN Report)
 - The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
 - Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
 - The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice (2014), this policy has been formed with the consultation of the SENDCO, Head teacher and governors, having regard to the SEN Code of Practice 2014 and on the identification and assessment of special educational needs.

2. Contacts

Mrs Saima Ahmed – Special Educational Needs Co-ordinator (SENDCO)

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.

2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEN Policy is put into practice. (NASENDCO Award)
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. The SEN Code of Practice 2014 states that:

- *6.36 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.*
- *6.37 High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for the lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Child looked after, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns you may have about a child/young person with behavioural needs would form an underlying part of a wider need (above) which you have recognised and identified clearly. Behaviour is dealt with according to the school Behaviour Policy and incidents are recorded, logged and monitored through the school behaviour tracking system.

5. A Graduated, Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **Intervention Support**.

Intervention Support

If a class teacher feels that a child is not making good progress despite differentiated work in class within the Quality First Teaching Approach, further evidence will be gathered. This will involve consultation with Parents and other school staff, including the SENDCo. If it is felt that a higher level of intervention and support is needed, the child's name will be placed on the school's Special Educational Needs Register by the SENDCo. This initial stage is called Intervention Support. Children on Intervention Support will access further provision and interventions, outside usual classroom differentiation, to enable them to make progress. This will be assessed and monitored through an Individual Education Plan (IEP) which identifies specific targets and these are reviewed termly with the class teacher, parents and the SENDCo.

SEN Support

Some children will require a higher level of intervention than others, and advice from outside agencies may be sought. These children will be placed on the SEN register at the SEN Support stage. An IEP is formulated setting out targets and these are also reviewed termly with the class teacher, parents and the SENDCo. Outside agencies may also be involved in the target setting and reviewing process. The outside agencies are invited to the termly IEP reviews in order to share reports and assessments. Some children may need a My Support Plan (MSP) which details the targets and their individual needs of the child and parent views.

Education, Health & Care Plan (EHCP)

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criterial for Exiting the SEN Register

Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the class teacher and the SENDCo.

7. Supporting Pupil/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements (See Admissions Policy)
- Our links with other agencies (See Local Offer)
- Our arrangements for examination and assessment access

- Our transition arrangements
- Our school policy on managing medical conditions of pupils

8. Supporting Pupils at School with Medical Conditions

At Fixby we recognise that children with medical conditions should be properly supported so that they have full access to education, including 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 SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEN Code of Practice (2014) is followed.

When a child's medical need has been identified (or awaiting diagnosis), the school must be notified and a Health Care Plan completed by the parents/carers immediately. This is recorded and the class teacher is notified, together with the school kitchen should dietary requirements be applicable.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children with special educational needs. This is provided as part of the school's block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the educational needs of the children within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 - Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 - Schools Block Funding	Contribution of up to £6k for additional support required by children with high needs, from the notional SEN budget.
Element 3 - High Needs Top Up	Top Up funding from the LA to meet the needs of individual children with EHC plans.

The amount of money in the schools block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC Plans – Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC Plans are therefore supported by a combination of school block funding (Element 2) and high needs top up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCo to explain the systems and structures in place to support the needs of individual children. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The SENDCo regularly attends the Local Authority's SENDCo Network meetings in order to keep up to date with local and national issues relating to SEND.

11. Roles and Responsibilities

- There is a SEND Governor who meets with the SENDCo Saima Ahmed and monitors the progress of children with SEN.
- All teachers are teachers of SEND and the school employs SEN Support Staff to support children additional needs. They carry out a range of roles across the Fixby school and are line managed by Saima Ahmed and Claire Allen. They work closely with the class teachers who oversee their work and plan with them.
- The designated Safeguarding staff are Claire Allen, Saima Ahmed. Lauren Nuttall, Vickie Garside and Lisette Sykes
- The member of staff responsible for the Children looked after is Saima Ahmed.
- The staff responsible for managing the school's responsibility for meeting the medical needs of children is Saima Ahmed.

12. Storing and Managing Information

All paper documents relating to children on the SEN register are stored in a secure area of the school. All electronic documents are stored on a secure area of the server in school.

All information kept throughout the child's time at Fixby is then transferred to the child's next school kept within the procedures of GDPR.

13. Reviewing the Policy

We will review this Policy within our school policy review cycle of Annually.

14. Accessibility – Statutory Responsibilities

Fixby School is committed to ensuring equal treatment of all its children and employees with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or service deliver. At Fixby School we have the following:

- Whole is on the ground floor.
- 2 Disabled Toilets.
- Wheelchair accessible doors.
- Low level Reception counter.

15. Dealing with Complaints

The Complaints Procedure is on the school website.

16. Bullying

At Fixby School we have a whole school approach to mitigating the risk of bullying, developing independence and building resilience in our children with SEN. We do this by:

- Regular assemblies to raise awareness of what constitutes bullying and how children can report incidents.
- Bully report forms for children to report incidents.
- 'Friendship bench' and 'buddy bench'.
- Play leaders

The Behaviour Policy and Safeguarding Policy are available on the school website for further information.

17. Related Policies

- Accessibility Plan
- Anti-bullying Policy
- Behavioural Regulation Policy
- Equality Policy
- Medical Needs Policy
- Safeguarding & Child Protection Policy