



# **Falconhurst School**

## **Special Educational Needs and Disability (SEND) Policy**

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**Review: Annually**

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## Introduction

This policy has been written with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and DfH 2015) and the regulations associated with the Children and Families Act 2014 (The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014 and The Order setting out transitional arrangements).

Falconhurst School is committed to a Whole School Approach to Special Needs ie: all teachers and teaching assistants accepting responsibility for children with special needs within their care.

Our whole school system of assessment, outcome setting and record keeping will enable continuity, progression and consistency of provision for all our children.

## Definition of Special Educational Needs (SEND) – (SEND Code of Practice 2015)

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools

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.

Children may also have an educational difficulty that is associated with Social, Emotional and Mental Health, or Communication and Interaction or medical needs or have a Sensory and/or Physical disability.

In addition to the above, children at Falconhurst School are considered to have a special need if he/she has been formally, or informally, referred to the Educational Psychologist or external agencies before starting school.

### ***Special educational provision means:***

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for the children or young people of the same age by mainstream schools.

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

### ***Legislations and guidance to consider are:***

**Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission

**Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education

**The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

## **Principles**

- A child's special educational needs should be identified and assessed early
- Children with special educational needs and their parents should take part in decision-making
- Children and young people should have greater choice and control with their parents support where appropriate.
- Effective collaboration between education, health and social care services should be secured to provide support, high quality multi-agency provision and a shared approach to removing barriers.
- SEND practice focusses on successful preparation for adulthood, including independent living and employment

## Aims

At Falconhurst School we aim to:

- to provide curriculum access for all learners
- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching outcomes
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- Make sure the children with SEND get the support they need
- Ensure the children with SEND engage in the activities of the school alongside pupils who do not have SEND
- provide an Individual Learning Plan (ILP) or SEN Support Plan (SSP) for children, to raise standards in small achievable steps
- monitor and review progress
- allocate appropriate resources to meet the child's needs
- allocate time for the school's SENDCo to support teaching and non-teaching staff
- consult with other support agencies when necessary

## Role of the SENDCo

At Falconhurst School the SEND Leader is Mrs Katie Peachey. All staff are responsible for liaising with her directly.

**The role of SENDCo involves:**

- Overseeing day to day operation of our school's SEND policy
- Co-ordinating provision for children with SEND and maintain the schools provision map
- Advise on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupil with SEND
- Liaising with Early Years Providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially with the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps records of all pupils with SEN up to date
- Advising, liaising, managing and supporting teaching staff and teaching assistants
- Supporting staff with assessment and writing ILPs and SEN Support Plans

- Ensuring appropriate ILPs and SEN Support Plans are in place
- Further assessments of the child's particular strengths and weaknesses
- Support planning for future support for the child in discussion with colleagues and review action taken
- Managing all Teaching Assistants
- Contributing to the Continued Professional Development of staff
- ensuring the 'SEND Policy' is adhered to

## Role of the Governing Board

The governing board approves the school's SEND policy and oversees the school's work. At Falconhurst School we have an SEND Governor who meets regularly with the SENDCo to be informed of the school's arrangements and reports these to the Full Governing Body.

The governing board ensures that the school makes the necessary provision for pupils who have Special Educational Needs. Governors, through the SEND Governor and the Curriculum Committee group, should ensure that they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment, personnel and resources are deployed. When SEND school objectives are prioritised, they will be reflected in the School Improvement Plan.

## Role of Parents and Pupils

Partnership with parents plays a key role in supporting the school in their individual programmes for children with SEND. The school recognises and promotes the active role that parents can play in their child's education. The school acknowledges parental expertise in relation to their child and the importance of recognising the child's strengths and achievements out of school. Parents will be invited into school to help set clear outcomes and review progress towards them as well as identifying their role in the process.

The views of the pupil should also be included in these discussions. The pupil may be involved in all or part of the discussion, or their views may be gathered as part of the preparation.

## Responding to Special Educational Need

The school has a register of all pupils who have been identified with SEND; children with SEND are also recorded on the school census. Where a pupil is identified as having SEND, Falconhurst School will take action to remove the barriers to learning and put effective provision in place. The following sequence of action (known as the Graduated Approach) will be followed to support children with SEN:

### **ASSESS:**

Working with the SENDCo, the class teacher will carry out a clear analysis of the pupil's needs, taking into account peers and national data, the views of parents, the pupil's own views and if relevant, advice from external agencies.

### **PLAN:**

The class teacher and SENDCo should agree in consultation with the parent and pupil the adjustment, interventions and support to be put in place as well as expected progress

(clear entry and exit levels), development or behaviour and a clear date for review. This will be recorded on an Individual Learning Plan or SEN Support Plan depending on severity of need and where a child is in the cycles of the graduated approach. Parental involvement will form part of the Support Plan.

Alongside the plan, a FACT/+ will also be completed and targets written from this.

### **DO:**

The class teacher will remain responsible for choosing the interventions and will work closely with the teaching assistant/s or specialist staff to plan and assess the impact of the support and interventions. The interventions will be monitored and placed on the school's provision mapping document.

### **REVIEW:**

With parents and the pupil, the class teacher and SENDCo will review the impact of the support and interventions and their impact on the pupil's progress in line with the agreed date. If it is agreed the pupil requires more support, they may continue with adjusted targets or they will request more support from internal support systems or external specialist partners (GP, Occupational Therapists, LA SEND Team).

In the event of the school taking relevant and purposeful action to identify and meet the SEND of the child and expected progress has not been secured over two cycles of Assess, Plan, Do, Review; the school or parents may consider requesting Additional High Needs Funding or an Education, Health and Care needs assessment (depending on the child meeting criteria).

## **SEND in Early Years (Nursery or Reception)**

A child in Early Years Foundation Stage may come to school having already been identified as having a special educational need. Early identification in Early Years will enable the school to put in support for that child as soon as possible. We recognise and seek the advice of key specialists as this can greatly support the class teacher's planning and preparation for that child.

### **Early Years Initial Triggers For Support**

The triggers for intervention will be that the child:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties, which are not changed by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning (Level 3 or 4 in areas of the early years FACT)

## **Early Years Next Level Support**

*Early Years Next Level Support* is characterised by the involvement of external support services who can help us with advice on new Support Plans and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a meeting to review the child's Support Plan. The review should consider:

- Has progress been made?
- What are the parents' views?
- Is there a need for more information or advice about the child?

The triggers for referral for seeking help from outside agencies are that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialised service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **Stages of Assessment**

### **First Stage**

The SENDCo and class teacher should provide interventions that are additional to, or different from those provided by our differentiated curriculum.

The triggers for this intervention are that the child:

- A child is scoring Level 3's and 4's on the FACT.
- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child will be monitored and support will continue if necessary or be withdrawn if no longer needed. The SENDCo and class teacher will collect together all available information about the child and seek additional information from the parents and possibly other agencies, as appropriate.



Intervention will be initiated which may provide different learning resources, introduce group or individual support and additional Teaching Assistant time.

Strategies employed to enable the child to progress should be recorded within an **Individual Learning Plan** (ILP) focusing on the 'additional provision' necessary for the child in order to secure small steps successes, these may be grouped into small steps over 10 day periods (Target 10 approach). These should include information about:

- short-term outcome set
- teaching strategies to be used
- provision to be put in place in school
- support to be put in place at home
- when the plan is to be reviewed
- successful recall of previous outcomes
- success criteria
- measurable outcomes
- the date when the plan will be reviewed to see if targets have been achieved

Support Plans are reviewed each term, discussed with parents and changes signed by the class teacher, SENDCo and parent(s). Teaching assistants who work with children will keep brief notes on the activities undertaken and the child's responses and show these to the class teacher.

## Second Stage

A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a meeting to review the child's Support Plan. At this stage, the child will be placed onto a Milton Keynes SEND Support Plan (SSP)

The triggers for Next Level Support could be that, despite receiving an individualised programme and/or concentrated support under *First Support*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication, or interaction, difficulties that impede the development of social relationships and cause substantial barriers to learning

The school's SENDCo or class teacher will obtain parental permission for involvement and professional advice from external agencies as appropriate and this advice will be incorporated into the child's individual support programme. Actions at Stage Two may include, but are not limited to:



- the child may receive individual support from a teaching assistant and/or work in a small group with a teaching assistant.
- Consideration of a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology.
- Creation of a new ILP or a SSP for the child which sets out fresh strategies for supporting the child's progress.
- Implementation of renewed and specialised strategies within a 'normal' classroom setting for as often as is appropriate.
- Ongoing input and oversight from the class teacher.

If the SENDCo and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

### **Education, Health and Care (EHC) Plan Assessment<sup>1</sup>**

If a child's needs are significant and cannot be met from the school's usual resources, it may be decided to apply for an Education, Health and Care (EHC) needs assessment by the Local Authority (LA). We will have collected written evidence of, or information about:

- ILPs and SSP's, records and outcome reviews for the pupil as part of our Stage One and Stage Two support process
- Individual provision maps
- the pupil's health, including the child's medical history where relevant
- Assessments /Engagement Models/Pupil Progress data
- FACTs and FACT + and monitoring
- Assessments from specialist partners - for example from an advisory specialist support teacher, or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service
- Clear plan-do- review monitoring cycles

The LA will consider assessment and decide within 6 weeks whether an Education, Health and Care Plan (EHCP) needs assessment is necessary - meanwhile the child should continue to be supported.

When making a request for an Education, Health and Care Plan (EHCP) needs assessment, the school or setting should state clearly the reasons for the request and submit the evidence listed above.

Parents are fully involved with the Education, Health and Care needs assessment process. The Assessment Panel will meet to consider whether the child fulfils the criteria to be awarded an Education, Health and Care Plan. Parents will be included in consultation on the most appropriate setting for the education of their child.

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<sup>1</sup> See 'Code of Practice' Chapter 3 'Working together across education, health and care for joint outcomes', Chapter 4 'The Local Offer' and Chapter 9 - Education, Health and Care needs assessments and plans

Assessment will not always lead to the LA issuing an Education, Health and Care plan; however, if a child receives an Education, Health and Care plan and attends Falconhurst School, resources will be allocated to the school to fulfil the recommendations made in the child's Education, Health and Care plan.

## **Education Health Care Plan Annual Review<sup>2</sup>**

Before producing the review report, the SENDCo must convene a meeting. The SENDCo must invite:

- the child's parents, (if the child is looked after by the local authority, under a care order, the child's social worker and the residential care worker or foster parents, should be invited, as appropriate)
- a relevant teacher, who may be the child's class teacher or Phase Leader or some other person responsible for the provision of education for the child, the choice resting with the SENDCo
- a representative of the placing LA
- any person who the LA considers appropriate and specify in a notice
- any other person the SENDCo considers appropriate

Copies of all the advice received must be circulated at least two weeks before the meeting.

## **Partnerships with Parents and Other Agencies**

### **Parents**

The School is able to supply an information leaflet published by the DFE to support parents.

### **Healthcare including Speech and Language Therapists**

The SENDCo has access to Speech and Language Therapists and other health professionals as appropriate and will seek their advice and assistance as appropriate in consultation with parents.

### **Social Care**

The Family Support Teams (FAST) and Children and Families Practice (CFP) team will focus their support on children and young people with additional and considerable needs. The Early Help process will be central to identifying the children and young people, including the needs that cause concern

### **School Transfer**

When a child moves schools, we are required to transfer school records within 15 school days of the child leaving our school.

Prior to transfer to secondary school the SENDCo from both schools will meet to discuss all children on the Special Needs register and transfer all Special Needs Files.

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<sup>2</sup> See Code of Practice, Chapter 9, for further information on procedures connected to the 'Annual Review'.

## **The Local Offer**

The Local Offer sets out in one place, information about provision expected to be available across education, health and social care for children and young people with SEND or who are disabled including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and to access it, and
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

For more information about the Local Offer, see our school website or request a copy from the School Office

## **Monitoring Processes**

In order to ensure that the provision for all of our children is appropriate and challenging, we have an established monitoring process. The Head teacher or SENDCo, class teachers and TA's meet at least termly to review pupil progress and provision for each child in support plans, provision maps and lesson planning. The SEND Governor is welcomed in making regular monitoring visits. Views of parents are considered, discussed and responded to and Early identification of Special Needs is responded to immediately

Our SEND policy is reviewed annually

## **Complaints Procedures**

Parents having any cause for complaint about the provision of the school curriculum for children with Special Educational Needs should refer to the school's separate Complaints Policy.