

Falcons Primary School



Special Educational Needs and Disability (SEND) Policy

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School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- successful learners
- responsible citizens
- creative thinkers and
- reflective individuals.

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Falcons Primary School

Special Educational Needs and Disability (SEND) Policy

Aims

Our SEN policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs (SEN).
- explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

The school will:

- have high aspirations for, and expectations of, pupils with SEND.
- ensure that every child experiences success in their learning and achieves to the highest possible standard.
- enable all pupils to participate in learning fully and effectively.
- ensure that all pupils with SEND have full access to all areas of the National Curriculum.
- provide a focus on outcomes for children, rather than just on hours of provision or support.
- identify, at the earliest opportunity, barriers to learning for pupils with SEND.
- facilitate maximum inclusion for pupils with SEND whilst meeting their individual needs.
- monitor the progress of pupils with SEND, in line with whole school practice.
- work in partnership with parents and families and attain high levels of satisfaction.
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- work closely with external agencies, where appropriate, to support the needs of individual pupils.
- ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.
- value and encourage the contribution of all pupils to the life of the school.
- encourage mutual respect and consideration as part of the ethos of our school.

The aims of Falcons Primary School are based on the aims stated in the Leicester City Local offer for special educational needs and disability outlined in their Best Endeavours Reasonable Adjustments (BERA) document which can be accessed here: <https://schools.leicester.gov.uk/services/special-education-needs-and-disability-support-service/bera-framework-best-endeavours-reasonable-adjustments/inclusive-provision-in-mainstream-settings/>. Further information about how the Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicester can be found here: <https://families.leicester.gov.uk/send-local-offer/what-is-the-local-offer/>.

This policy is written to comply with the 2014 SEND Code of Practice, 0-25years which can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, together with the Equality Act 2010.

1. Links to other policies

Falcons Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, this policy links to the following documents:

- Accessibility Policy
- Behaviour and Rewards Policy
- Equality Policy and Objectives
- Supporting Pupils with Medical Conditions Policy

3. Management of SEND within School (Roles and Responsibilities)

3.1 The Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO at Falcons Primary School is Katie Young. She will:

- Work with the headteacher Jasbir Mann, assistant SENDCO Gurminder Kaur and SEN governor Vi Dempster to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work 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.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SENDCO maintains links with other SENDCO's through the SENDCO network and through a SENDCO Hub of local schools which meets once every half term to share policy and practice.

3.2 The SEND Governor

The SEND governor at Falcons Primary School is Vi Dempster. She will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

3.3 The Headteacher

The headteacher at Falcons Primary School is Jasbir Mann. She will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

3.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCO/assistant SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. The class teacher will then seek advice from the SENDCO.

4. SEND Categories

The 2014 Code of Practice defines SEND as:

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools. Special educational provision should be matched to the child's identified SEND.

SEND is generally thought of in the following **four** broad areas of need and support:

- **Communication and interaction** (such as autistic spectrum and language disorders)
- **Cognition and learning** (such as dyslexia, dyspraxia and moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing or vision impaired)

Some children may have difficulties in more than one of these categories.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. For further information about the policy see section 5 and then advise parents to see their GP if they think their child may have an underlying medical condition or disability.

5. SEND Provision

5.1 Identifying pupils with SEND

Pupils who may have SEND are identified through:

- regular assessments of progress by class teachers for all pupils in order to identify those whose progress: 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; or widens the attainment gap. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- following up parental concerns
- information from previous schools
- information from other services e.g. Educational Psychologist Service

5.2 Consulting and involving pupils and parents/carers

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we consider the parents' concerns.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.
- parents are formally notified when it is decided that a pupil will receive SEN support.

5.3. Meeting Individual Needs

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. Including individual Pupil Passports. The provision for each pupil is related specifically to their needs.

The range of provision includes:

- implementation of teaching strategies specific to that child, e.g. visual timetables, Makaton, task boxes.
- in class support for small groups with TA.
- small group interventions with teacher or TA support.
- individual class support/individual intervention.
- further adaptation of resources or learning strategies.
- practical equipment to aid learning.
- peer support.
- additional resources/modelling of strategies for parents.

The SENDCO or other trained staff may need to undertake a range of observations or standardised tests with children in order to better understand pupil needs. In order to ensure the best possible provision, we may also seek more specialist assessment/ advice/ support from external agencies. Reports and advice obtained is shared and discussed with parents. Effective working links are maintained with the external agencies listed below.

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS): Vision Support; Hearing Support; Learning, Communication and Interaction Team; Social, Emotional and Mental Health team
- Special Education Service (SES)
- Speech and Language Service (SALT)
- Early Years Support
- Family Support/ Early Help Assessment (EHA)
- School Nurse
- Education Welfare Officer (EWO)

5.4 Monitoring pupils' progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCO/ assistant SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil.
- their previous progress and attainment or behaviour.
- other teachers' assessments, where relevant.
- the individual's development in comparison to their peers and national data.
- the views and experience of parents.
- the pupil's own views.
- advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Moving to an EHC Plan (Education, Health and Care Plan)

The majority of children with special educational needs will have their needs met through the provision outlined above. However, where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to a mainstream school, we will ask the Local Authority to conduct an assessment and prepare a plan. Following consultation between families, school and relevant outside agencies, we would then apply to the authority for an Education, Health and Care needs assessment, often referred to as a statutory assessment. We are likely to do this if:

- The child's attainment is very significantly below the expectations for their age.
- The child's rate of progress is still below that expected following appropriate, well-matched intervention by school.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child has additional physical, emotional, social or health needs.

Parents can also request a statutory assessment for their child. Details can be found on <https://families.leicester.gov.uk/send-local-offer/about-send/education-health-and-care-assessment-and-plans/request-for-a-statutory-ehc-assessment/>. Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

More information on Education, Health and Care Plans, including the timetable for the assessment process, can be obtained from SENDIASS at <https://sendiassleicester.org.uk/wp-content/uploads/2019/10/Leicester-EHCP.pdf>. They also offer help and advice to parents of children with Special Educational Needs.

5.6 Transition arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from Reception - as smooth as possible. This may include:

- additional meetings for the parents and child with the new teacher
- additional visits to the new classroom environment
- opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition to Secondary School

The secondary school SENDCO will be invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc. Enhanced transition arrangements will be tailored to meet individual needs.

5.7 Adaptations to the learning environment and curriculum

Falcons Primary School is a disability friendly site. The school is split over two buildings, each having two levels with lifts installed. Corridors are wide and we have easy access toilets. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation and adaptation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

5.8 Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs

5.9 Staff expertise

Our SENDCO has a wealth of experience in this role and is an experienced class teacher and Deputy Head Teacher. All of our teachers are trained to work with pupils with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. CPD opportunities are ongoing dependent on the needs of the pupils in our school. Some of our TAs have expertise and training in other areas or specific interventions. The school is able to access additional expertise from the Local Authority.

5.10 Children with social, emotional and mental health needs

If a child shows frequent inappropriate behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school works closely with families to offer individual support programmes, drawing on external expertise where appropriate.

6. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

7. Resources

The provision for SEND is funded by both the delegated budget, standards fund and central funding. Funds are deployed to implement the SEND policy in the following areas: staff support for pupils with EHCPs; staff support for other pupils with learning, behaviour or emotional needs; resources and staff training.

8. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

9. Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher/SENDCO every two years. It will also be updated if any changes to the information are made during the two year period. It will be approved by the governing board.