



Special Educational Need & Disability Policy (SEND)

November 2021

Vision statement

At The Ferns Academy it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for children for whom this is required, this is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

Definition of SEN

At The Ferns Academy we use the definition for special educational needs and disabilities (SEND) from the SEND Code of Practice (2014).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others of the same age***. Special educational provision means education or training provision that is ***additional to, or different from, that made generally for others of the same age in a mainstream setting in England***.

Disability: Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as '***a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities***.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Key Roles and Responsibilities

Inclusion Leader (SENCo)

The Inclusion Leader's role includes that of a SENCO and they have day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans. Part of the role of the Inclusion Leader is to co-ordinate arrangements with the class teacher and other staff regarding those children with SEND.

Inclusion Leader's Name: Kathryn Ayre

Contact details: kathryn.ayre@ferns.kite.academy and 01276 31554

SLT Member: The Inclusion Leader is a member of the academy's Senior Leadership Team

SEND Governor: Jill Christian

The SEND Governor has good knowledge of the SEN Code of Practice: 0-25 (2014) and what it means for our academy. They act as a critical friend ensuring that the academy's SEND policy is followed and the best possible provision is being provided for all children. This involves regular meetings with the Inclusion Leader and monitoring within the academy.

Name of Designated Safeguarding Lead: Nicky Slater

DSL: Kathryn Ayre, Kate Beer, Helen Griffiths

Deputy DSLs: Zoe Baxter

Name member of staff responsible for managing PPG/LAC funding:

Nicky Slater (PPG) & Kathryn Ayre (LAC)

Introduction

Context

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

- Equality Act 2010: advice for schools (DfE Feb 2013)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on supporting children at school with medical conditions (April 2014)
- The National Curriculum in England KS1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Our school Provision Map

How the policy was put together?

This policy was created in partnership with the school's stakeholders. This included the Headteacher, Inclusion Leader, governors, staff, parents and children. The policy reflects

the statutory guidance as set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

How can parents access this policy?

A copy of this policy can be obtained in a number of ways:

- Via the school website:
<https://www.ferns.kite.academy/our-school/special-education-send/>
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

SECTION 1: Aims and Objectives

Aims

At The Ferns Academy every teacher is a teacher of every child including those with SEND. We believe in an inclusive education for all children ensuring they have the best opportunities to succeed and feel that they are a valued member of the wider school community. High expectations and challenging targets are set for all children.

- We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting point
- We will use our best endeavours to give children with SEND all of the support they need.
- Ambitious educational and wider outcomes will be set for them together with parents and children.
- We strive for all children to become confident individuals who will be able to make successful transitions on to the next phase of their educational journey.
- Our environment will be adapted as best possible to meet the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEND

SECTION 2: Identification of Needs

At The Ferns Academy we feel it's crucial that children with special educational needs are identified as early as possible. We identify the needs of each child by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of arrangements we will put in place to address those needs.

The Code of Practice (2014) has four broad areas of need:

Communication and Interaction

SLCN (Speech, Language and Communication needs) – children have difficulty in communicating with others. Difficulties can include one or more of the following:

- being able to say what they want to
- understanding what is being said to them
- not understanding or using social rules of communication.

ASD (Autistic Spectrum Disorder) – children are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

A range of needs are covered under cognition and learning, focusing on children who are learning at a slower pace than their peers, even with appropriate differentiation.

MLD (moderate learning difficulties)

SLD (severe learning difficulties) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,

PMLD (profound and multiple learning difficulties) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways e.g. becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

ADD (Attention Deficit Disorder)

ADHD (Attention Deficit Hyperactive Disorder)

Attachment Disorder.

Sensory and /or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children require specialist support and/or equipment to access their learning

Vision Impairment (VI),

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI) - a combination of vision and hearing difficulties

Physical Disability (PD)

We recognise that there are needs that may impact on progress and attainment but are **not SEN**. For example;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 3: A Graduated Approach to SEN Support

Quality First Class Teaching

Though differentiated Quality First Teaching for all, children receive a broad and balanced curriculum. Provision for children with special educational needs is a matter for the whole school. The governing body, the Head of Academy, the Inclusion Leader and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. Class teachers are responsible and accountable for the progress and development of all of the children in their class, including any who receive additional support and/or are on the SEND Register.

Every teacher is a teacher of children with special educational needs and disabilities. High quality first teaching which is differentiated for individual children is the first step in responding to children who are underachieving or may have SEND.

At The Ferns Academy we regularly review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing teacher's understanding of strategies to identify and support vulnerable children and their knowledge of the most frequently encountered SEND.

At least once a term, Pupil Progress meetings are held where the progress and attainment of all children is reviewed and discussed. Actions are agreed and put into place as necessary. Members of staff are able to raise concerns about a child with the Inclusion Leader at any time. Parents/carers (and the child) are also involved in discussion regarding any barriers to learning as appropriate.

SEND Pathway Process

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue through Quality First Teaching that is appropriately differentiated. If there is still a concern or the child is not making sufficient progress despite effective differentiation we follow the graduated response as set out in the SEND Code of Practice 2014: 0-25 years.

This is known as the 'pathway process' and relates to the identification, assessment and review of children with SEND. It follows an 'assess, plan, do and review' cycle and involves the school working with the child, their family (and outside agencies where appropriate) to make assessments, plan future learning, carry out additional support and review progress.



Assess: Assessments (both formal and informal) are undertaken by the class teacher/Inclusion Leader before identifying a child as needing SEND Support. We use a range of assessments with in school (including Teacher Assessment, formal testing, standardised tests, screening tools, observations etc). A One Page Profile is created with the child, parents/carers and school (usually the class teacher in the first instance but the Inclusion Leader may also be involved) to explore how best to support them. It also includes the child's opinions of their strengths and areas of difficulty. Parents will be consulted and specific intervention put in place and monitored for an agreed period.

Plan: Following assessment(s) it will be decided what (if any) additional SEND support is required and if the child should be placed on the SEND Register (with parental permission) under the 'SEND Support' category. In line with Hampshire's 'SEN Support Guidance for Schools' (2021), we identify if children are School SEND Support or Specialist SEND Support. The One Page Profile will be updated as necessary. In addition, a One Page SEND Support Arrangements plan will be written by the class teacher in the first instance (supported by the Inclusion Leader as necessary). This will detail the person-centred outcomes and targets in place to achieve these with an agreed review date (the timescale for this will be specific to the needs of the child). It may also be decided at this point to seek advice from outside agencies (educational, health and social). All of this is shared with parents/carers.

Do: The class teacher remains responsible for working with the child on a daily basis, including when an intervention involves the child being taught away from the classroom and by someone other than him/her. All interventions are monitored and evaluated using the school's Provision Management Tool.

Review: At the agreed date (or earlier if there is an increase in concern) effectiveness of the support will be evaluated. The One Page SEND Support Arrangements plan (SEND SAP) and One Page Profile are reviewed with parents and the child termly. This is usually around the half-term break. Decisions will then be made regarding next steps (whether the child has made sufficient and sustained progress and no longer requires this level of support or if it should continue). If there continues to be limited progress made towards the outcomes then the Inclusion Leader will meet with parents/carers and the class teacher to decide whether specialist assessment is required with support from outside agencies and professionals.

Outside Agencies

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations once being placed on the SEND Register. We work very closely with all outside agencies. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies we work with include;

- Kite Inclusion Team
- Educational Psychology (EP)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Behaviour Support (PBS)
- Physical and Sensory Support (P&SS)
- Specialist schools (Henry Tyndale)

Education, Health and Care Plan (EHCP)

Using the evidence collected within the SEND Support Arrangements plan, all stakeholders will consider whether the current level of resourcing can be used effectively to support the child's progress. We use Hampshire's guidance to support such identification. If it is felt a statutory assessment is required, a Notification of Request for an EHCP is sent to the Local Authority (LA). This will be where a child is not making expected progress against agreed outcomes or is continuing to work significantly below the national expectation for children of that age despite a high level of support.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern – once they have completed at least three full Assess, Plan, Do, Review cycles via the child's SEND SAP. The LA will be given information about the child's progress over time, a record of involvement and arrangements and outside agency engagement. The LA have up to 20 weeks to decide if to assess, complete this process and inform parents/carers and school of the outcome. The Inclusion Leader will guide parents/carers through this process.

If an EHCP is agreed then all stake holders involved will meet to discuss appropriate budgets and long term outcomes. The EHCP will be reviewed on an annual basis and the short term targets from the plan will be reviewed at least termly. If it is decided not to issue the EHCP there will be recommendations for next steps.

Adequate progress is described by the SEN Code of Practice (2014) as being

- similar to that of children of the same age who had the same starting point
- matches or improves on the child's previous rates of progress
- allows the attainment gap to close between the child and children of the same age.

Further information on this process with Hampshire can be found through the below link.

<https://www.hampshiresendias.co.uk/>

SECTION 4: Criteria for exiting the SEND Register

The progress and attainment of all children at The Ferns Academy is monitored continuously and rigorously by class teachers, subject leaders, the assessment leader, the Leadership team and the governors. In addition, the Inclusion Leader will closely track the progress of those children placed on the SEND Register. Once a child has made progress against their agreed targets a consultation will be held with the class teacher/Inclusion Leader, parents/carers and child. Through this it will be decided what further support needs to be put in place or if the child no longer requires additional support and may now exit the SEND Register.

Views of parents, children and outside agencies are also taken into careful consideration when removing children from the SEND Register. Children who do exit the SEND Register are placed on a 'watch' list to ensure they continue to make progress and work within age related expectations.

SECTION 5: Supporting children and families

Below are links that provide additional information for parents/carers regarding SEND. If parents/carers are unable to access this information they should contact the Inclusion Leader or school office who will be able to support them.

Local Offer for Hampshire

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

This provides parents with information on what is available within Hampshire.

The Ferns Academy SEND Information Report

This can be located via the school website [Special Education Needs Information](#) or a paper copy is available from the school office/Inclusion Leader.

Admissions

This can be located via the school website/office.

[Admissions Policy](#)

Access arrangements for exams and other assessments

The Ferns Academy follow the guidelines set out by the DfE with regards to access arrangements for assessments. If a child is going to receive support in any formal examination (e.g. additional time, larger prints, a reader/scribe) this will be part of normal day-to-day practice for the child and it will be discussed with parents in advance.

Transition

Effective transition plans are extremely important for all children and even more so those with SEND. Ahead of any transition time (which includes internal transition between year groups, changing Key Stage and moving to a new school) careful consideration is made about what additional support each child may need. The Inclusion Leader will lead plans for this alongside the relevant class teacher(s).

Links to other agencies

Some useful links to other agencies and information for parents can be found via the school website.

<https://www.hampshiresendiass.co.uk/>

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/primarybehaviourservice>

<https://www.mustardseedautism.co.uk/>

<https://hampshirecamhs.nhs.uk/>

SECTION 6: Supporting children at school with medical conditions

We recognise that children at our school 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 children may also have special educational needs (SEN) and may have a Statement of special educational needs, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All staff have received basic first aid training by a recognised body and many staff in EYFS have additional Paediatric First Aid training. We have an ongoing cycle of medical training to ensure it remains up-to-date. When required we arrange for additional training for staff (e.g. epi-pen administration, epilepsy training). Further information regarding the administration of medication can be found in the school's Health and Safety policy. The members of staff responsible for meeting the medical needs of children in our school are Hayley Barkley (Admin), Julie Thatcher (KS1), Rosemary Andrews (LKS2), Zoe Baxter (UKS2). There is a

list of all first aiders on the notice board in the medical room, and additional information about staff who are trained to assist pupils with specific medical needs.

SECTION 7: Monitoring and evaluating SEND

Rigorous monitoring and evaluation of our provision for all children is an ongoing process, including those with SEND. A range of strategies are regularly used for this by leaders in the school to ensure a holistic view is gained. This includes:

- Learning walks by the Inclusion Leader/Leadership team focusing on SEND
- Observations of whole class teaching
- Observations of intervention group/1:1 teaching
- Meeting with children from the SEND Register
- Data analysis
- Start and exit assessments for all interventions
- Reviewing intervention records/work examples

Feedback is given to staff and any areas for development are identified and training delivered. SEND issues and training is included in the school's INSET and staff training cycle to ensure staff are up-to-date and have appropriate skills to meet the needs of our children.

The SEND Governor also takes part in monitoring the provision for children with SEND and meets with the Inclusion Leader regularly.

SECTION 8: Training and resources

We are allocated funding from specifically to support us in meeting the needs of children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. We are continuously monitoring the needs of all children in the school and identify current needs and make judgements about possible future needs. Where appropriate, staff attend training or additional resources are purchased to ensure we can best meet the needs of our children. When arranging any training or purchasing a resource we use evidenced based research to best ensure it will meet our needs.

The academy's Inclusion Leader regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND. She also attends the Kite Academy Trust and the local Hampshire SENCO meetings to work in conjunction with our local schools.

SECTION 9: Storing and managing information

Each child on the SEND Register has a record file which contains all master copies of information relevant to that child. These are stored in a locked cupboard. It is very important that this information is shared with the people working with the child. The Inclusion Leader shares relevant information with members of staff in school. This includes the up-to-date SEND Register, agency reports, records of meetings etc.

At the end of each academic year the information about the children with SEND file is shared with the new class teacher as part of our transition programme. This helps ensure that transition is as seamless as possible. When children transfer to new schools all relevant SEND information is passed onto the new school.

SECTION 10: Reviewing the policy

The SEN policy will be formally reviewed annually, though interim updates will be made as appropriate in light of revised legislation and guidance.

The next review is due to take place in the Autumn term 2022.

SECTION 11: Dealing with complaints

The Ferns Academy aims to establish and promote a close relationship with all parents, in the interests of their children. We recognise that children will feel more secure when they receive consistent messages from both home/school. Parents'/carers' views about our academy are welcomed, including the expression of any serious concerns. At the same time we undertake to inform parents as soon as possible about any issues of concern to the school so that we can work together to resolve them.

Our Responding to Parent's Concerns policy can be found on the school website or via the school office.

[Complaints Policy](#)

SECTION 12: Anti-bullying

At The Ferns Academy we do not tolerate bullying or harassment of any kind. The schools anti-bullying policy can be found on the school website/office.

[Anti-Bullying Policy](#)

It explains the academy's approach to preventing and dealing with bullying. It should also be read in conjunction with the academy's policy on Behaviour (available on the school website/office). All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. The policy and procedures described in the policy aim to minimise the occurrence of bullying and should give clarity to parents/carers, pupils and staff so that, if incidents do occur, they are dealt with quickly. Academy staff members have received training and relevant guidance on tackling bullying. We believe that all pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

SECTION 13: Appendices

Policies and documents that relate to this policy include

SEN Information Report

Accessibility Plan

Provision Map

[Special Educational Needs Information](#)

Admissions Policy

Anti-Bullying Policy

Behaviour and Discipline Policy

Child Protection Policy

Responding to Parents Concerns Policy

Equality Policy

Teaching and Learning Policy

Health and Safety Policy

<https://www.ferns.kite.academy/our-school/policies/>