



FALCONER'S HILL
INFANT SCHOOL

SEND and Inclusion policy

REVIEWED BY SENDCo
September 2025

BY GOVERNORS:
NEXT REVIEW DATE: September 2026

'all children have an equal right to a full and balanced education which will enable them to achieve their full potential'



Our Learning Tree

The tree represents the growth journey of our children as they progress through the school. Starting at the beginning, at the base of our Learning Tree we ensure all children feel Safe, Happy and Loved because it is only when these roots are established that we can successfully move onto learning how to behave and manage our feelings (represented by our Values images).

The next stage in our learning journey, as we move up the trunk, is learning how to learn (represented by our Learning Stars) and we crown our learning with an enriched Green Values Curriculum that teaches children to be Good Citizens and Guardians of our World.

Together, home and school can create a strong partnership which can engender and nurture that essential aspect of children's education, a love for learning, which is why we actively encourage your involvement.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Introduction

Here 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.

- 1.1 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with: SEND policy, Northamptonshire's Local Offer and Accessibility Plan.

Aims and objectives

- 1.2 FHIS is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:
- girls and boys;
 - disadvantaged pupils (Free School Meals and Ever6);
 - minority ethnic and faith groups;
 - children who need support to learn English as an additional language;
 - children with special educational needs;
 - children with disabilities or medical needs;
 - gifted and talented children;
 - children who are at risk of disaffection or exclusion;
 - travellers;
 - asylum seekers.
- 1.3 The National Curriculum is our starting point for planning our green values curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:
- setting suitable learning challenges;
 - responding to children's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)
- 1.4 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our children achieve their best?
 - are there differences in the achievement of different groups of children?
 - what are we doing for those children who we know are not achieving their best?
 - are our actions effective?
 - are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities through the use of extensive provision and class inclusion maps.

Teaching and learning style

- 1.5 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time

spent away from school. The SENDCo and class teachers plan evidence-based interventions for pupils who need support to 'close the gap' and for gifted and talented/high achieving pupils to make even more progress and achieve their full potential.

- 1.6 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Individual education plans (IEPs) are implemented and smart targets set at a suitable level. Where the attainment of a child significantly exceeds the expected level of attainment, teachers deepen the breadth of work within the area or areas for which the child shows particular aptitude.
- 1.7 FHS teachers provide quality first wave teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged pupils, gifted and talented pupils, and SEND and disabled pupils. These staff members work with pupils identified at Pupil Performance Reviews and they provide the SENDCo and SLT with regular feedback on pupil progress.
- 1.8 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.
- 1.9 Teachers ensure that all children:
 - feel safe, happy and loved;
 - know that their contributions are valued;
 - appreciate and value the differences they see in others;
 - take responsibility for their own actions;
 - are taught in groupings that allow them all to experience success;
 - use materials that reflect a range of social and cultural backgrounds, without stereotyping;
 - have a common curriculum experience that allows for a range of different learning styles;
 - have challenging targets that enable them to succeed;
 - participate fully, regardless of disabilities or medical needs.

Children with disabilities

- 1.10 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- 1.11 The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 1.12 Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

1.13 Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- use of assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

1.14 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

1.15 In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers, our academy trust (InMat) and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

1.16 Should we go ahead with modification or disapplication, we would do so through:

- section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it;
- use of the NAA guidelines, updated annually.

Inclusion and racism

1.17 The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

Summary

1.18 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Governors

1.19 Our governor for Inclusion is Rachel Nafzger. She meets regularly with the SENDCo to discuss inclusion strategy and the progress of identified groups.

Monitoring and review

1.20 This policy is monitored by the governing body, and will be reviewed every year.

Inclusion at FHIS- Our Mission Statement:

This policy sets out our vision and aims for children with special educational needs and disability (SEND). At Falconers Hill Infant School, we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our aim is that all children, including children with Special educational needs, feel happy, safe and loved.

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Keeping Children Safe in Education (2021)
- Safeguarding Policy Standards (2012)

Special Educational Needs

Key Staff

Our **Head Teacher** - Mrs Rachel Edkins – provides leadership on inclusion and high achievement for all.

Our **SENDCO** – Mrs Edkins/Phoebe Giles - lead on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice.

Our **SEND Governors** – have responsibility for monitoring and supporting the school on SEND matters on our governing body.

Our **School Office Administrators** – Mrs Griffiths – can give you copies of our policies.

Our **Safeguarding Child Protection Governor** – Mrs Janet Matthews – has responsibility for monitoring and supporting the school on Safeguarding matters on our governing body.

All members of staff can be contacted by e mail: admin@fhis.inmat.org.uk

Our Aims

We aim to:

- Ensure SEND is a whole school responsibility requiring a whole school response;
- Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice;
- Ensure all pupils receive a broad, balanced and ambitious curriculum;
- Build partnerships between home and the school and ensure pupils and their parents / carers are treated with respect and have their views taken into account;
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively;
- Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education;
- Regularly assess and monitor pupil's progress to allow the relevant support and provision to be provided;
- Provide quality support and advice for all staff working with pupils with SEND;
- Ensure that all pupils with SEND make the best possible progress;
- Ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy.
- create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN;
- Make reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- Work in cooperation and productive partnerships with the Local Education Authority/ InMat and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

SEND

Every teacher at FHIS is a teacher of pupils with SEND

- We welcome difference and diversity – learning from and about diversity strengthens our Community.
- We value, respect and celebrate the achievements of all children.
- We involve carers/families in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively. We call these meetings 'structured conversations' and they are a chance for you as a parent to share your expertise regarding your child.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be.
- We will provide expert support and resources for children with SEND to fulfil their potential.
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children

with SEND in our school.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.
 - Teachers respond to children's needs by:
 - providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and
 - experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage and own their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Definition of Special Educational Needs and Disability

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which 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 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 / academies.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools / academies. A child with a disability is covered by the SEND definition if they require special educational provision.

The Four Areas of Special Educational Need and Disability

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The four areas:

- **Communication and interaction** – This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- **Social, mental and emotional health** – This can include attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- **Sensory and/ or physical needs** – This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.
- **Medical needs:** refer to the policy on Medical Conditions. Where a child has a medical need and SEN, provision is well-coordinated and managed by the SENDCo.

We recognise that some children may have more than one Special Educational Need.

The graduated approach

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

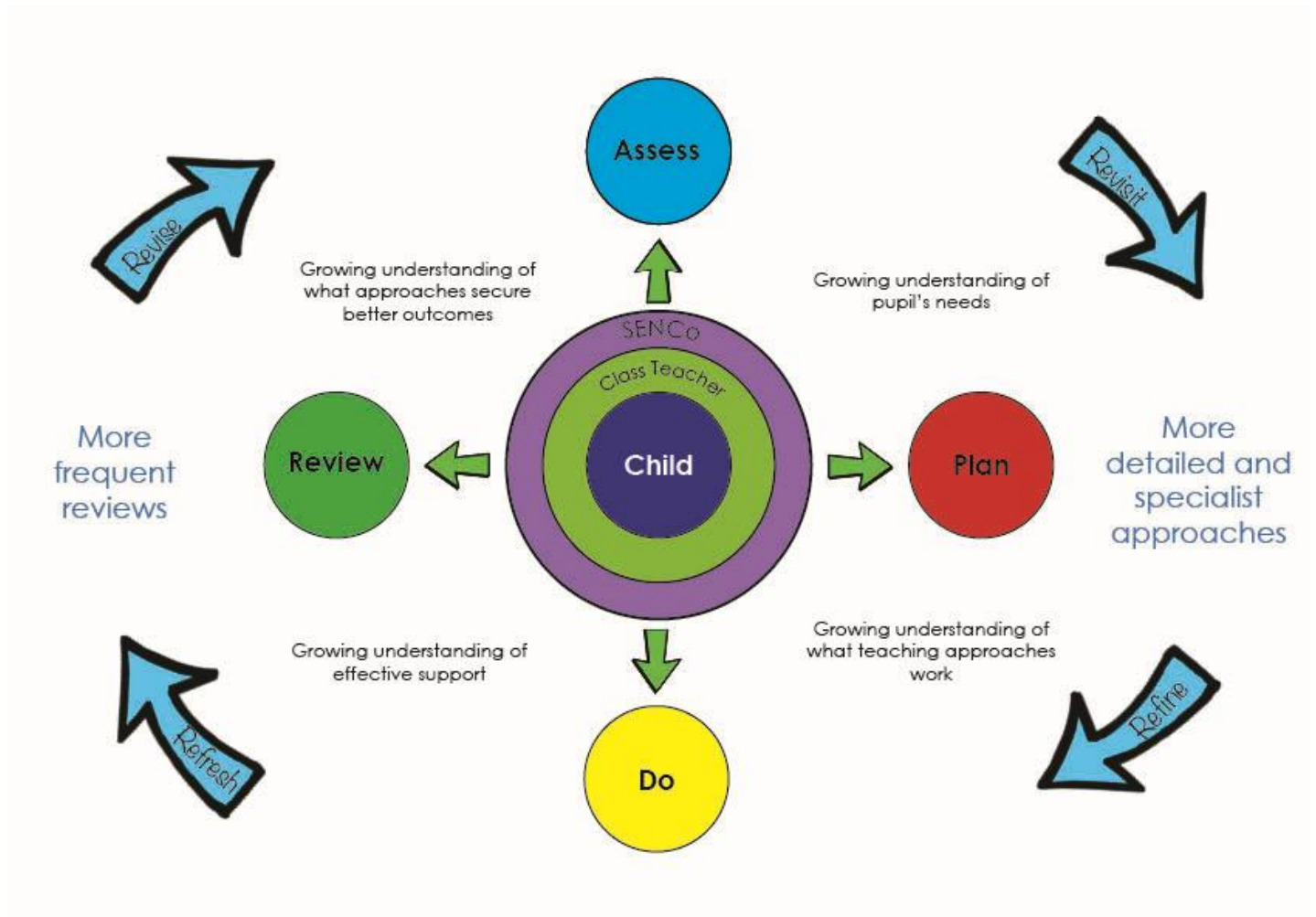
Assess: We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents / carers and all staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

Do: The class teacher is responsible for the implementation of the plan and working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENCO, parent / carer and pupil. This will inform the planning of next steps.

The graduated approach.



Identifying needs

Initial identification is in most cases either due to class teacher or parental / carer concern about a relative lack of progress or observations of social, emotional, behavioural or physical difficulties.

Evidence is gathered through the pupil's work, assessment data, classroom observations and through discussions with parents / carers, other professionals and the pupil.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views 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.

The 2014 SEND Code of practice states:

- 6.15 *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*
- 6.16 *Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.*
- 6.17 *Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should 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.*
- 6.18 *It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*
- 6.19 *The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.*
- 6.20 *For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.*
- 6.21 *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.*
- 6.23 *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.*

It is important to consider what is not SEN, to ensure identification is accurate. At FHIS we recognise that the following examples would not be considered as a reason to identify a child as SEN:

- short term lapse in progress and learning

- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of the Pupil premium
- Being a looked after child

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and Learning Support Assistants, have important day-to-day responsibilities and contact with the children. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experiences already established during the child's Nursery experience. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting. If it is not, then FHIS will actively seek this information.

The class teacher and SENCO will use all gathered information to:

- Put the child's needs at the centre of all decisions made.
- Provide strong starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the school assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Make referral to external agencies for relevant assessment if needed.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

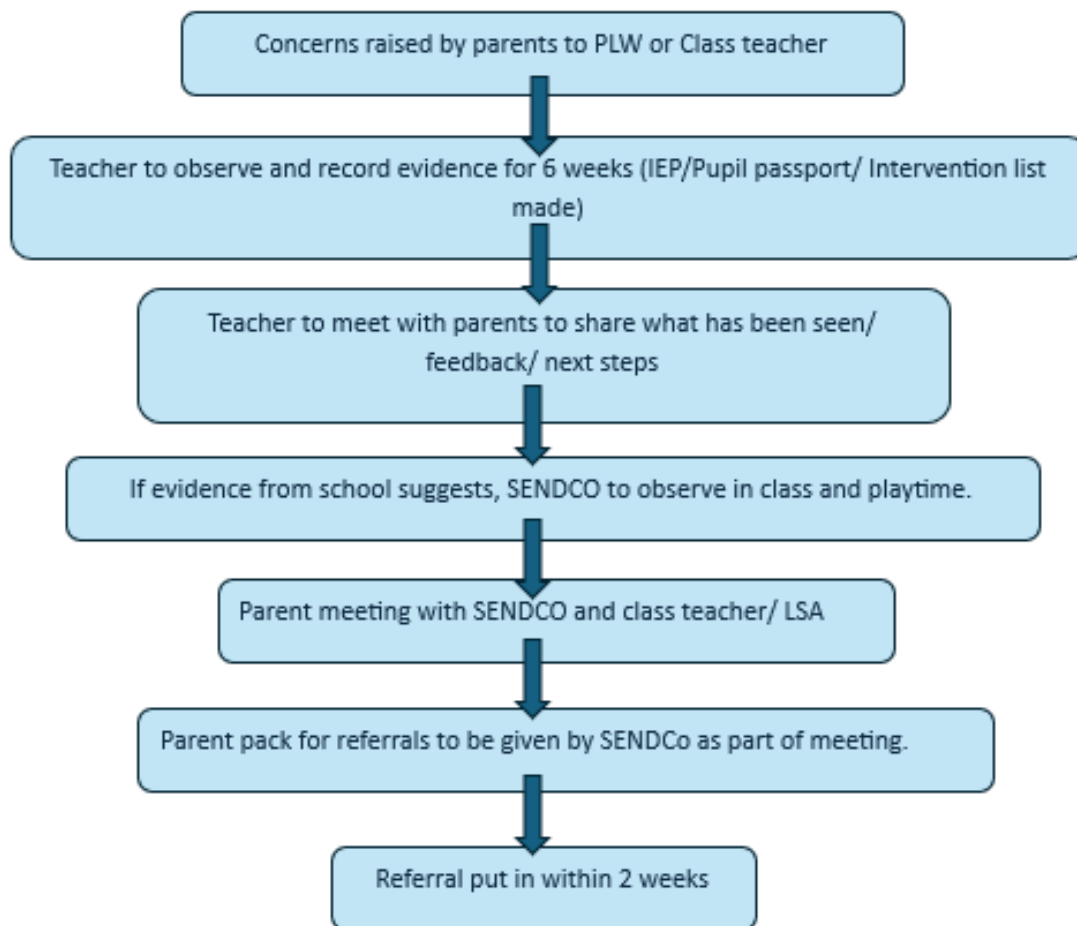
Cycle of identification and assessment at FHIS

1. Teacher/parent/carer raises concern or pupil progress data indicates a lack of progress
2. Monitoring by class teacher and SENDCo
3. Targeted intervention put in place and monitored.
4. Child's progress is reviewed.
5. Next steps:
 - Child has made progress and the gap is closed or
 - Child has not made progress and more personalised targets and provision are required
 - Child is added to SEND profile. A referral could also be made to outside agency, if appropriate.

If a child is added to or removed from the SEND profile, the parents/carers will always be informed.

SEND Identification and provision pathway

SEND Flowchart: Process for staff and parents to follow



Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The SENDCo and head thoroughly analyse all pupil progress data (including SEND data) termly, to track progress and ensure current provision is targeted effectively.

At FHS the SENDCo may also observe the child and liaise with all adults involved to form agreed strategies. Parents are always involved in this process from the beginning and school staff have regular meetings with parents to discuss provision and progress.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, FHS will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan or Smart target), which will be accessed and used on EduKey for both teachers, support staff and families, along with provision maps and the SENDCo will have responsibility for ensuring that records are kept and available when needed. Children and parents are fully involved in the target setting process.

Interventions at FHS

We follow the graduated response to support, which is a three wave model.

- **Wave 1**- High quality "inclusive", differentiated lessons to all children
- **Wave 2**- Small group intervention for children who can be expected to catch up with their peers as a result
- **Wave 3**- specifically targeted interventions and personalized support for individual children

How the school adapts the curriculum and learning environment for pupils with special educational needs

The SENDCo and the child's class teacher and/or an external agency will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment e.g sloped writing desk, social stories, visual timetables, task checklists.
- Evidenced based interventions including:
 - For reading and writing – Phonics Fast track tutoring, 10 minutes a day reading catch up, phonics boosters, 1:1 tuition, 1:3 tuition, story language oracy.
 - For maths – Maths PIXL Therapies, 1:1 tuition or in a small group.
 - For Language and communication – Socially speaking group, Lego therapy
 - Time to Talk, Bucket Therapy and Colourful Semantics.
 - For social and emotional needs – Nurture group, circle of friends, Jellyfish intervention, Kimochi Time, Play Therapy, Sand Therapy Drawing and Talking, Protective Behaviours and Theraplay
 - Support from our Inclusion team
 - Environment adaptations – Large screen TV, painted steps and specialist equipment for pupil with Visual Impairment, ramps and adapted toilets for pupils with cerebral palsy.
 - Exam arrangements for SATs tests e.g adult reader, extra time, individual workspaces.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCo to discuss learning targets and progress on a termly basis. In some complex cases this may be more frequent.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

PARTNERSHIP WITH PARENTS

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. All parents of children with Special educational needs will be invited for a meeting which follows the outline of a 'structured conversation'.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate they will be encouraged to contribute to the assessment of their needs, the review and transition process. This is supported by our 'All About Me' document.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school office email address and Seesaw (the school's learning and communication platform).

Requests for Statutory Assessment

SCHOOL REQUEST FOR STATUTORY ASSESSMENT OR EDUCATION HEALTH AND CARE PLANS (FROM

SEPTEMBER 2014)

A request will be made by the school to the LEA and academy trust if the child has demonstrated significant cause for concern due to lack of progress. The LEA will be provided with information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each half term in addition to the statutory annual assessment.

If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a case history of the child to date. Parents have the right to request a statutory assessment with the GP.

Requests for Education, Health and Care needs assessments

For a very small minority of pupils, the provision provided for the pupil through SEN Support will not be sufficiently effective to enable the pupil to progress satisfactorily. It will then be necessary for the school, parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. This is known as an Education, Health and Care (EHC) needs assessment. The purpose of the EHC needs assessment is to enable the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan.

Where a request for an EHC needs assessment is made to the local authority, the pupil will have demonstrated significant cause for concern and the school will have evidence gathered throughout the graduated approach highlighted above.

Further information about the Education, Health and Care Needs Assessment process can be found via the local offer:

- [Northamptonshire](#)

EVALUATING THE EFFECTIVENESS OF PROVISION AT FHIS

The head and SENCo monitor the effectiveness of our SEND provision in the following ways:

- Half termly data analysis
- Pupil observations
- SEN book looks
- Termly IEP/Smart target reviews
- Impact of intervention analysis

LISTENING TO THE VIEW OF SEND PUPILS

Pupils with SEND at FHIS are listened to and involved in their own target setting. They have the opportunity to share their views in the following ways:

- Personalised IEPs and 'Smart targets' – Children are always consulted on their views, their own view of their strengths and weaknesses
- Pupil questionnaires
- School council (Fizz's Friends)
- IEP reviews
- Class circle times/ Sunshine Circles
- PSHE lessons
- Annual Reviews

Pupils with SEND have the same opportunities as all pupils to join the school council, become a playground friend and share their views and opinions.

STAFF TRAINING AT FHIS

All staff at FHIS are regularly given the opportunity to attend relevant SEND training. SEND training is divided into three level of training/development:

- ✓ Basic Awareness – for those in contact with pupils with particular SENs.
- ✓ Enhanced – for those working regularly with pupils with particular SENs – e.g. adapt teaching + learning.
- ✓ Specialist – in depth training: for staff in the school advising and supporting on specific needs.

The SENCO and head are proactive in targeting training in the event of a new child with SEN starting at school. In house training is regular and on-going.

We endeavor to work with special school staff and settings to draw on their expertise where needed.

THE ROLE OF THE SENDCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- overseeing the day to day operation of the school's SEN policy;
- coordinating provision for pupils with SEND;
- liaising with and advising teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for pupils with different needs;
- managing Teaching Assistants;
- overseeing the records of pupils with SEND;

- liaising with parents/carers of pupils with SEND;
- planning effective transitions to new class groups and new schools;
- providing specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs;
 - liaising with external agencies including LA support and educational psychology, health and special services and voluntary and community groups.
- Teaching assistant and Learning support assistant observations
- Performance management targets of LSAs and key workers
- Learning walks with SEN governor
- Consultation with outside agencies
- Nursery visits for children joining EYFS

THE ROLE OF THE GOVERNING BODY

The SEN code of practice (2014) states:

“There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability”

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy.

The Senco and Head meet regularly with the SEN Governor.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

TRANSITION PROCEDURES

When a child comes into our Reception class, a member of staff will make a home visit and, where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Reception classes. We plan carefully to help children to feel safe and settle in.

We create a document called ‘My Transition Book’ to help the child get to know teachers and support staff and become familiar with the building.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them, during our open evening events.

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of “Play friends” to help her/him settle in to the new class and provide help to find their way around the school.

Transition between Key stage – Teachers hold handover meetings with an item on the agenda to discuss the specific needs of pupils with SEND.

The SENDCo has visited many schools with parents of SEND pupils to support them in making a confident choice. The SENDCo meets with junior SENDCos to pass over relevant documents and information.

SEND Complaints

The school follows a complaint procedure and this will be followed for any SEND complaints.

If you have a query or complaint regarding your child and their special educational need please initially talk to the class teacher/phase leader. This query will then be discussed and resolved or passed on to the SENCO.

If you feel this issue has not been dealt with sufficiently or you still need further advice please inform the Head teacher or governing body.

STORING AND MANAGING INFORMATION

SEND files are stored in the Headteacher’s Office.

‘Smart Targets/ IEPs are saved on the school’s shared system and teachers are expected to store paper versions in their Inclusion files.

SEND files follow children though to their junior school or transitioning school.

POLICY REVIEW

This policy will be reviewed annually by the SENDCo, head and governing body.

