



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SEN POLICY	DATE:	September 2019
EIA CARRIED OUT BY:	Katherine Marks	EIA APPROVED BY:	Katherine Marks

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment

FRENCHAY C OF E PRIMARY SCHOOL

Believe, Belong, Become

Special Educational Needs & Disability (SEND) Policy

1 Rationale

At Frenchay C of E Primary School we are proud of the achievement of all our children. The staff and governors are committed to offering an inclusive curriculum that maximises learning opportunities of all children. Our aim is for all children to have access to a broad and balanced curriculum, supporting the development of the whole child.

Values

1.1 Our vision 'Believe, Belong, Become' is at the heart of our school and children are provided with exciting learning opportunities that maximise children's participation. Our shared values support achievement for all children. The values at Frenchay are:-

- Enjoyment of learning
- Celebration of achievement
- Respect of diversity
- Experience of belonging and mutual support
- The development of moral values and spiritual awareness

The curriculum is designed to meet the needs of all children. At Frenchay, we believe that every teacher is a teacher of every child, including those with SEND. All those who teach and support children with SEND have the highest aspirations and expectations for all children.

2 Compliance

2.1 This policy was created with the statutory requirements laid out in the SEND Code of Practice 0-25 Years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfEE (February 2013)
- SEND Code of Practice – 0-25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students in school with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards (Updated 2013)

2.2 This policy is compliant with the Department of Education's SEND Reforms, outlined in the Children and Families Act 2014. These changes came into force on the 1st September 2014.

- 2.3** The purpose of this document is to describe the provision we make for children identified as having a special educational need and/or disability and the principles by which we make that provision. For consistency and clarity, the term SEND is used throughout the document.

3. Definitions of Special Educational Needs

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014

A child or young person has SEN 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 if they:

- a) have significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

4. Aims and Objectives

- 4.1** Our key principle is to create an atmosphere of encouragement, support, acceptance and sensitivity to individual needs, in which all children can thrive and achieve their full potential. We aim to raise the aspirations and expectation of all children with SEND. At Frenchay C of E Primary School we enable each child to partake in, and contribute fully, to school life.

4.2 Objectives

We aim to:

- To create an inclusive environment that meets the special educational needs of each child, thereby enabling all children to have full access to all elements of the school curriculum.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils and respond to pupils diverse learning needs and set suitable learning challenges.
- To meet the SEND Code of Practice (2015) and Authority guidelines.
- To develop a coordinated approach to the early identification and assessment of children with SEND
- To ensure that curriculum planning and assessment for children with SEND take account of the type and extent of the difficulty experienced by the child.
- To provide specialist support and resources to meet the specific needs of identified children, in order to ensure that they make the best possible progress.

- To ensure children's progress is regularly and consistently monitored, reviewed and recorded.
- To involve and liaise with external agencies where appropriate.
- To develop the school's partnership with parents and to ensure parents are made aware of the support and provision provided for SEND children.
- To include the voice of the child in monitoring and reviewing Pupil Passports, taking their views and wishes into account.

4.3 Responsibility for the Co-ordination of SEND provision

The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the SENCO. This person, if appointed after 1st September 2009, must have the NASENCO (National Award in Special Educational Needs Coordination) or complete it within three years of taking up post. Frenchay Primary's SENCo is Liz Knight.

The SEND governor is Shirley Allingham.

5. Identifying Special Educational Needs

5.1 A child has a learning difficulty or disability if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made,
- Has a significantly greater difficulty in learning than the majority of other children of the same age or
- Has a disability which prevents or hinders him/her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

5.2 In accordance with the SEND Code of Practice 2014, four broad categories of need are used when identifying children's needs. These are:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

6. A Graduated approach to SEND support

6.1 Quality First Teaching

At Frenchay C of E Primary all teachers are responsible and accountable for the progress and development of children in their classes, including where children are accessing support from teaching assistants or specialist staff. High quality first teaching, differentiated for individual children, is the first step in responding to children who have SEND.

Teaching is regularly monitored through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

Teachers ensure that classroom organisation and teaching style respond to children's diverse learning needs, using effective strategies and appropriate provision that will lead to good progress and improved outcomes.

7. Identification

Children are identified as SEND if they do not make adequate progress despite appropriate provision and good quality personalised teaching.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. These seek to identify children 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.
- a) Once a child has been identified as possibly having SEN, they are closely monitored by staff to gauge their level of learning and possible difficulties. The child is formally recorded by the school as being a concern by teachers or parents.
 - b) The child's class teacher will provide differentiated learning opportunities to support the child's academic progression and enable the teacher to better understand their needs.
 - c) The SENCo will be consulted as needed for support and advice and may wish to observe the child.
 - d) Through (a) and (c) it can be determined which level of provision the child will need going forward.
 - e) If a child has recently been removed from the SEND Register, they may continue to be monitored.
 - f) Parents will be informed fully of every stage of their child's progress and the circumstances under which they are being observed and closely monitored. Parents are encouraged to share any relevant information and knowledge with the school.
 - g) Pupil progress meetings are used to monitor and assess progress being made by individual children.

8. SEN Support

- 8.1** Where a child appears to have more complex needs that cannot be met through normal class differentiation or a child at teacher concern does not make the expected progress, they will be added to the SEN Register at the 'SEN support' level so that their progress can be closely monitored and additional support can be put in place as necessary.

Support provided using the Graduated Approach. This consists of a four-part process:

- Assess
- Plan
- Do
- Review

8.2 This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows.

8.3 Assess

This involves clearly analysing the child's needs using the class teacher's assessments, experiences of working with the child and details of previous progress and attainment. The views and experiences of parents, the child's views and advice from external agencies and support services will be considered.

8.4 Plan

In consultation, the teacher, the SENCo/Head Teacher and parents agree the adjustments and additional provision that are required. Clear outcomes will be agreed which may include the impact on progress or change in behaviour that is expected and a clear date set for review. Where appropriate, parental involvement may be sought to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

8.5 Do

The agreed plan is put in place. The class teacher remains responsible for working with the child on a day to day basis. They retain responsibility even where the interventions may involve group or 1-1 teaching away from the main class teacher. Support with further assessments of the child's strengths and weaknesses, problem solving, and advice will be provided by the SENCo.

8.6 Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the child's progress and development making any necessary adjustments and amendments going forward, in consultation with the child and their parents.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

8.7 Managing children's needs on the SEN Register

All children on the SEND Register will have either a Pupil Passport (SEN Support Plan) or a One Page Profile. Pupil Passports include information on the child's areas of strength and weakness, their outcomes and steps taken to allow the

child to achieve them and any other professionals who have contact with the child. Class teachers, parents, children and other professionals will all contribute to the Pupil Passport. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and children will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

One Page profiles also state the strengths and areas of development for the pupil. These are written in consultation with the pupil and gathers their own views of their learning and what they need to support them. This is an annual document and is shared with parents.

Class teachers are responsible for maintaining and updating Pupil Passports and One Page Profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

8.8 Specialist support

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will involve specialist outside agencies. The child's parents will always be involved in any decisions.

8.9 Education, Health Care Needs Assessments

When a child does not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the school or parents may request an Educational Health Care Plan Needs Assessment. A Health Care Plan may also be requested if the child has lifelong or significant difficulties.

The decision to make a referral for an Education, Health, Care Plan (EHC) will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals
- Outside agencies such as Educational Psychologists

Evidence from interventions and strategies that have been tried will be gathered together, along with reports from any outside agencies, and submitted to the LA for assessment. The school will then follow the procedure set out by the appropriate LA.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

- a) Following Statutory Assessment, an EHC Plan may be provided by South Gloucestershire Council or Bristol Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been issued, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The Annual Review enables provision for the child to be evaluated and where appropriate, for changes to be requested.

9. Criteria for exiting the SEND Register / Record

If it is felt that a child is making progress which is sustainable and no longer needs additional support, then they may be taken off the SEND Register. The views of the teacher, SENCO, child and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the child off the SEND Register, then all records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

10. Working in partnerships with parents

Frenchay C of E Primary School believes that a close working partnership with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of all pupils with SEND
- c) Personal and academic targets are set and met efficiently.

We operate an open-door policy and parents can request to see class teachers, the SENCO, the Head Teacher at any time to discuss concerns regarding their child's education.

Parents are kept up to date with their child's progress through parent meetings, parent evenings and an end of year report. In cases where more frequent regular contact with parents is required, this will be arranged based on individual need.

Parents are invited to attend meetings with external agencies regarding their child should assessments indicate that a child has additional learning needs. Parents will be kept up to date on recommendations made and any points of action drawn up in regard to the provision for their child.

10.1 Supporting children and families

- South Gloucestershire website contains details of the LA local offer – <https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>
- Admission procedures are operated by South Gloucestershire Admissions team and our admission procedures are the same as any other community school in South Gloucestershire. <https://www.southglos.gov.uk/education-and-learning/schools-and-education/school-admissions/>
- The SENCO organises a transition programme for secondary transfer.

11 Supporting children at school with medical conditions

The school recognises that children at 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 may also have special educational needs (SEND) and may have an Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2015) is followed.

12 Monitoring and evaluation of SEN and Disability

At Frenchay we regularly and carefully monitor and evaluate the quality of provision. The SENCO monitors quality of teaching by teachers and teaching assistants through lesson observations. She monitors differentiation, is involved in Pupil Progress meetings and regularly audits Pupil Passports. The SENCO monitors the movement of children within the SEND system in school. The SENCO and the named Governor with responsibility for SEND meet together regularly.

13 Training and Resources

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. The SENCO regularly attends Network meetings and works with the Inclusion Support Service.

Agreed by staff and governors:

Ratified by Full Governing Body:

Signed.....Chair of Governors

Review date: