



## FRIARAGE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND INCLUSION POLICY.

**“Together we can...”**

This policy is in line with the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015, Department for Education and Department of Health).

**Head-teacher-** Mrs C Cappleman  
**Deputy Head-teacher-** Mrs A Langley  
**SENDCo-** Miss L Tymon  
**Inclusion Manager-** Mr A Vipond  
**Pastoral Lead-** Miss R Williams  
**SEND Governor-** Mrs A Cooper-Hayward

|   |  |
|---|--|
|   | <b>Document status</b>                                 |
| <b>Date of Policy Adoption by Governing Body</b><br><br><b>Review:</b>  | <b>Signed:</b><br><b>Chair of</b><br><b>Governors:</b> |
| <b>Method of Communication</b><br><b>School Office, School Website.</b> |  |

Abbreviations Used:

**SEND-** Special Educational Needs and Disabilities

**SENDCo-** Special Educational Needs and Disabilities Co-ordinator

**CoP-** [Code of Practice 2015](#)

**LA-** Local Authority

**IPM-** Individual Provision Map

**EHCAR-** Education, Health and Care Assessment Request

**Definition of special educational needs and disabilities (SEND) (CoP, xii-xiv):**

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

**Definition of special educational provision (CoP, xv):**

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

**Intent:**

At Friarage School we have high expectations and aspirations for all pupils. We believe that all children are entitled to broad and balanced curriculum which meets their needs and develops a pupils' strong sense of their own identity within the world.

Our aims are:

- To meet the diverse needs of pupils by overcoming barriers to learning, identifying those vulnerable to underachievement and putting in place the appropriate measures to enable them to access education and fulfil their potential.
- To maintain a clear system of identifying and supporting children with SEND.
- To provide a link person to manage the day-to-day provision of services and be a known point of contact for parents/carers.
- To involve parents as partners in the education of their children.
- To liaise and maintain links with outside agencies and educational support services.
- To provide staff development programmes concerned with SEND.
- To liaise and maintain links with other educational settings.

**Implementation**

Early identification, assessment and provision for any child who may have a special educational need is essential, as the earlier support can be given, the more likely the child will be responsive and, as a result, the difficulty may be transient rather than long term.

The school uses the local authority's local offer to inform the school offer. This is published on the school website as part of the 'SEND Information Report'. It can also be accessed [here](#).

To assist teachers in the identification of children who may have a special educational need or disability, the school has adopted the recommendations set out in the Code of Practice 2014. The guiding principle must be that, '**All teachers are teachers of children with SEND**' and that teachers are responsible and accountable for the progress and development of **all** pupils in their class (CoP, 6.36).

A system of identifying, monitoring and record keeping is followed by all staff and is attached in **appendix 1**.

#### SEND Support (CoP, 6.44-6.62)

In identifying children with SEND a full and clear assessment of the pupil's needs will be made. We take a holistic approach and draw on a variety of information: teachers' assessments, pupil progress attainment, the views of parents/carers, the pupils own views and, if relevant, the advice from external services (CoP 6.45).

The class teacher is responsible for the child's learning and, together with other staff will plan and deliver support through an Individual Provision Map. In addition to an IPM, the Inclusion Team may issue an Accessibility Plan. This plan supports children in accessing education and is reviewed regularly.

The SEND support, provided through a IPM, follows the graduated response which assesses need and barriers to learning (assess), plans a desired outcome (plan) and implements an action or adjustment (do). The effectiveness and impact of such actions/adjustments are reviewed (review).

Parent's/carers are invited to discuss their child's progress and review impact of an IPM or accessibility plan. With consent of parents/carers, outside specialists may be involved in advising the school on effective provision.

Where appropriate, children may be withdrawn individually, in small groups or receive support within the classroom according to the need identified in their IPM or accessibility plan.

A 'Whole School Provision Map' details to support available in school for all children with barriers to learning. A Copy of this map is included in **appendix 2**.

#### Education, Health and Care Needs Assessment (CoP, 6.63-6.71)

Where, despite SEND support being put in place, a child continues to cause significant concern an EHCAR may be made. The local authority may need seek evidence regarding the child's progress and, if appropriate, make a multi-disciplinary assessment of the child's needs. This assessment,

which is co-ordinated by the LA, will inform the school and parents/carers of their findings and will advise as to whether the child should remain at SEND support or whether they should have an Education, Health and Care Plan (EHCP).

Monitoring against the EHCP outcomes will be regular and an annual review with parent/carers will be held.

The delivery of an EHCP and IPM remains the responsibility of the class-teacher but school support staff will be heavily involved in the day-to-day work towards meeting the child's desired outcomes.

### Admission Arrangements

All children are admitted to Friarage School following the application of NYCC's admission policy provided that there is a place in that particular year group and any specialist requirements can be met.

### Impact

The impact of SEND support and provision towards an EHCP is reviewed regularly by the class teacher and all those involved in providing SEND support. They are responsible and accountable for the progress of every child in their class, including those with SEND.

### Record Keeping (CoP, 6.72, 6.78)

Records of IPM and additional support are kept by the Inclusion Manager, SENDCO and class teacher. This information is, with the agreement of the parents/carers, made available to the LA if a statutory assessment is made.

In addition to class teachers and support staff, those responsible for assessing the impact of SEND provision are:

Head-teacher: Mrs C Cappleman

Deputy Head-teacher: Mrs A Langley

Special Educational Needs and Disabilities Co-ordinator: Miss L Tymon

Inclusion Manager: Mr A Vipond

Pastoral Lead: Miss R Williams

SEND Governor: Mrs A Cooper-Haywood

The Head-teacher is the named responsible person having the overall responsibility for the day-to-day management of provision for children with SEND.

The SENDCo is responsible for the day-to-day operation of the school's SEND policy and for co-ordinating of specific provision for pupils with SEND. The Deputy Head-teacher is responsible for managing and supporting the SENDCo.

The SEND governor meets regularly with the SENDCo which allows them to monitor and assess the effectiveness of the SEND policy.

The Inclusion Manager is responsible for ensuring that all children are fully included in school life, which includes Safeguarding and attendance.

The Pastoral Lead is responsible for implementing a variety of interventions, including those detailed in accessibility plans and IPM.

The impact of SEND provision will be monitored by all those above and they will work towards providing:

- Advice to class teachers and providing CPD where necessary
- Managing SEND interventions (with Phase Leaders)
- Monitoring records of pupils with SEND
- Liaising with parents/carers of children with SEND
- Ensuring available resources are used effectively
- Liaising with external agencies.

### Complaints

If a parent/carer wishes to complain about the provision or the SEND policy, they should, in the first instance, arrange a meeting with the SENDCo. If this cannot be resolved, they can submit a formal complaint with the Head-teacher. The Complaints Policy should be followed in this instance. This is available, on request, from the school office.

## Appendices

### Appendix 1

#### **How do we identify whether a child has Special Educational Needs or Disability (SEND)?**

Tier 1- High quality teaching

High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress are in place

#### **Should I move to the next tier (graduated response)?**

|   |  |
|---|--|
| Child is working below ARE  |  |
| Child struggles to keep up with pace of lessons   |  |
| Child struggles to follow instructions or answer questions (appropriate to age and development) |  |

|  |  |
|--|--|
| Inconsistent strengths (strengths in some areas)                 |  |
| Child fidgets a lot and/or has a short attention span            |  |
| Work is untidy, incomplete or disorganised                       |  |
| Phonics acquisition is slow (appropriate to age and development) |  |
| Child is often off task or might seem to avoid work              |  |
| <b>Child has some social and emotional challenges</b>            |  |

**Who do I turn to for support?**

|                                   |  |
|-----------------------------------|--|
| Class teacher (teachers in phase) |  |
| Phase leader                      |  |

Tier 2 – Graduated response

Internal tracking systems show that progress has slowed or teacher/parents have concerns about progress in core subjects, development or behaviour.

| Action  | Who?                          |  |
|---|-------------------------------|--|
| Targeted intervention through graduated response for 2 cycles (assess, plan, do, review for 2 cycles (each cycle must be reviewed at each data point) | Class teacher<br>Phase leader |  |

**Should I move to the next tier (notify SENDCo and parents)?**

|   |  |
|---|--|
| Despite graduated response progress is slow         |  |
| Child has been on graduated response for two cycles |  |

**Who do I turn to for support?**

|  |  |
|--|--|
| Class teacher (teachers in phase/alternative phases) |  |
| Phase leader   |  |

Tier 3- Graduated Response 2 (Parents and SENDCo)

**The children's response** to the graduated response indicates very limited progress or concerns. Class teacher/parent feels child may have an additional need.

|  |                               |  |
|--|-------------------------------|--|
| Action   | Who?                          |  |
| 'Short note' entered on CPOMS to alert SENCO/Inclusion Team  | Class teacher                 |  |
| Parent/carers informally informed  | Class teacher                 |  |
| Review of graduated response and targeted intervention continues   | Class teacher<br>Phase leader |  |
| Gather information and observations of the child (decision made as to whether to indicate as SEND Support) | SENDCO<br>Inclusion Team      |  |

### Should I move to the next tier (SEND register)?

|  |  |
|--|--|
| Despite graduated response progress is very slow   |  |
| Child has received a high quality and targeted intervention  |  |
| The child has no temporary disturbance in their life which might explain lack of progress                    |  |
| All possible reasonable adjustments have been made to class teaching   |  |
| Child is working 3 steps + behind ARE  |  |
| Child demonstrates persistent difficulties in listening and attention  |  |
| Significant delay in expressive and/or receptive language  |  |
| Struggles to work independently  |  |
| Scaffolding techniques and appropriate resources do not facilitate better outcomes                           |  |
| Despite inclusion team pastoral support programme for up to two terms social and emotional issues persist    |  |
| Child displays frequent challenging behaviours and normal rewards and sanctions have had little to no impact |  |

### Who do I turn to for support?

|                                   |  |
|-----------------------------------|--|
| Class teacher (teachers in phase) |  |
| Phase leader                      |  |
| Parents/carers                    |  |
| SENDCo                            |  |
| Inclusion Team                    |  |

### Tier 4 – SEND register

If the child has still not enough progress, the child is then identified as having SEN.

The child will appear on the school census as 'K'.

**At least one cycle of assess, plan, do and review must be carried out before**

**moving to tier 5 (of at least 2 weeks).**

| Actions  | Who?  | ✓ |
|--|---|---|
| Child entered onto the SEND register                                     | SENDSCO   |   |
| Evidence from previous graduated responses and reviews provided to SENCO | Class teacher<br>Phase leader                   |   |
| Individual provision map created with short term targets                 | Class teacher                                   |   |
| External agencies may be requested to support                            | SENDSCO<br>(Class teacher to support)           |   |
| Parents informed and IPM shared  | Class teacher<br>(SENDSCO to support if needed) |   |
| Internal assessments   | SENDSCO<br>External agencies                    |   |
| IPM to be reviewed with parents (at least termly)                        | Class teacher<br>(SENDSCO to support if needed) |   |

**Should I move to the next tier (EHCAR application)?**

|  |  |
|--|--|
| The child has been on the graduated response document for at least two terms   |  |
| IPM provision is increasingly additional and different from ordinary high quality teaching   |  |
| Child is working more than three years below ARE (or 2 in EYFS)  |  |
| The child has a diagnosis  |  |
| The child continues to struggle in receptive or expressive language and this impacts on wider development and progress   |  |
| Despite high quality teaching and at least 8-12 weeks of effective intervention in the targeted area of need there is little progress  |  |
| The child needs a structured workstation and/or additional adult support in order to access learning in the classroom  |  |
| Advice from external professionals must be in place for at least 8 weeks   |  |
| The child may need noticeable differences in provision to access the curriculum such as rest breaks, a planned sensory diet, and/or opportunities to access a specialist interest or 1-1 support for specific activities |  |

**Who do I turn to for support?**

|  |  |
|--|--|
| Class teachers   |  |
| Phase leader (for intervention groups)   |  |
| Parents/carers   |  |
| SENDCo   |  |
| Inclusion Team   |  |
| Outside agencies (Request for Involvement form)- EMS, Ed Psychologist, Chatterbugs |  |
| Speech and Language Team   |  |

### Tier 5 - EHCAR

If the child is not responding to provision outlined in the IPM or is increasingly requiring provision additional and different, an EHCAR (Educational Health Care Assessment Review) may be completed.

Outside agencies must be involved.

| Actions   | Who?                                      | ✓ |
|---|---|---|
| Meeting held with parents/carers about concerns               | SENCO<br>Class teacher                    |   |
| Consent gained by parents for EHCAR and external involvement  | SENDCO                                    |   |
| Request for external agencies reports                         | SENDCO<br>External agencies               |   |
| Short term planning (adapted IPM)                             | Class teacher<br>SENDCO                   |   |
| ECHAR document produced                                       | SENDCO<br>(with support of class teacher) |   |
| Pupil views collected (pictures, questionnaires, discussions) | Trusted adult                             |   |

### Should an EHCP be in place?

|   |  |
|---|--|
| The child must receive some carefully planned intervention from an appropriate person e.g. delivery of SLT careplan |  |
| Documents are being completed for an EHCAR  |  |
| The child has a significantly adapted curriculum  |  |
| When the child is in class they engage in a personalized timetable at their structured workstation                  |  |
| Overlearning, alternative recording methods and other significant alterations will be used in the classroom         |  |

|   |  |
|---|--|
| Over 16 hours of adult support is required to enable access to learning |  |
| Planning for unstructured times is essential                            |  |

### Who do I turn to for support?

|  |  |
|--|--|
| Class teachers                                     |  |
| Phase leader (for intervention groups)             |  |
| Parents/carers                                     |  |
| SENDCo   |  |
| Inclusion Team                                     |  |
| Outside agencies (Request for Involvement form)    |  |
| Speech and Language Team                           |  |
| Medical professionals                              |  |
| ARO (Assessment Review Officer)- Barbara Beresford |  |

### Tier 6- EHCP

If the EHCAR is accepted and an EHCP is issued, short term targets should be set by the class teacher and SENCO to meet the targets set in the plan.

| Actions   | Who?                                   | ✓ |
|---|--|---|
| Initial planning meeting to be held with parents            | SENCO<br>Class teacher                 |   |
| Short term targets from EHCP to be planned and added to IPM | Class teacher                          |   |
| Regular review of progress (with parents)                   | Class teacher                          |   |
| Interventions to be implemented                             | SENCO<br>Class teacher<br>Phase leader |   |
| Additional resources to be allocated (depending on EHCP)    | SENCO<br>Phase leader                  |   |
| Formal annual review to be held with all interested parties | SENCO                                  |   |
| Expert training may be sought                               | SENCO<br>Class teacher                 |   |

### Who do I turn to for support?

|  |  |
|--|--|
| Class teachers                         |  |
| Phase leader (for intervention groups) |  |
| Parents/carers                         |  |

|  |  |
|--|--|
| SENDCo   |  |
| Inclusion Team                                     |  |
| Outside agencies (Request for Involvement form)    |  |
| Speech and Language Team                           |  |
| Medical professionals                              |  |
| ARO (Assessment Review Officer)- Barbara Beresford |  |

## Appendix 2



# SEND- Whole School Provision Map

This document provides information on the provision and strategies used to support children across the school depending of their area of need. The Universal Approach details strategies which may be used as part of high-quality teaching to support children within the areas of need detailed in the SEND Code of Practice. The Additional and Different Approaches may be employed if your child requires support in addition to the Universal Approach.

| Cognition and Learning   |  |
|--|--|
| Universal  | Additional and Different   |
| <ul style="list-style-type: none"> <li>• High expectations and appropriate challenge</li> <li>• The use of clear simple instructions, which are broken down</li> <li>• Display, clarifying and referring back to key/difficult vocabulary</li> <li>• Pre-teach vocabulary</li> <li>• The use of visual cues, prompts and time-tables</li> <li>• Collaborative working opportunities- including talk partners</li> <li>• Visually supportive learning environments e.g. working walls, word mats</li> <li>• Writing frames or scaffolding when writing is not the primary objective</li> <li>• Visual timetables</li> <li>• Structured school routines</li> <li>• The use of computer programmes to enhance learning: Times Tables Rockstars, Spelling Shed</li> <li>• Basic skills lessons to fill gaps in learning</li> <li>• Where appropriate, allowing for additional time for processing</li> </ul> | <ul style="list-style-type: none"> <li>• The use of the 'Graduated Response' to plan alternative targeted interventions</li> <li>• Repetition and reinforcement of key skills</li> <li>• Tasks may be simplified or extended</li> <li>• Read Write Inc Phonics Programmes</li> <li>• Fresh Start Phonics Programmes</li> <li>• Paired reading</li> <li>• Developing touch typing</li> <li>• Planned 1:1 support for targeted lessons/activities</li> <li>• Additional Maths Support (1:1, 1:2 or small group)</li> <li>• In class support from TA</li> <li>• Targeted intervention groups</li> <li>• Dyslexia support (Active Literacy Kit)</li> <li>• Alternative methods of recording work</li> <li>• Use of coloured over-lays and paper</li> </ul> |

| Communication and Interaction   |   |
|---|---|
| Universal   | Additional and Different  |
| <ul style="list-style-type: none"> <li>• Increased visual aids</li> <li>• Visual timetables</li> <li>• The use of pictures and symbols to aid learning</li> <li>• Structured school routines</li> <li>• Focus on vocabulary development in lessons</li> <li>• Key vocabulary displayed and defined</li> <li>• Visual timetables and aids</li> <li>• Pre-teaching key vocabulary and concepts where appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>• Speech Links Programmes</li> <li>• Speech and Language support: 1:1 speech therapist and/or TA delivering speech therapist devised support programme</li> <li>• Visual organiser</li> <li>• Social stories</li> <li>• Input from outside agencies</li> <li>• 1:1 support where necessary</li> <li>• Adapted playtimes (support)</li> <li>• Planning for unstructured times and risk assessments</li> </ul>   |
| Social, Emotional and Mental Health Difficulties  |   |
| Universal   | Additional and Different  |
| <ul style="list-style-type: none"> <li>• Whole school behaviour for learning policies</li> <li>• Pupils and parents' involvement</li> <li>• Positive language to re-direct, reinforce expectations</li> <li>• Environmental adaptation e.g. social seating and proximity to teacher</li> <li>• Limited choices to engage and motivate</li> <li>• Increased structure, routine and guidance</li> <li>• Assemblies: moral and social stories</li> <li>• Positive behaviour policy</li> <li>• Restorative conversations</li> </ul> | <ul style="list-style-type: none"> <li>• Regular home/school planner</li> <li>• Restorative Circles</li> <li>• Social stories</li> <li>• Emotional Coaching and mentoring</li> <li>• Individual reward system</li> <li>• Key adults</li> <li>• Social stories</li> <li>• Transition support</li> <li>• Year 6 transition support</li> <li>• Inclusion targeted support through accessibility plans</li> <li>• Part time timetables</li> <li>• Boxall profiling and targeted intervention</li> <li>• Support from outside agencies (Compass Buzz)</li> <li>• Advice from health partners</li> <li>• Differentiated curriculum or activities to engage and motivate</li> <li>• Mindfulness activities and support</li> <li>• EMS involvement</li> </ul> |
| Sensory and/or Physical Needs   |   |
| Universal   | Additional and Different  |
| <ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Awareness of and adaptations to the learning environment</li> <li>• Uncluttered and organized classroom environments</li> <li>• Letter formation and fine motor skills activities</li> <li>• Visual aids and learning environments</li> </ul>  | <ul style="list-style-type: none"> <li>• The use of lifts to upper floors</li> <li>• Individual support in class during PE and lunchtime</li> <li>• 1:1 support where necessary</li> <li>• Adjustments to environment to support access</li> <li>• Key adults to administer medication or treatment</li> </ul>  |

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Health Care Plans to meet medical needs</li><li>• Visual aids (large font size, ipads, apps and touch typing)</li><li>• Use of alternative methods of recording work</li></ul> |
|--|--|