



FOXHILLS FEDERATION SPECIAL EDUCATIONAL NEEDS POLICY

Status	Current	Approval	FGB
Review frequency	Annual	Author (role)	Headteacher
Date first written	13 th February 2017	Date last approved	29 th November 2023
Date of next review	November 2023	Date withdrawn	N/A

Principle

Our intention is that all pupils make good progress and achieve high attainment in all national curriculum subjects. Central to achieving this is, is high quality teaching and a curriculum designed with the most disadvantaged in mind.

Our curriculum is coherently and sequentially planned to enable all children with special educational needs and disabilities to know more, remember more and be able to do more with the substantive and disciplinary knowledge they acquire. It is delivered in real ways- first hand and practical learning- that supports children to gain a clear understanding of what they need to know and to commit this to memory. Strengthening long term memory is key in ensuring children with SEND acquire crucial knowledge and make connections in learning. Our recursive curriculum, with ample opportunity for retrieval practice, enables this to happen.

Across our entire curriculum we focus on vocabulary development and ensuring children with SEND understand the meaning of words. This is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

High quality teaching begins with understanding each child as a unique individual: their developmental stage, learning styles, barriers to learning and strategies that secure best progress. Assessment for learning is at the heart of our effective provision, and all task design and teaching is informed by an understanding of each child's needs. Through pupil progress reviews, the progress and attainment of children with SEND is kept closely under review to ensure all provision is effective and successful in closing the gap, or in cases where learning gaps do not exist, effective in providing additional opportunities to deepen understanding.

The school adopts the mind-set that it is a keep up curriculum, not catch up. This means that quality first teaching is the primary approach in meeting the needs of children with SEND in lessons. For some children, a combination of high quality teaching and targeted intervention are used concurrently.

All teachers are accountable for every child they teach. We are all educators of children with SEND and, at Foxhills, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Every child is entitled to a broad, balanced, relevant and adapted curriculum, matched to their learning style. We are deeply committed to ensuring every child thrives and we are highly ambitious for every child who experiences SEND.

The Inclusion Leader at this school is Mrs Sophie Foster. Our special educational needs coordinator (SENDCo) is Mrs Claire Keeley (BA (Hons) Primary Education with Qualified Teacher Status), and together they work in partnership to create, implement and sustain high quality SEND provision which enables every child to make progress and succeed.

COMPLIANCE

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

- equality Act 2010: advice for schools DfE Feb 2013
- schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- 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
- federation Safeguarding Policy
- federation Single Equality Plan
- teachers standards 2012

Aims

To achieve the principles outlined in the SEN Code of Practice (2014), the federation will:

- create an inclusive culture which nurtures every child
- have high ambition for every child so they can achieve aspirational outcomes
- remove barriers to learning and raise expectations for pupils with SEND.
- create educational provision that is appropriately adapted and varied, based on AfL,
- monitor the impact of provision to ensure children make excellent personal and academic progress
- build confidence in all pupils with SEND by creating an enjoyable learning experience which is appropriately pitched.
- work in partnership and collaboratively with parents, child and appropriate agencies.
- make effective provision for resource entitlement for children with SEND.
- fully integrate children with Special Educational Needs and Disability (SEND) through quality first teaching by giving them full access to the curriculum (content never adapted).

Our Objectives

- To provide for every child with SEND so they leave the federation knowledgeable, emotional secure and empowered, so they can take advantage of opportunities and responsibilities in later life
- To embrace the view that all teachers are teachers of children with SEND and that children's needs are best met through quality first teaching and provision
- To provide support for all adults working with children so they are enabled to adapt and vary pedagogy so that all children with SEND can access the same curriculum as their peers.
- To remain highly ambitious for all children with SEND so they achieve exceptionally well.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2014 identifies four broad areas of need. The purpose of identification is to establish the action each school should take. It not a process designed to fit a pupil into a category. When planning, each school considers the needs of the whole child not just the special educational needs of the child.

The four broad areas of need, as outlined in The SEND Code of Practice, 2014, are:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, 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

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), 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

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming,

substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The federation also recognises that pupils may have needs which impact on progress and attainment that are not SEN. These include, but are not limited to:

- 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
- English as an additional language (EAL)
- being in receipt of Pupil Premium Grant
- being a Looked After Child
- being a child of serviceman/woman
- behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

In cases where non SEND needs impact progress and attainment, both schools use the same approaches:

- early identification
- planning ways to overcome barriers
- bespoke provision co-constructed between school, parents and external agencies
- keeping provision under constant review to ensure it remains effective

The federation has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for the child or young person. All teachers are teachers of SEND and both schools have designed a curriculum, and the delivery of it, with the most disadvantaged in mind.

‘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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’ CoP 2014

A GRADUATED APPROACH TO SEN SUPPORT

At both schools, we use early identification to ascertain barriers or specific difficulties. To assist adults with early identification, leaders closely analyse children’s progress and attainment (knowing more, remembering more, and being able to do more- as evident in books and by talking to children). We also review children’s outcomes- reception baseline, the year one phonics test, year two re-take test, end of KS1 outcomes, the year four times tables assessment and end of KS2 test outcomes- to identify children who are off track and require additional support and adapted provision.

Early identification enables us to plan for children’s individual needs which are documented in a personal profile plans (PPP plan). This plan clearly sets out children’s barriers, how these are communicated and how children will be supported through quality first teaching (QFT) and intervention. ‘Keep up’ and ‘catch up’ are clearly identified and, as necessary, intervention time is planned. Both schools favour meeting children’s needs and supporting them to make progress through quality first teaching because it is the best way: *‘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 teacher, working with the Inclusion Leader, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil’s response to such support can help identify their particular needs CoP 2014.*

Across both schools, all class teachers will use assessment for learning to adapt and vary task design based on an accurate understanding of children's knowledge, understanding and skills. Adaptation and variation include resources, task design, knowledge prompts, modelling and explanation. Environmental factors are also adapted based on individual level of need. The process of learn, practise and apply, used across both schools, enables children the time they need to overlearn concepts and revisit learning. Pre-learning journeys are used for pupils who have a barrier to learning that prevents them from following the learning journey of the class. These approaches are defined across the federation as quality first teaching and take place routinely.

When QFT is not fully meeting a child's needs, or progress is less than expected, 'additional to and different from' provision is used. This usually takes the form of a bespoke intervention and involves external agencies who guide and support each school in creating personalised provision and interventions. At all times, teachers are responsible and accountable for the progress and development of the pupils in their class, especially so when a pupil is receiving support from a teaching assistant or other specialist services.

The leadership team regularly undertake reviews of learning and learning walks to establish the extent provision is supporting pupils to know more, remember more and so more. This involves observing teaching and learning, book scrutiny and talking to children. Governors engage in the same process to monitor the effectiveness of leaders work in creating an inclusive culture where children with SEND have the opportunity to achieve exceptionally well.

Monitoring and evaluation are used to inform professional development needs for school staff. Usually, leaders provide staff with the training and support that is necessary but both schools will engage the services of the School Nurse, Children's Services, Specialist Teacher Advisers, Educational Psychologists and other appropriate outside agencies, where necessary. Both schools have SEND registers so we can clearly identify children requiring short term intervention and SEN support.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

Personal profile plans (PPPs), provide adults with all the information we need to understand each child. Barriers are identified and targets are planned to address needs. Needs are met through quality first teaching and intervention and are held under constant review to ensure they are supporting a child to make expected progress.

All targets are SMART- specific, measurable, achievable, realistic and timely, and are co-constructed between leaders and teachers. Leaders monitor the effectiveness of targets by talking to children, monitoring learning in books and the achievement of objectives.

Pupils identified with additional special needs will receive support in one or more of the following ways:-

- pre-learning journeys
- adapted provision (varied modelling and explanation, use of resources)
- adult support
- as required, a specific intervention program

Assessment for learning determines the type and level of provision required. The federation recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <http://www.hantslocaloffer.info>.

All teachers know and understand that they hold responsibility for enabling a child with SEND to make progress. They are accountable for critically evaluating the effectiveness of provision and providing evidence to demonstrate that a child is making progress as expected (as set out in the plan).

When monitoring and evaluation identifies that provision is not fully meeting needs, the school will modify the outcomes and take into account the expertise of other professionals. The Inclusion Leader is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The Inclusion Leader and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHP).

CRITERIA FOR EXITING SEN SUPPORT

When a child consistently meets the outcomes set on their QFTI plan and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closed by the Class Teacher.

SUPPORTING PUPILS AND FAMILIES

The LA Local Offer can be found at <http://www.hantslocaloffer.info>. The school's SEN Information Report can be found at <https://www.foxhills-jun.hants.sch.uk/>. These reports detail links to other agencies to support families and pupils. Our admission arrangements can be found on the home page of our website, under Statutory Information.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents. Sharing of information between staff and parents also takes place, along with formal IPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

The school has a policy on managing the medical conditions of pupils and this can be found on the policy section of our website. The school recognises that pupils 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 children with medical needs may have an Education, Health and Care (EHC) plan which the school will follow at all times

MONITORING AND EVALUATION OF SEND

The school has a detailed SEND action plan and robust monitoring systems, to ensure provision is critically evaluated at all times and adults are held accountable for children's progress and attainment. These systems include: pupil progress meetings, learning walks, work scrutiny, data analysis, evaluation of targets and discussions with pupils. The Inclusion Leader reports on children's bi- termly on children's progress to the Governing Body. The school has regular parent consultations where the progress of each child is discussed. All monitoring and evaluation informs future improvement planning

TRAINING AND RESOURCES

Within both schools overall budget, an SEND allocation is identified. The notional SEND budget is used to allocate resources to need. It is not a ring-fenced amount, and it is for both school's to decide how to ensure all pupils are provided the right support. As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEN. The Inclusion Leader, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Inclusions Leader provides bespoke training based on evaluations and monitoring. It is important that all adults are trained in understanding the range of needs we have across the two schools and how children are best supported. We have identified that staff need training in:

- Nurture
- Learning Intervention programmes
- ELSA (Emotional Literacy)
- Team Teach (positive behaviour handling)
- Hearing Impairment
- Speech and Language Therapy
- Behaviour management
- Visual Impairment
- ADHD awareness
- ASD principles and approaches

Regular training enables our staff to keep up to date with best practice. The Inclusion Leader and SENDco take responsibility for ensuring they are abreast of local developments by attending cluster groups and network meetings provided by the local authority.

ROLES AND RESPONSIBILITIES

All adults at Foxhills are responsible for supporting and implementing best practice regarding SEND. We identify that the:

- SEND Governor has a responsibility to liaise with Inclusion Leader to monitor participation, provision and progress
- Teachers have the responsibility to enable full participation, access to the curriculum through adaption and variation and exceptional progress (from individual starting points).
- Teaching Assistants have the responsibility to work in conjunction with the teacher to use AFL in lessons to adapt tasks. Modelling and explanation to enable full participation.
- The designated teacher for Looked After Children and Pupil Premium is the Deputy Headteacher.
- The member of staff responsible for meeting medical needs of pupils is the Headteacher and class teachers

STORING AND MANAGING INFORMATION

The Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy detail how the school will hold and store information. All records are stored following DfE guidelines.

REVIEWING THE POLICY

This policy is reviewed annually by the curriculum, learning and achievement committee

ACCESSIBILITY (Single Equality)

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase, over time, the accessibility of schools for disabled pupils, and to implement their plans- see single equality action plan on our website.

The federation identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- all Teachers have high expectations for pupils' achievements in all curriculum areas.
- a rigorous, sequential approach to developing knowledge across the whole curriculum.
- a sharp assessment of progress in order to determine the most appropriate provision
- carefully planned provision to meet individual needs
- rigorous monitoring of the impact of provision
- high-quality pastoral care
- highly effective use of time, staff and resources.

DEALING WITH COMPLAINTS

The federation's complaints policy applies to any complaint related to SEND provision and parents are advised to follow this policy- see website.

Hampshire Local Authority (LA) provides a Parent Partnership Service, which can offer parents advice and support about special educational needs. The contact address and telephone number are available from the school office.

BULLYING

The school is highly inclusive and operates a zero tolerance to bullying and harassment. The Anti-Bullying Policy can be found on our website.