

Special Educational Needs and/or Disability (SEND) Policy and Information report

The Policy was formally adopted by the Governing Body on:
26th September 2024 (to be reviewed annually)

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities.....	4
5. SEN information report.....	5
6. Monitoring arrangements.....	10
7. Links with other policies and documents...	10
8. Glossary.....	11

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

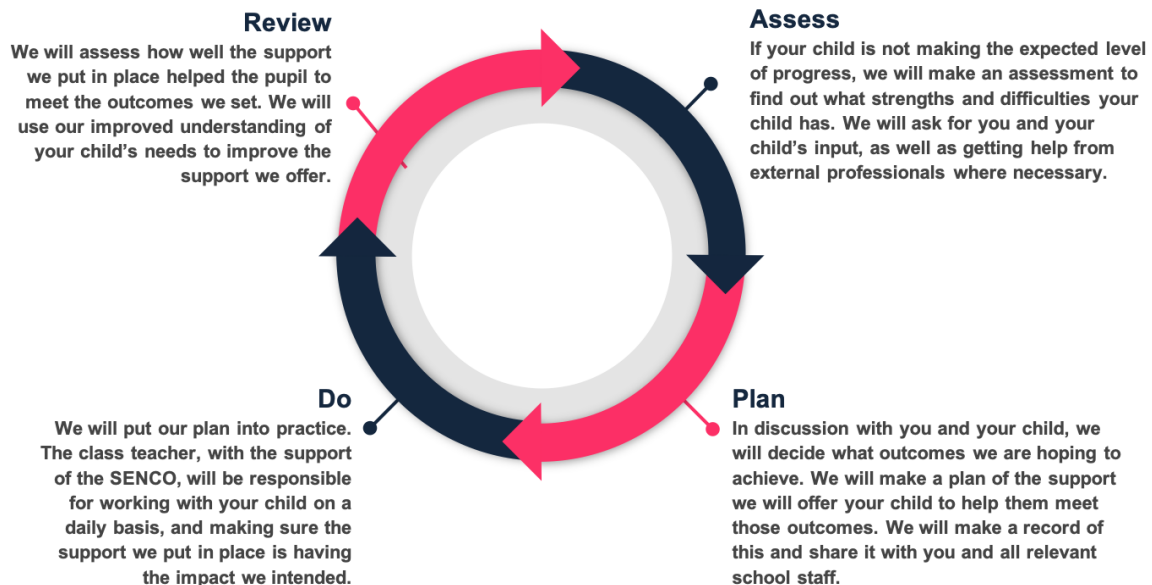
At The Fritch Green Academy we aim to:

- To make reasonable adjustments for those with a disability by taking-action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To work in a person-centred way, ensuring the wishes, needs and priorities of the child and family are considered at all stages of SEND support.
- To reduce barriers to progress by embedding the principles in the The National Curriculum Statutory Inclusion Statement (2000) "**Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.**"
- To 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 broad areas of need described in the Code of Practice (2015).
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

One planning

Parents/Carers are consulted at each stage. Parents/Carers of children with One Plans are invited to meet termly with the class teacher and, where appropriate, the SENDCO, to review their child's learning and celebrate their successes. During this time, they will review the One Plan. If interventions and One Plans have minimal impact the evidence from this work will be collated and an application for a statutory assessment made. This may result in an Education, Health and Care Plan (EHCP).

This process is called the Graduated Approach and can be seen in the following flow chart:



Equality and Inclusion

As a school we have a duty under the Equality Act 2010 towards disabled children. We will make reasonable adjustments, including the provision of specialist equipment such as: auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage. We work alongside the specialist teacher service, occupational therapists and physiotherapists to ensure that specialist equipment is available to pupils with disabilities.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Emma North**

They will:

- Work with the headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor, **Katie Bailey** will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher **Alex Burden** will:

- Work with the SENDCO and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit hyperactive disorder (ADHD inattentive type)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

5.2 Identifying pupils with SEND and assessing their needs

Teachers use teacher assessment and formal assessments to measure the attainment of children in their class. Teachers use Quality First Teaching (QFT) to close any gaps in learning. Any further concerns about attainment are discussed with the SENCO and parents.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers
- 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

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parent/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support, by issuing parents with a copy of One Planning.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

Children who will be joining school in Reception are invited to several visits in the half term before they start. In addition, the Reception class teachers will usually visit each child in their pre-school setting to get to know them and to talk to staff. There are also several opportunities for parents to talk to the class teacher and/or SENDCo about any needs their child may have or any concerns they have. We are also happy to contact previous schools or agencies involved with children joining us at other stages throughout school. At the end of each academic year teachers share a transition document with every child and parent. Teachers meet to discuss all children specifically those with SEND. Children at the end of key stage 2 have opportunities to visit their secondary schools and there are strong links between the SENDCo's and teachers of local schools. The school also use the Preparing for Adulthood document to ensure that pupils with high-needs are making appropriate steps towards being independent and acquiring skills needed later on in life.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Teachers are supported to deliver, high quality, inclusive teaching through the use of the Ordinarily Available document provided by Essex County Council.

Interventions outline the additional support which is needed for pupils within the class. Interventions will be planned to close the gaps in learning and will be timetabled for support staff to regularly deliver these interventions.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the school environment to ensure that all pupils are able to access learning that is appropriate to their learning needs and style, for example, personalised sensory curriculums and spaces.

5.8 Additional support for learning

Our Support Staff are trained to deliver interventions such as Attention Autism, Lego Therapy, Drawing and Talking and Precision Teaching to name a few.

Support Staff will support pupils on a 1:1 basis when delivering a specific intervention (e.g. Precision Teaching) or enabling them to access the curriculum alongside their peers.

The final expectation is always for the children to feel confident working independently and achieving expected progress. Support Staff will support pupils in small groups when delivering a specific intervention or within class supporting Quality First Teaching. Support Staff will provide a combination of 1:1, hover (keeping a watchful eye), small group and whole class support for children with SEND.

If the school feel that more specialised support is required the SENDCo will make a referral and liaise with the relevant agency. This decision will usually be made at the 'review' stage of the graduated approach, once the school has put into place strategies to overcome the barriers they have identified and if it is felt that progress is still insufficient despite a range of support and interventions being put in place.

We work with the following agencies to provide support for pupils with SEN:

- Virtual School
- Educational Psychologist

- Specialist Teacher Service
- Paediatrician
- Speech and Language Therapy
- Occupational Therapist
- Engagement Facilitator
- Social Services
- Inclusion Partner
- School Nurse
- Child and Adolescent Mental Health Service
- Family and Child Support Services

5.9 Expertise and training of staff

Our SENDCO's qualifications include

- BA Hons – Creative expressive therapies
- Qualified teacher status
- Nurture group training - Cambridge University
- Special Educational needs coordinator qualification
- Solution focused Brief therapy training
- Drawing and Talking therapies advance stage trained
- Trauma Informed Practice CPD certified masterclass
- Designated teacher for (previously) looked after children training

Our SENDCO is non-classroom based and works full-time.

We have a team of 7 Support Staff including members of staff who have been specifically trained to deliver SEND provision.

Designated staff have been trained to deliver: → Speech & Language Interventions by our Speech & Language Therapist → Precision Teaching by the link Essex Educational Psychologist → Gym trail training by occupational therapists → Visual Coding by the Speech & Language Team → Welcome Speech and Language Toolkit → Drawing and Talking therapies → Supporting children with hearing impairments by the Specialist Teacher Team → Zones of regulation training by the Specialist Teacher Team → Epilepsy awareness training by the Specialist Health Care Team → Social and Emotional Mental Health and wellbeing training by the link Essex Educational Psychologist → Attention Autism by the Speech and Language team → Virtual school webinar and training programme → Mental Health First Aid → Therapeutic sand tray intervention → Makaton training

5.10 Securing equipment and facilities

The school has access to the following to support pupils with SEND:

- Virtual School
- Educational Psychologist
- Specialist Teacher Service
- Paediatrician
- Speech and Language Therapy
- Occupational Therapist
- Social Services
- School Nurse

- Child and Adolescent Mental Health Service
- Family and Child Support Services

5.11 Evaluating the effectiveness of SEND provision

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Pupil progress meetings are held termly where class teachers meet with the senior leadership team to review the progress of pupils in their classes and the impact of recent support.

The effectiveness of the provision can be measured by the impact it is making on children. This is considered termly when reviewing One plans and part of the graduated approach (as detailed in section 1).

For pupils with a statement of additional need or EHCP, this also occurs during annual review meetings.

The SEND Governor meets termly with the SENDCo to discuss and evaluate how well school is meeting its statutory obligations and to discuss progress made toward the annual action plan.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with SEND are encouraged to attend additional sporting inclusion events, where they are able to receive a high level of support to make progress.

At school we ensure that the environment is a safe place for children with a disability to move around as well as ensuring the toilets are accessible.

We use Pupil Emergency Evacuation Plans (PEEP) to outline how pupils with disability can be moved safely in the case of an emergency.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The Zones of Regulation are embedded in the school culture and ethos, enabling all children to be able to discuss, identify and regulate their emotions and behaviours
- Pupils with SEND are encouraged to be part of the school parliament
- A higher level teaching assistant works with children in school to support children to achieve their potential inside the classroom, socially and emotionally.
- Teachers deliver and plan PSHE and RSE sessions which support children to express their views and develop an understanding of themselves and their place in the world.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work closely with health and social care bodies and the local authority. Interaction with these agencies will be tailored to the child as each child's situation is different. We have links to several other organisations and can make referrals to them or provide contact details for any families requiring them.

5.15 Support for looked-after and previously-looked after pupils

Emma North our SENDCo is the designated teacher for looked-after children and previously looked-after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

5.16 Complaints about SEND provision

In the first instance we would urge parents/carers to talk to us as this is the best way to resolve any situation. A child's class teacher is the first person to contact as they will have the most up to date and detailed information about a child.

Meetings with the SENDCo and Headteacher are also available by appointment. We hope to resolve any issues swiftly. If, in the event that issues cannot be resolved, our complaints policy is available on the school website or via the school office.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEND

Essex, the local authority, have published a Local offer which has information about many aspects of SEND and services available – it can be found here:

<http://www.essexlocaloffer.org.uk/>

5.18 Contact details for raising concerns

If you have concerns for your child regarding SEND please speak to their class teacher first. You can speak to them at the end of the school day or contact the school office on 01371822330 or via email admin@fritchgreen.net to arrange a meeting.

If appropriate the class teacher will contact the school SENDCo and further consultation will be arranged.

5.19 The local authority local offer

Our contribution to the local offer is: <https://www.theflitchgreenacademy.co.uk/>

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Emma North - SENDCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Admissions Policy
- Accessibility policy and plan

- Anti-bullying policy
- Behaviour and relationships policy
- Exclusion Policy
- Medicine and Supporting pupils with medical needs policy
- RSHE policy
- Transitions EYFS to Reception Policy

8. SEND Glossary of terms

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages