



# **Furzeham Primary School - Special Educational Needs and Disabilities Policy**

Date of review: Spring Term 2025	Date of next review: Spring Term 2026
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## **1. Mission Statement**

### **'Inspired to Learn, Inspired for Life'**

Furzeham Primary School is a friendly and caring primary school as part of Thinking Schools Academy Trust (TSAT) with children ranging from 3-11. Every child matters and are valued in our school. We want children and their parents to feel relaxed and secure in our environment and we all work together to create the best all-round experience and achieve the best outcomes for life for the child.

All children are welcomed into our school, regardless of any special need and we realise that for almost all children, the amount of support that they may need will vary throughout their time at school. We work with children, parents and outside agencies to make accurate assessments and to put in place the most effective arrangements for the child once this has taken place.

## **2. Compliance**

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

This policy was created by the school's SENCO. The SEN Coordinator is Miss Rachel Shears, who is a member of SLT and reports regularly to the group on this area. She is in the process of completing the National Award for SEN (NASENCo award) (clause 64, C and F Bill, 2014).

## **3. Rationale**

Furzeham Primary and Nursery School is committed to providing an appropriate and high-quality education to all children on our roll. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad and balanced curriculum both academic and social. This should be accessible and fully inclusive in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment in which children can feel safe and secure and are able to meet their potential.

Furzeham is committed to inclusion. All children should be fully inclusive through high-quality teaching and adaptations in order to meet the needs of individual children.

Every teacher is a teacher of SEND.

## **4. Aims and objectives for Children with Special Educational Needs and Disability**

### **Aims**

Furzeham aims to raise the aspirations and expectations for all children with SEND. We provide a focus on outcomes for children and young people and not just the amount of provision and support.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

## **Objectives:**

- **Staff members seek to identify the needs of pupils with SEND as early as possible.**  
This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and the Senior Leadership Team (SLT) will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are adapted for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the school alone cannot meet the pupils' needs. Some of these services are: Advisory Teacher, Educational Psychology Service, Speech and Language Therapy, School and ADHD nurse, Child and Adolescent Mental Health Service (CAMHS), Hearing and Visual Impairment Team, Complex Team, Outreach services, Social care and Health professionals e.g. school nursing team, pediatricians, GPs, Occupational Therapists, Physiotherapists.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged in school by wider opportunities such as school council, residential visits, school plays and sports teams.
- **To operate a 'whole pupil, whole school' approach to the management and provision of support, for special educational needs.**
- **To work within the guidance provided in the SEND Code of Practice 2014.**

## **5. Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Mr. Paul Adams (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Miss Rachel Shears, a member of the School Leadership Team.

## **6. Arrangements for coordinating SEND provision**

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Furzeham Primary School SEND Policy
- Information on individual pupils' special educational needs and disabilities
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Torbay's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

## **7. Admission arrangements**

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **8. Specialist SEND provision**

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

## **9. Facilities for pupils with SEND**

The school complies with accessibility requirements by providing ramps and lifts which allow access to all areas of the school with the exception of one classroom. There is access to disabled toilets in both Key stages and a shower, changing facilities and a physiotherapy room. We dedicate a space for disabled parking, provide clear signage and provide specialist occupational health and sporting equipment according to the needs of our pupils. We have a designated THRVE room which can also be accessed by pupils who have emotional and social difficulties and for those children with Autism, who may require a quiet place. There is break out room specifically for pupils who need an alternative room to learn in, outside of their classroom.

## **10. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget, which equates to £6,000. Some pupils with an EHCP may access additional funding from the Local Authority.

## **11. Identification of pupils needs**

### ***Identification***

See definition of Special Educational Needs at the start of this policy.

### ***A graduated approach:***

#### ***Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement or progress in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly with SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed, for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

### ***SEND Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be for them to be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process (The Graduated Approach):

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### ***Plan***

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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

#### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

**Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

### ***Referral for an Education, Health and Care Plan (EHCP)***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### ***Education, Health and Care Plans (EHCP)***

Following Statutory Assessment, if needed, an EHCP will be provided by Torbay Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The following areas are **NOT SEN** unless they impact on progress and attainment:

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we as a school will be able to recognise and identify clearly

## **12. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting through a range of adaptive strategies. Where this is not possible, the Head or SENDCo will consult with the child's parents for other flexible arrangements to be made as part of an individualised timetable of learning.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school by the SENCO and SLT members. Teaching staff are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated and adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision specifically as part of our daily interventions, but also as further support for the individual pupil.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels. These targets are devised by class teachers and SENDCo which address the individual needs of the child and the appropriate support that they require. Targets are presented within an Individual Support Plan (ISP).

## **13. Inclusion of pupils with SEND**

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

## **14. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent report, discussion and progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded and updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SLT, including the SENDCo and information is fed back to the staff, parents. Governors will receive a termly update report. This helps to identify whether provision is effective.

## **15. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

## **16. Staff training (Continued Professional Development CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.



The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND information. The SENDCo, with the SLT, ensures that training opportunities are matched to school and individual needs.

### **17. Links to support services**

The school has strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents, when necessary.

### **18. Working in partnerships with parents**

Furzeham Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEND to the local SENDIASS, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **19. Links with other schools**

Furzeham Primary School works in partnership with the other schools as part of the SEND Support Network.

This enables the schools to build a bank of joint resources and to share advice, training and development activities, and expertise.

There are regular networking forum activities in place to further develop the understanding and teaching of pupils with SEND.