



George Fentham Endowed School
Hampton in Arden

SEND Policy

In Solihull all schools are encouraged to provide appropriate support for children with special educational needs and disabilities (SEND) who live in their area. At George Fentham Endowed School we support all children to achieve well throughout their school life.

Rationale

At George Fentham we are committed to working for quality and equality of opportunity. This policy is an integral part of the schools' broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Believe - Achieve - Succeed

At George Fentham Endowed School, children are at the heart of our curriculum. We believe that every child is unique and special and we have therefore designed a curriculum which:

- Promotes a sense of high expectation and pride in themselves as learners, achievers and individuals
- Inspires a love of learning, a sense of curiosity and enquiry
- Develops lifelong learning skills
- Nurtures pupils' academic, artistic and creative talents and potential
- Engages pupils in active and practical learning experiences
- Encourages pupils to be safe, active and healthy
- Supports Christian values including friendship, respect and compassion
- Cultivates pupils' spiritual, moral, social and cultural development

Every child will be encouraged to achieve their full potential through a curriculum that is both inspirational and aspirational. Our vision for all our children is that they become secure, independent and knowledgeable young people ready to use their love of learning to make their way in the world with confidence.

AIMS AND OBJECTIVES

The school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school and consider the following:

- Children with special educational needs.
- Children with disabilities.
- Most Able, Gifted and Talented children (MAGT).
- Racial equality.
- Children with English as an Additional Language (EAL).



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- Equal opportunities.

The school recognises that the responsibility for identifying and supporting pupils with special educational needs rests primarily with the class teacher, supported by the Inclusion Coordinator, within the framework of a whole school approach, and with the support of external professionals e.g. Educational Psychologist, Speech and Language Therapists, Special Educational Needs Training and Assessment service (SENTAA) and Specialist Inclusion Support Service (SISS).

It is also recognised that a partnership with parents/carers is central to the successful outcome of special educational needs intervention and that the pupils' views are important and should be sought and respected.

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

This special educational needs policy should be read in conjunction with our school's local offer (also called the SEN Information Report) and our Disability Equality Scheme and Accessibility Plan. This policy will be reviewed annually and was ratified by the Governing Body October 2022

Special Educational Needs and Disability (SEND) Policy

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Date the policy was agreed by Governors: October 2022

The aims of our special educational needs and disability policy and practice in this school are;

1. To ensure that children and young people with SEN engage in the full range of activities offered by the school alongside pupils who do not have SEN.
2. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
3. To make every effort 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.
4. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
5. To work in partnership with the Local Authority and outside agencies, including health professionals.
6. To work in partnership with parents/carers and children in order to help them to be the best they can be



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What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:-

***SEN:** A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

***Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

How does our school know if children have special educational needs and need extra help?

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person.

The identification of SEN is built into the school’s approach of assessing and reviewing attainment and progress. Where pupils are falling behind or making inadequate progress given their age and starting point, they should be given extra support.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child’s previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

We know children need help if;



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- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
 - Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND;
- 1) **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
 - 2) **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
 - 3) **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
 - 4) **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

For further information about the four broad areas and the provision provided to meet needs please refer to the school's local offer (SEN information report) which can be found on the Inclusion page on the website (<http://www.georgefenthamschool.co.uk/>)

- Whole school tracking of outcomes indicates concern about progress or general well-being.
- A pupil asks for help.

The kinds of SEN for which provision is made at the school

Children and young people with SEN have different needs, but all children with SEN are welcome at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

Children identified with SEN will receive additional support under one of the following categories:

- 1) SEN support
SEN support describes the additional help which assists children to access the curriculum



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2) An Educational Health Care Plan (EHCP)

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the schools own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created. An EHC plan brings a child's education, health and social care needs into a single, legal document

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless;

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in an EHCP, the Local Authority will send the Head Teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through direct payment (personal budget). All parents and young people with an EHCP will be able to request a personal budget for some services.

Parents of a child with an EHCP also have the right to seek a place at a specialist school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEN?

All pupils with a special educational need or disability will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustment to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

At George Fentham we will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need or disability, this information may be transferred through *SEN Support* from the Early Years setting. The Inclusion Coordinator and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.



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- use the assessment processes to identify any learning difficulties.
- ensure on-going observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach at home.

Details about the provision for SEN can be found in the local offer (SEN information report) on the school's website.

Monitoring children's progress

Our school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers are responsible and accountable for the progress and development of pupils in their class. Where a pupil is not making adequate progress, teachers and the Inclusion Coordinator, in partnership with/carers and pupils, will collaborate to plan support and teaching strategies for that individual.

Action relating to SEN support will follow an assess, plan, do and review model:

SEN support is implemented and regularly reviewed using the 'graduated approach', outlined below.

1. **Assess:** the class teacher and Inclusion Coordinator will clearly analyse a pupil's needs before identifying a child as requiring SEN support. Outside agencies/other professionals may become involved at this stage (with parental consent), or later in the cycle if appropriate.
2. **Plan:** the class teacher and Inclusion Coordinator will agree the support to be put in place. If review of the action taken indicates that 'additional to and different from' support will be required then evidence-based interventions will be identified, recorded and implemented. The support will usually be set out in a school-based SEN needs based plan and/or target group.
3. **Do:** the class teacher remains responsible for working with the pupil on a daily basis (supported by teaching assistants and the Inclusion Coordinator if appropriate). Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. **Review:** the class teacher and Inclusion Coordinator will review the effectiveness of the support regularly and agree any changes where needed.



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As a result of the review process we may decide to involve outside agencies for specialist support. This is where a specific learning difficulty or barrier to learning has been identified and the process becomes more personalised and specific.

Parents are invited to attend a termly review meeting with the Inclusion Coordinator in addition to parent consultation evenings. We also have an open door approach so parents are encouraged to contact the class teacher and/or Inclusion Coordinator immediately if they have any concerns or questions. Review meetings are an opportunity to discuss targets set and the provision in and out of school to meet their child's needs. Pupils take part in pupil voice discussions on a termly basis but are also encouraged and supported to express their views throughout the school day.

How will the curriculum be matched to each child's needs?

Where pupils continue to make inadequate progress the school will assess whether the child has a learning difficulty. Where SEN is identified, appropriate evidence-based interventions will be put in place. These will be provided as part of a graduated approach, which includes regular reviews of the progress made and adaptations to the support provided as required.

There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action. At George Fentham, provision/action that is additional to or different from that available to all, will be recorded in target groups and, if identified as having a specific barrier to learning, an SEN needs based plan. This will be written by the class teacher in consultation with the Inclusion Coordinator, pupils and parents/carers. It may also involve consultation and advice from external agencies. Plans for the use of support will relate to a clear set of expected outcomes and the progress towards these outcomes will be tracked and reviewed regularly.

The needs based plan will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the NBP is reviewed)

What should parents do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning, these need to be discussed initially with the child's class teacher, who may then bring it to the attention of the Inclusion Coordinator.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school. Parents are encouraged to arrange an



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appointment to discuss their child's progress with the class teacher, the Inclusion Coordinator or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01675 442800.

What training do staff supporting children and young people with SEN undertake?

The teacher's standards state that teachers should;

Adapt teaching to respond to the strengths and needs of all pupils

'have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

(Teachers Standards p11)

Core Standards:

C10- *Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.*

C19- *Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.*

Please refer to the school's information report which is more school specific (George Fentham's Local Offer)

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEN is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations have been made to the school environment:-

- Wide corridors and wide door access to all rooms.
- Several access points from outside. All entrances to the school are either flat or ramped.
- The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.
- External steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- There are two disabled toilet facilities available. Both are fitted with a handrail and a pull emergency cord.
- All classrooms are on one level so that they are accessible to all.



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- Two dedicated disabled parking bays in Nursery car park.
- The school has internal emergency signage and escape routes are clearly marked.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase the access to the environment, the curriculum, and printed information. This is available via the school website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

- Needs based plans and intervention records are working documents that are updated as an on-going process to inform future teaching and learning for children with SEN.
- Transition meetings across phases and year groups. Prior to the end of an academic year the teachers and Inclusion Coordinator will meet to discuss the needs based plans for those children with a SEN. Where necessary, additional transition materials such as a home/school transition photograph diary/passport will be used to support a child as they move classes.
- Review meetings with parents and teachers from different phases at the end of a key stage.
- Links with local secondary schools for transition for SEN and vulnerable children.
- EYFS1 – Home visits and a programme of induction activities to enable children to settle quickly into school and to initiate relationships between school and home.
- EYFS1 to EYFS2 – children have regular opportunities to integrate with staff and pupils in the Foundation Key Stage suite throughout the year.
- Links with pre-school and other early years childcare providers.
- Pupils and parents who are moving from Key Stage 1 into Key Stage 2 will be invited to take part in a transition INSPIRE workshop in the summer term prior to moving classes.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEN from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.



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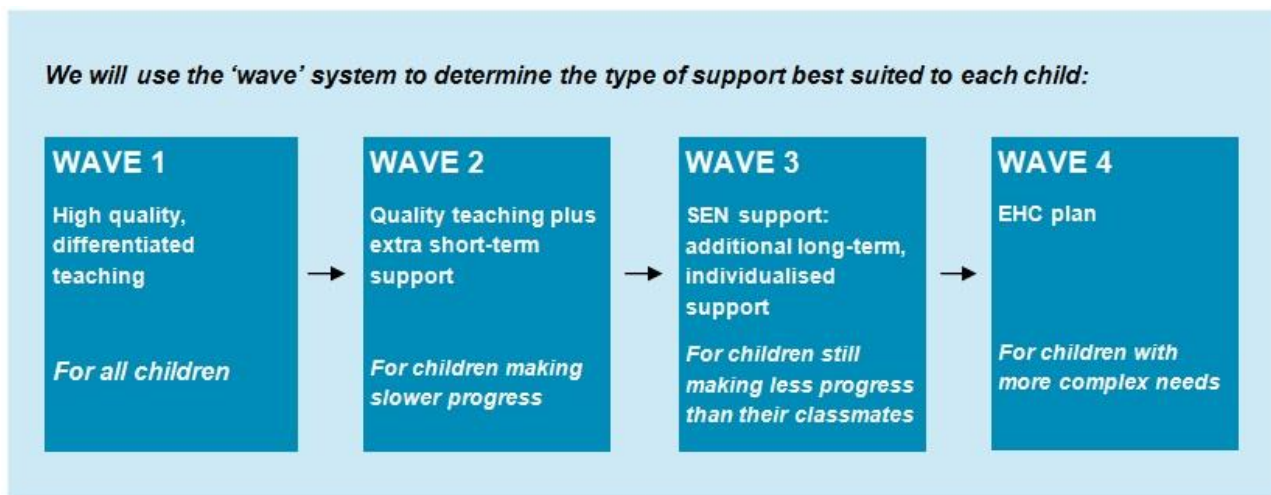
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEN.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, Inclusion Coordinator or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

We understand that every child’s needs are different, and that these may change over time. We assess each child’s needs closely to identify which support suits them best.

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Inclusion Coordinator, class teacher and parents. Outside agencies may be involved.
- For pupils with an EHCP, this decision will be reached in agreement with parents, external agencies and school when the EHCP is being produced or at an annual review.





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Who will I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following;

- Your child's class teacher
- The Inclusion Coordinator, Mrs S Brooker
- The Head Teacher, Mrs J Gaughan

The governor with responsibility for inclusion issues will monitor the effectiveness of this policy. The governor will work with the Head Teacher and Inclusion Coordinator to ensure adequate provision is made to support the school's efforts to help every pupil to reach his or her full potential.

- The Head Teacher will provide feedback to the governing body on an annual basis on the effectiveness of this policy. The monitoring includes feedback from parents and children.
- School performance information is evaluated in comparison with national and Local Authority data to identify any patterns of underachievement.
- The governors will take into serious consideration any complaints from parents, staff or pupils regarding any aspect of inclusion.

For any complaints, please refer to our School Complaints Policy which is available on our school website or can be requested by contacting the school office on 01675 442800.

Supporting Policy documents:

- Disability Equality Scheme
- Accessibility policy
- Supporting children with medical conditions

Support Services for parents of pupils with SEN:

Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. They are legally trained to offer information advice and support to children, young people & their parents, to help them make informed decisions and play an active role in their own or their child's education. They explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play.



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Contact Solihull SENDIAS via

Telephone: 0121 516 5173

Email: Solihullsendias@family-action.org.uk

Website: www.family-action.org.uk/solihullsendias

Date: October 2022

Inclusion Coordinator: Mrs S Brooker

Link Governor: Mrs D Purcell

Ratified by the Governing Body: October 2022