

FLITWICK LOWER SCHOOL

Policy

FLITWICK LOWER SCHOOL - Special Educational Needs and Disability (SEND) Policy and Special Educational Needs Information Report



Flitwick Lower School seeks to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND)

This policy is written in line with the requirements of:

- Children and Families Act 2014 and associated regulations
- *Special Educational Needs and Disability Code of Practice 0-25 years* (DfE, 2014)
- Equality Act 2010
- Schools Admissions Code (DfE, 2012)

Definition of SEN

By law, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (Children and Families Act, 2014, Part 3, §20 (1)) and the educational provision that is required to meet the needs is 'special'. A young person has such a difficulty if s/he experiences:

significantly greater difficulty in learning than the majority of same-age peers, or

s/he has a disability which prevents him (or her) from making use of (educational) facilities of a kind generally provided for same-age peers in mainstream educational institutions.

(Children and Families Act 2014, Part 3, §20 (2))

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as '...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'. 'Long-term' is defined as 'a year or more'. 'Substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

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Information Available	Flitwick Lower School will...
What we believe	<ul style="list-style-type: none"> ➤ FLS is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or ability; ➤ All pupils at FLS are equally valued, regardless of whether they have special educational needs or a disability. They are included into every aspect of school life, sharing meal times, recreation times, school clubs and visits; ➤ Both parents and children should be involved in their education, including setting and reviewing targets; ➤ FLS strives to be an inclusive school, creating a sense of community and belonging through its: <ul style="list-style-type: none"> ➤ Inclusive ethos ➤ Broad and balanced curriculum for all children ➤ Systems for early identification of barriers to learning and participation. ➤ High expectations and suitable targets for all.
About Flitwick Lower School	<ul style="list-style-type: none"> ➤ We are a mainstream lower school consisting of 267 pupils ranging from 4 years to 9 years; ➤ We have a wide range of adults who support the children in their learning, including teachers, TAs and specialist teachers; ➤ The percentage of SEND children currently in the school is 5.6%; ➤ We have a range of policies available on the website and in the school office, including: safeguarding, behaviour, equality and diversity, medical and health, teaching and learning, complaints procedure as well as the curriculum statement.
Our aims and objectives	<ul style="list-style-type: none"> ➤ To ensure that all learners make the best possible progress; ➤ To create an environment that meets the special educational needs of each child; ➤ To ensure that special educational needs are identified, assessed and provided for; ➤ To make clear the expectations of all partners in the SEND process; ➤ To identify the roles and responsibilities of staff in providing for children's special educational needs; ➤ To enable all children to have full access to all elements of the school curriculum and school life; ➤ To enable all children in the school to work towards promoting a positive self-image and self-worth; ➤ To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process; ➤ To promote effective partnership and involve outside agencies when appropriate.



<p>Range of provision</p>	<p>We work closely with parents and children to ensure that everyone is involved within each stage of provision so that we can make the best possible progress.</p> <ul style="list-style-type: none"> ➤ At FLS, we provide support for all types of special educational needs and disabilities. These are the four broad areas: <ul style="list-style-type: none"> - Communication and Interaction - Cognition and Learning - Social, emotional and mental health difficulties - Sensory and/or physical needs <p>Other ways we can meet the individual needs of a child:</p> <ul style="list-style-type: none"> ➤ The school is all on one level and we have a disabled toilet with wet room; ➤ A hearing loop is available; ➤ Access to speech and language therapists, Physiotherapists, The Jigsaw Behaviour Team, CHUMS, Educational Psychologists as well as a range of specialist teachers via the local authority; ➤ We have a range of resources such as: wobble cushions, ear defenders, pencil grips, slanted boards to support writing and sensory equipment; ➤ Each class has a teaching assistant who is able to support children’s educational, social and emotional needs; ➤ Intervention groups are used to support group or individual needs; ➤ One-to-one tuition is offered as required; ➤ Timeout areas; ➤ Learning areas outside of the main classroom; ➤ All school visits are made fully inclusive; ➤ In the case of residential trips, there is a close liaison between school and the venue staff. Preliminary visits are also arranged for pupils; ➤ Supervised activities and extra-curricular clubs are organised to support the needs of some children during lunchtimes. ➤ Nurture Group in ‘The Hive’. <p>Where external advisors recommend the use of equipment or facilities which the school does not have, we endeavour to research and seek such items.</p>
<p>Stages of need</p>	<p>All pupils in school receive quality first teaching. We ensure that we provide high quality differentiated teaching in our classrooms for all our pupils. A range of teaching and learning styles are used and appropriate learning objectives are set for all children with a curriculum matched to their needs.</p> <p>If a child is identified as requiring to be on the SEND register, they will enter at one of the following stages (as set by Central Bedfordshire LA).</p>



	<p>Stage one:</p> <ul style="list-style-type: none"> ➤ Different or extra support is provided to that of most children their age. This may involve: <ul style="list-style-type: none"> - Extra support from a teaching assistant; - Small group or individual support in addition to class based activities; - Alternative resources such as a sloping board, ICT access or visual prompts; - At Stage 1, a PSP (Personal Support Programme) will usually be created. This is done with the class teacher, parent and child, and will be used to set specific and measureable targets which are monitored and reviewed termly or as appropriate. - All children at Stage 1 will be on the provision map. <p>If a child continues to have difficulty even with this extra support, they will move to Stage 2 when we will seek professional advice from:</p> <ul style="list-style-type: none"> ➤ Visual/hearing impairment teachers ➤ Health professionals ➤ Educational Psychologists ➤ Behaviour professionals. <p>At Stage 2, a SEND Support Plan will always be in place and review meetings may happen as frequently as weekly/ fortnightly.</p> <p>If a child's needs are complex or severe, Stage 3 involves an Assessment of Education, Health and Care (EHC) by the Local Authority to determine the needs to be met through an EHC Plan. The outcomes on an EHC Plan are closely monitored, worked on and reviewed at least yearly.</p>
<p>Identification of SEN</p>	<ul style="list-style-type: none"> ➤ We believe that early identification is vital; ➤ Staff across the school work closely within their teams, as well as with the Headteacher and SENDCo to monitor any children whose progress is of concern; ➤ The class teacher makes an initial identification and informs the SENDCo and parents at the earliest opportunity to share concerns and enlist their active support and participation. A child is then identified as 'monitoring' on the inclusion profile; ➤ At the heart of each class is a continuous cycle of assessing, planning, doing and reviewing to ensure that children make expected progress; ➤ Where progress is not satisfactory, we place the child on the year group provision map and extra support is put in place to enable the pupil to catch up; ➤ If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have Special Educational Needs and/or Disability (SEND) and be placed on the SEND register – this will be discussed with parents;



	<ul style="list-style-type: none"> ➤ Where a specialist is required to help identify needs and/or recommend appropriate support, external advisors will be sought, such as a speech and language therapist.
Reviewing provision	<ul style="list-style-type: none"> ➤ All children’s progress is monitored regularly by the class teacher as well as the senior leadership team (SLT). Pupil progress meetings are held to identify and discuss pupils who require, or are having extra intervention; ➤ As well as this, teachers analyse their own data on a termly basis and complete a given form to help identify and monitor those who require extra support; ➤ Where a child is on the provision map, their progress is monitored by both the teacher, the person implementing the intervention and the SENDCo. At the end of the given period, a meeting is held to discuss the success of the group/ individual; ➤ Where a PSP is in place, meetings are held at least termly with the parent/carer and child to discuss progress and set further targets; ➤ Teaching staff and TAs work closely with the SENDCo to monitor provision including the use of extra resources; ➤ Parent consultation evenings are held twice a year with a final school report and open evening at the end of the academic year; ➤ If a child has a statement or EHC Plan, annual review meetings are held and anyone who is involved with the child is invited.
Documentation	<ul style="list-style-type: none"> ➤ Teachers are expected to keep records of extra provision; ➤ PSPs – targets need to be set, worked on and reviewed at least termly or as required; ➤ Behaviour logs should be updated regularly if in place; ➤ The SENDCo may provide questionnaires or other assessment (such as Boxall or Strengths and Difficulties Questionnaire) which should be completed and used to support the child; ➤ SEND Support Plan should be completed and updated a minimum of termly or as appropriate if more frequent; ➤ Reports produced on a child should be shared with the appropriate individuals and kept safely with other notes in a secure location; ➤ Meetings with parents should be briefly recorded in the child’s ‘ongoing notes’.
Training for staff	<ul style="list-style-type: none"> ➤ To ensure our staff have the skills and knowledge to support children with SEND, there is a programme of ongoing training both in school and off-site; ➤ When a member of staff has received training, notes and resources from the course are shared with all members of staff so that everyone is upskilled; ➤ All TAs receive ongoing training and some have gone on to further their knowledge and experience to provide specialist support in

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	<p>areas such as autism awareness, dyslexia, down syndrome, language and communication difficulties, signing and dyslexia;</p> <ul style="list-style-type: none"> ➤ The SENDCo will also do staff training ensuring that all staff have updated information.
Transition	<ul style="list-style-type: none"> ➤ A period of transition begins during the second half of the Summer Term; ➤ Some children complete transition booklets to prepare them for their move to their next teacher/ school; ➤ Additional visits are also arranged to reassure pupils and parents, starting in Spring Term; ➤ Parent meetings are held at the lower and middle school to provide a chance to ask any questions; ➤ Children have opportunities to visit the linked middle school as part of the curriculum; ➤ Our link Middle School SENDCo carefully liaises to support successful transition to Year 5.
School Contact	<p>Your child's teacher is available at the start and end of each day or by appointment via the school office.</p> <p>The SENDCo may be invited to join meetings or can be requested to attend by parents. Should you wish to speak to the SENDCo or Headteacher, they are often available at the start and end of the day or please use the details below to contact them.</p> <p>Mrs Steele - Special Educational Needs and Disability Co-ordinator (SENDCo) Mrs New – Headteacher</p> <p>Flitwick Lower School, Temple Way, Flitwick, Beds. MK45 1LU Email: flitwick@cbc.beds.sch.uk Tel: 01525 755444</p>
Further support	<ul style="list-style-type: none"> ➤ Should you wish to gain advice from professionals outside school you may find the following numbers helpful: <ul style="list-style-type: none"> ➤ Parent Partnership: CBC SEND Parent and Young Person Partnership Service 0300 300 8088 ➤ School admissions: 0300 3008037 ➤ School Nurse Service: 01525 631199 ➤ CHUMS: www.chums.uk.com 01525 863924 ➤ Carers in Bedfordshire: 0300 111 1919 ➤ Autism Bedfordshire: 01234 214871 ➤ Outside In: www.outsidein-solutions.co.uk 01462 813282 ➤ Child Development Centre: 01234 310275

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	<ul style="list-style-type: none">➤ Parenting Programmes in Central Bedfordshire: www.centralbedfordshire.gov.uk/parenting➤ Special Needs Action Panel: www.bedfordshireforums.com➤ Flitwick Children's Centre 01525 714008➤ Children with Disabilities Team - 01234 228709 http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx
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