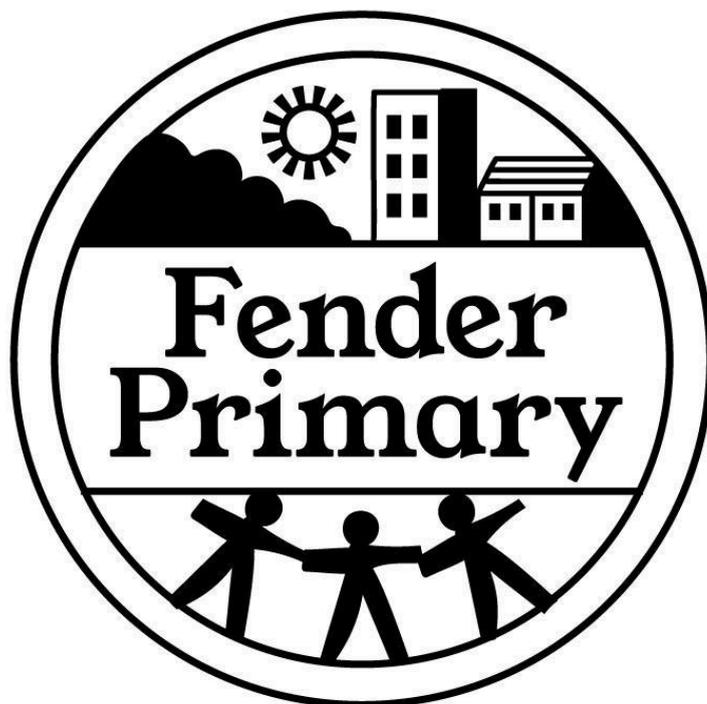


Fender Primary School SEND Policy



Approved March 2025

Due for Review February 2028

Introduction

At Fender Primary School, we are committed to providing an inclusive, nurturing, and supportive environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that every child, regardless of their ability or need, deserves to have access to high-quality education that allows them to thrive, make progress, and achieve their potential. This SEND Policy outlines the school's approach to meeting the needs of pupils with SEND, including those placed in our hub classes for children with a variety of SEND needs and our two Local Authority (LA) managed resource provision classes for children with an EHCP whose primary need is Autism and who we feel would be able to include in our mainstream classes.

Aims and Objectives

The SEND Policy aims to:

- Ensure that all children with SEND receive a high standard of education in an inclusive environment.
- Provide a structured, safe, and supportive learning environment tailored to the individual needs of children in the hub and LA resource provision classes.
- Promote equality of opportunity and access to all areas of the school curriculum.
- Ensure early identification and intervention for SEND pupils.
- Provide a collaborative approach between staff, parents, carers, external agencies, and the local authority.
- Offer a clear framework for supporting pupils with SEND, including those with ASC, and ensuring they are fully included in school life.

Definition of SEND

According to the 2014 SEND Code of Practice a pupil has Special Educational Needs (SEN) if:

- They have a learning difficulty or disability that calls for special educational provision to be made for them.
- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of the educational facilities generally provided for others of the same age in mainstream schools.

SEND can manifest in a variety of ways, including communication and interaction difficulties (e.g., ASC), cognition and learning difficulties, social, emotional, and mental health needs, and sensory and/or physical needs.

Identification of SEND

The early identification of SEND is a priority for the school. Children may be identified as having SEND through:

- Observations by teachers or other school staff.
- Concerns raised by parents/carers.
- Information from previous schools or settings.

- Assessment results that highlight difficulties in particular areas of learning.
- Referrals to external agencies or specialists.

If class teacher has concerns regarding a child, they will discuss with the SENDCO and together they will create a plan using the Graduated Approach for how best to support the young person. If the professionals feel it is necessary, the SENCO will refer the child for potential SEND to the relevant outside agency.

Fender Primary's current criteria for placing a child on our SEND register is if we suspect or have confirmation that a child has difficulties with any of the following:

- Communication and Interaction
- Cognition and Learning (child must be working 2 years below ARE, supported with summative data)
- Social, Emotional and Mental Health Difficulties (have been assessed through Spencer 3D)
- Physical and/or Sensory Needs.

Once a child is identified as potentially having SEND and is placed on the SEN register the class teacher and SENCO will create an individual SEND target with strategies to implement to help every child meet their full potential. These SEND targets will be shared with parents via the Portfolio section on Class Dojo and will be reviewed every half term.

Provision for Pupils with SEND

Hub Classes

The four hub classes at Fender Primary School are designed to cater for children with a wide range of SEND, including ACES, moderate learning difficulties, communication challenges, and other complex needs. The hub classes will:

- Provide small group teaching with a high staff-to-pupil ratio.
- Focus on developing key skills in communication, literacy, numeracy, and social interaction.
- Targeting individual children's SEND targets
- Use a multi-sensory approach to learning, particularly for children with communication or sensory processing needs.
- Encourage social inclusion and integration with their mainstream peers where possible.

Application for an Education, Health and Care Plan (EHCP)

The school will consider applying for an Education, Health and Care Plan (EHCP) for a child if they have significant and ongoing difficulties that cannot be sufficiently addressed through the school's usual support strategies or interventions. This decision will be based on a comprehensive assessment of the child's needs, which may involve input from teachers, SEND specialists, parents or carers, and other professionals, such as educational psychologists or health practitioners.

An EHCP application may be considered when the child has not made expected progress despite targeted interventions as observed through multiple Assess, Plan, Do, Review cycles, and where there is evidence of complex needs across multiple areas of

learning or development, requiring additional support that exceeds what the school can provide through its usual resources. Parents and carers will be fully involved in the process, and the school will ensure that all necessary documentation and assessments are provided to support the application.

Once a child has an EHCP their class teacher will create an Individual Education Plan (IEP) which will be used alongside their EHCP to ensure strategies are implemented to best support the child to ensure they achieve the outcomes outlined in their EHCP.

Local Authority Managed Resource Provision Classes for children with ASC

At Fender we have two resource provision classes which are specifically for children who have an EHCP and whose primary need is Autism (ASC). As part of our criteria for the resource provision classes, children must have a chance to include within our mainstream classes as they progress into UKS2 which will help support their transition into high school. The provision will:

- Provide small group teaching with a high staff-to-pupil ratio.
- Offer tailored support in a highly structured environment that is designed to meet the needs of children with ASC.
- Provide sensory and emotional regulation strategies to help children manage anxiety and stress.
- Promote social communication skills, including the development of peer relationships and understanding social cues.
- Offer individual and small group work with highly trained staff who understand the complexities of ASC.
- Incorporate an individualized approach to teaching and learning, focusing on communication, social skills, and academic progress.

Roles and Responsibilities

SENDCO (Special Educational Needs Coordinator)

The SENDCO will:

- Oversee the development and implementation of the school's SEND policy.
- Ensure the appropriate identification and assessment of children with SEND.
- Liaise with class teachers, parents, and external agencies to ensure that pupils receive the support they need.
- Organize and monitor the provision of additional support, including interventions and resources.
- Lead staff development and training to ensure best practice for SEND provision.

Class Teachers

Class teachers will:

- Be responsible for the delivery of high quality teaching for all children in their class, including those with SEND.
- Ensure teaching is adapted to suit the needs of all children in their classes.

- Collaborate with the SENDCO to monitor and review the progress of pupils with SEND.
- Set individual targets and review progress regularly for children with SEND, in collaboration with parents and other professionals.

Teaching Assistants and Support Staff

Teaching assistants and other support staff will:

- Work closely with the class teacher and SENDCO to implement strategies for children with SEND.
- Provide targeted support in small groups or on a one-to-one basis.
- Support pupils with SEND in developing their social and emotional skills, as well as their academic skills.
- Assist in the implementation of specific interventions, as directed by the SENDCO.

Curriculum and Access to Learning

All pupils, including those with SEND, have access to a broad, balanced, and challenging curriculum that is relevant to their needs. The curriculum is differentiated and adapted according to the individual needs and abilities of the children, including the use of:

- Tailored learning objectives and outcomes.
- Modified resources, such as visual aids, communication boards, or assistive technology.
- A flexible approach to groupings and peer interactions to support social development.
- Therapeutic interventions such as speech and language therapy, occupational therapy, and social skills groups as appropriate.

Monitoring and Reviewing SEND Provision

The school will regularly monitor the effectiveness of the SEND provision to ensure it meets the needs of all children. This will involve:

- Half termly meetings with Headteacher, SENDCO and class teachers to review children in our hub classes.
- Regular assessment of progress through tracking systems.
- Termly review meetings involving the SENDCO, teachers, parents, and external agencies.
- Updating and revising Individual Education Plans (IEPs) and behavior support plans.
- Regular feedback from parents and carers to ensure that provision is meeting their child's needs.

Partnership with Parents and Carers

We recognise that parents and carers are key partners in supporting their child's learning and development. The school will:

- Provide regular communication and updates on the progress of children with SEND.

- Involve parents/carers in setting targets and reviewing progress for their child.
- Offer guidance and support in accessing external services or agencies.
- Ensure that parents/carers are included in any decision-making processes relating to their child's provision.

External Agencies and Partnerships

The school will work closely with a range of external professionals and agencies to provide additional support for pupils with SEND. These may include:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Social Workers.
- The Local Authority's SEND team.
- Specialized support organizations for children with ASC or other specific needs.

Training and Professional Development

The school will ensure that staff are provided with appropriate training and professional development opportunities to meet the needs of pupils with SEND. This includes:

- Regular SEND training for all staff, including understanding specific conditions such as ASC.
- Specialist training for staff working in the hub and resource provision classes.
- Access to external professional development opportunities to enhance expertise in SEND.

Review and Evaluation

This policy will be reviewed every three years to ensure it continues to meet the needs of all pupils and complies with legal and best practice requirements. The review will include input from staff, parents, external professionals, and pupils where appropriate.

Signed:

Stevie Anderson SENDCO
Headteacher
Chair of Governors

Date:

This policy is designed to ensure that all pupils, including those with SEND, receive the support they need to thrive academically, socially, and emotionally within our school community.