



Written by	Jo Angell (SENDCo)
Approved by Governors	Spring 2026
Chair of Governors	Kerry Eames
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Support and advice for Parents and carers is available on the West Sussex **Local Offer** website

<https://www.westsussex.gov.uk/local-offer> Alternatively, contact SENDIAS Address: SENDIAS: St James Campus, St James Road, Chichester, PO19 7HA Helpline: 03302 228 555 Email: send.ias@westsussex.gov.uk
or West Sussex Parent Carer Forum Address: Dove Lodge, 49 Beach Road, Littlehampton, BN17 5JG
Office: 01903 726188 Website: www.wspcf.org.uk

Our School's Philosophy

There is only one you in this great big world... make it a better place!

(Linda Kranz, 2014)

In everything that we do at Fishbourne CE Primary School we believe that there is **only one you!** Uniquely created by God, each and every member of our learning community has an important contribution to make both to our school and to the wider world. This belief has a huge impact on the way that we support our children and families, and in our approach towards learning.

Most importantly, we strive to personalise rather than standardise learning for each member of our learning community. By knowing each other well and building positive relationships between children, staff and parents, we ensure that each individual has the very best experience of learning. Children's learning is personalised to meet their needs, offering the support and challenge needed at the right times to ensure that they thrive.

We have developed a strong philosophy for teaching and learning. Our curriculum is unique. We design it for the children at Fishbourne and at its heart there is a commitment to developing a set of core learning behaviours that our children will need for a lifetime of learning. By the time the children come to the end of their time with us we will have nurtured and supported them to become courageous, determined, positive, collaborative and reflective learners. They will be ready for their next adventure and confident about tackling the challenges that lie ahead!

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010 (as amended)
- Special Educational Needs and Disability Code of Practice: 0–25 years (DfE & DHSC, 2015; last updated September 2024)
- The Special Educational Needs and Disability regulations (2014)
- The Special Educational Needs (Personal budgets and direct payments regulations_ Clause 49; 2014
- Schools SEN Information Report Regulations (2014)
- Statutory guidance: Supporting pupils at school with medical conditions (DfE, 2014; last updated 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Jo Angell in liaison

with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

We recognise that every child is an individual with different needs. This policy details how staff at Fishbourne CE Primary School work to ensure that a pupil's special educational needs or disability (SEND) are effectively met through a four step; assess, plan, do and review cycle. Staff at Fishbourne School will use their best endeavours to ensure pupils with SEND are able to join in the activities of the school, so far as is reasonably practical and compatible, with the child receiving the learning opportunities their individual needs demand.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school SEND register. Should a pupil require provision that is additional to and different they are placed on the SEND register under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Learning Plans. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

SECTION 2 – AIMS and OBJECTIVES

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23) Our SEND policy reflects our school vision of 'Only one you – uniquely created by God' to meet the differing needs of all pupils.

To this end, we aim to:

- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing quality first teaching adapted for individual pupils.
- To identify and assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring, gathering information from all parties.
- Ensure that lessons are stimulating, enjoyable and well adapted to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal. When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.
- To ensure that the views of the child are sought and taken into account.
- To foster continuing parental involvement to meet the needs of the children and ensure that the views of the parents / carers are sought and taken into account.
- To ensure that each member of staff recognises and accepts professional responsibility for meeting pupils' individual needs.

- To fully integrate the SEND child into mainstream classroom activities without the learning of other children being disadvantaged.
- To follow school and LA procedures for identifying, assessing and providing for pupils with SEND.
- To do our best endeavours to ensure progression and continuity both within school and between schools.
- To ensure recommendations from other appropriate professionals and agencies is used effectively.
- To ensure that staff who support children with SEND are appropriately trained.
- To support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010 (Version May 2014).

Objectives:

Through the application of this policy we wish to:

- Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- Ensure that there is no discrimination or prejudice.
- Ensure all pupils have access to an appropriately adapted curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents on SEND.
- To encourage confidence and raise self-esteem by providing a caring and well organised learning environment so children with SEND can achieve their best.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources and ensure their maximum and proper use.
- Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCo) who will oversee and work with the SEND Policy.
- To provide support and advice for all staff working with pupils who have SEND.
- Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)

- Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
- Ensure early identification of SEND.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she:

greater difficulty in learning than the majority of children of his/her age.

and/or

a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual adapted curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task;
- Use of a range of teaching styles including auditory, visual and kinaesthetic;
- Encouragement of all pupils to enable full participation and to know their contributions are valued
- Use of a range of different organisational settings such as class, group, paired and individual work.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category. It serves solely to identify the needs of each individual pupil by considering the whole child, not just their special educational needs.

The SEND Code of Practice (2015) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allowing the attainment gap to close between the pupil and children of the same age.

SEND can be identified by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- 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
- Is affected by wider development or social needs

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Service personnel
- 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 SEND)

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child’s behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

Identification of pupil needs

At Fishbourne CE Primary School, we identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and through ongoing assessment in the Foundation Stage Year.

Throughout the school we monitor and track the progress of all children through an ongoing process of planning, teaching, assessment and reviewing. Children with SEND may be identified at any stage of this process during their school life.

The identification and assessment of the SEND of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child’s performance in different subjects to establish whether the challenges they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In Reception and Key Stage One the assessments used are:

- Baseline assessments at the start and end of the Reception year through Early Learning Goals
- YARC reading and Graded word spelling assessments and other assessments as required. (E.G. BPVS, Progression tools, Sandwell Maths).
- Phonics assessments
- On-going assessments of progress in Reading, Writing and Maths through KPIs (Key Performance Indicators)
- Use of the Pre Key Stage Indicators to monitor progress, for children working outside the national expectations for their age group
- NFER tests in Spring and Summer

In Key Stage 2 the assessments used are:

- Use of the Pre Key Stage Indicators to monitor progress, for children working outside the national expectations for their age group
- On-going assessments of progress in Reading, Writing and Maths through KPIs (Key Performance Indicators)
- NFER tests in Spring and Summer
- YARC reading and Graded word spelling assessments and other assessments as required. (E.G. BPVS, Progression tools, Sandwell Maths).

SECTION 4 – A GRADUATED APPROACH TO SUPPORT OF SEND AT Fishbourne Primary School

At Fishbourne Primary School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching. Details of the provision on offer at Fishbourne Primary School can be found in the School Offer in the SEND section of the School's Website.

Levels of Need

Fishbourne Primary School's Graduated Response consists of three levels as follows:

- Closing the Gap
- This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:
 - Be at risk of not meeting their targets
 - Currently working at a standard below National expectations and their targets will not bring them above this level
 - New entrants to the school whose needs are still being assessed
 - Currently have barriers to their learning eg:
 - Their behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their mental health/ EBSA
 - The family is currently experiencing challenges
 - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at Closing the Gap level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve

conversations between the class teacher, SENDCo and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's SEND register and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support through discussion in the termly SEND meetings. The class teacher will create a one page profile of the pupil and identify their barriers to learning. This will be shared with the SENDCo to discuss the interventions and strategies to target the pupils' barriers. This is additional to that provided as part of the school's usual personalised curriculum. This will be recorded on the Closing the Gap paperwork and kept on the school's 'On Alert' monitoring register.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents/carers agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents/carers will always be consulted and kept informed.

SEN Support

Pupils are placed on the SEND register at this level after assessment and consultation between the SENDCo and Class Teacher and the child needs provision which is additional and different. As well as evidence showing a child is not making adequate progress compared to peers, their starting point or previous attainment, this would raise concerns that the child has learning difficulties.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of our four-part cycle of the graduated approach explicitly shown in our SEND Journey 'Assess- Plan-Do -Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

- A plan will be drawn up by SENDCo & class teacher in consultation with parents and child. It will include:
 - The outcomes agreed for the next term
 - The support and interventions to be put in place
 - The expected impact on progress, development or behaviour
 - A clear date for review
 - The plan will be recorded on the pupil's Individual Learning Plan.

- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis
- and works closely with LSAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Children's targets will be reviewed at least termly in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up and added to the Individual Learning Plan
- Parents will be given copies of all notes recorded at the review.

The majority of children and young people with SEND will have their needs met within the school effectively at 'school level'. This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Schools should consider a private diagnosis and the information it provides, but they are not required to accept it as the sole basis of their interventions.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCo who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend. Pupils with an EHCP are subject to the continuation of the Assess-Plan-Do-Review Cycle. For further information about EHCPs can be found on West Sussex Local Offer website: https://westsussex.local-offer.org/information_pages/483-education-health-and-care-plans

SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED

The SENDCo has responsibility for the removal of a pupil from support on the SEND register at Fishbourne Primary School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

Families of pupils with SEND are guided towards the West Sussex Local Offer website: <https://westsussex.local-offer.org> with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.

There is a link on the school's website on which there is information on our provision for families who have a child with a SEND in line with current requirements. The website includes the SEND Policy and an Annual SEND Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.

Admission arrangements can be found on the school website.

The school's policy on managing the medical conditions of pupils can be found on the school website.

Transition meetings between class teachers to discuss the needs of individual pupils with SEND take place in July and will include the passing on of all records including all Individual Learning Plans.

We ensure that Y6 pupils with specific SEND can access KS2 SATS. The SENDCo, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner.

Parents/carers of children with SEND are kept fully informed of the provision that is being made for their children. ILPs are shared with the parents and discussed at Learning Review Meetings. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents as they hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parents have much to contribute to our support for children with special educational needs and are encouraged to play an active and valued role in their children's education.

We have meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Children's views of their own needs are sought and they are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes e.g. through their one-page profiles and attending learning review meetings, where appropriate. Pupils are also encouraged to share important information about home.

The County provides a Parent Carer Forum. The school informs parents of children with special educational needs of this facility where appropriate.

SECTION 7 – SUPPORTING PUPILS AT FISHBOURNE PRIMARY SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.

The school has members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.

The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing a course of medication.

If a pupil has identified medical needs, an individual health care plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk.

Parents or guardians have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition. Parents, and the pupil if he/she is mature enough, should give details in conjunction with their child's GP or paediatrician, as appropriate. The school doctor or nurse and specialist voluntary bodies may also be able to provide additional background information for school staff.

The School will work closely with the Health Service to ensure pupils with medical needs and school staff have effective support in school.

There is no legal duty which requires school staff to administer medication; this is a voluntary role. Some staff may be required to complete intimate care for pupils. Staff will have these responsibilities specifically detailed in their job descriptions, the pupil's care plan and relevant risk assessments. They will receive the necessary training and support necessary to fulfil these responsibilities effectively and safely.

SECTION 8 – MONITORING AND EVALUATION OF SEND

Information is collected using various tools including assessing early learning goals, assessing pupil progress through KPIs (Key Performance Indicators), Pre-key stage standards and standard attainment tests. For some identified SEND children, specific assessment adjustments, are actioned to ensure all children have the chance of success. Individual Learning Plans are reviewed and new targets set each term. The quality of provision is monitored through a programme of professional discussions, lesson study, lesson drop ins and pupil book study.

The progress and attainment of all pupils in the school is recorded and analysed each half term through 'Closing the Gap' as well as termly SEND Clinics.

For further information please refer to Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, SENDCo, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9 – TRAINING AND RESOURCES

Funding for SEND is received from the following sources:

- SEND notional funding
- EHCP allocation funding according to West Sussex's grading system
- Pupil Premium (if eligible)
- Additional money allocated from the school budget

All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes which feed into the School Development Plan.

The SENDCo and Headteacher discuss staff skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.

The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.

Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends continuing profession development training courses and hosts/attends SEND network meetings in order to keep up to date with local and national developments in SEND.

Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

SECTION 10 – ENTITLEMENTS AND RESPONSIBILITIES

Pupils have an entitlement to:

- High quality learning experiences which address their specific needs to ensure they have the opportunity to reach their potential.
- Resources designed to enable access to the curriculum
- Appropriate intervention to narrow gaps in their skills and understanding
- A positive and consistent approach
- Regular opportunity to express their views and participate in the decisions being made about them
- Pupils have a responsibility to:
 - Join in with school activities and expectations as often as they are able to
 - Work to achieve their best
 - Support and encourage each other

- The Governing Body has an entitlement to:
- Receive any current and relevant information required to make decisions in relation to SEND

The Governing body has a responsibility to take regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEND:

- Ensure the necessary provision is made for pupils with SEND and review these with the SENDCo termly.
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensuring the integration of pupils with SEND in the school community.
- Ensuring the budget of SEND is allocated appropriately.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Our named SEND Governors: Mother Jess Reid and Nicholas Thomas

The Headteacher has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEND
- Regular reports and updates from the SENDCo
- Support from outside agencies

The Headteacher has a responsibility to:

- Ensure that the school meets statutory requirements in relation to SEND provision
- Evaluate the impact of SEND provision on raising standards within the school
- Ensure data is received at the time a pupil transfers to the school and is passed to the class teacher
- To ensure that staff are delivering high quality teaching adapted for individual pupils through the teacher appraisal process using the teaching standards. Monitoring
- Teachers' planning and pupil achievement each term and ensuring action points are followed through

The SEND Coordinator has an entitlement to:

- Non-teaching time sufficient to fulfil the responsibilities required of them
- Receive from class teachers any current and relevant information about pupils with identified concerns or on the SEND register required to provide appropriate guidance and support

The SEND Coordinator has a responsibility to:

- Provide guidance for teachers and LSAs as they write, monitor and review individual learning plans each term
- Maintain a register of children requiring SEND support and ensure that the records on children with SEND are up-to-date
- Ensure the statutory requirements of each Education, Health, Care Plan are fully met and reviewed in line with the SEND Code of Practice (2014)
- Oversee the day-to-day operation of the school's SEND policy
- Coordinate provision for children with special educational needs.
- Liaise with and advise fellow teachers and LSAs
- Provide guidance and advice to assist the development and consistent implementation of strategies to effectively manage challenging behaviour
- Oversee the records of all children with special educational needs
- Liaise with parents of children with special educational needs
- Contribute to the in-service training of staff
- Make referrals and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Inform parents of proposed referrals and intervention groups involving their child
- Monitoring pupil achievement each term through a variety of means including: lesson study, lesson drop ins, book looks, pupil book study and by ensuring action points are followed up.
- Implementing a programme of Annual Reviews for pupils with Education Health and Care Plans
- Provide and analyse SEND data to inform school evaluation
- Overseeing the transition arrangements and transfer of information for Year 6 and other years, where appropriate, identified as SEND or vulnerable learners.

The Class Teacher has an entitlement to:

- Support, guidance and resources required to provide appropriate learning opportunities for pupils with SEND
- Guidance when completing and evaluating an ILP
- Support when working with parents

The Class Teacher has a responsibility to:

- Ensure intervention support for identified SEND pupils is consistently completed as detailed in the provision map
- Record and analyse pupil progress
- Report to parents – pupil progress, attainment, next steps
- Liaise with the SENDCo to ensure effective identification and provision for the changing needs of pupils with SEND
- Ensure accurate and relevant pupil information is available for the next class teacher or school
- Plan, deliver and monitor effective personalised learning activities which are additional to or different to the school's usual adapted curriculum.
- Contribute toward the development and consistent implementation of strategies to effectively manage challenging behaviour
- As part of the graduated approach to collaborate with outside specialists and work with advice of the specialists to plan outcomes and provision.

Role of the Learning Support Assistants

- Learning Support Assistants and Higher Level Learning Support Assistants are recruited to work within the classroom and/or with targeted groups or individuals in/outside the classroom as directed by the Senior Leaders and Class teachers. The learning of all pupils remain the responsibility of the class teacher at all times.
- Learning Support Assistants are line managed by Emily Harris.
- Delivering small group or 1:1 intervention programmes set by the teacher or SENDCo
- Tracking progress and collecting evidence towards outcomes set by the class teacher for specific SEND pupils
- Contributing to progress reviews or annual reviews
- Alerting concerns to the class teacher which have been observed through close working with the pupils

SECTION 11 – STORING AND MANAGING INFORMATION

- The school complies with General Data Protection Regulations (GDPR) – March 2018.
- The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
- The SENDCo understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
- Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; SEND Specialists.
- Inclusion in the school's Pastoral programme eg ELSA, 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy
- The SENDCo ensures that all sensitive personal information, about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible.
- The SENDCo ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.
- When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
- The SENDCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding eg: medical needs such as allergies, in which case, explicit consent is gained.

SECTION 12 – REVIEWING THE SEND POLICY

The Policy will be reviewed annually to comply with requirements for SEND.

SECTION 13 – ACCESSIBILITY AND INCLUSIVE PRACTICE IN SCHOOL

Fishbourne CE Primary School is committed to equal opportunities under the Equality Act 2010. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our learning community is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some pupils and staff.

Our school is committed to promoting equal treatment of all its pupils, employees, and any others involved in the school community irrespective of ethnicity, attainment, age, gender, disability or background.

This will be achieved by;

- Providing quality first teaching and learning experiences that build upon the individual strengths of each pupil while addressing or taking into account any identified learning needs
- Providing effective learning opportunities and resources in an environment that will enable each pupil to fulfil his/her potential
- Supporting pupils facing barriers to their learning (Closing the Gap)
- Encouraging pupils to develop a sense of self responsibility and responsibility to the school and outside community
- Giving all pupils an awareness of their own worth, a sense of achievement and enjoyment in their own development
- Providing a caring atmosphere in the school in which stable relationships can be formed
- Encouraging the pupils to develop a sense of tolerance, justice and respect for others and a respect for the environment in which we live
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole school community, particularly parents
- Providing a personalised curriculum that meets the needs of all pupils, individuals and groups by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment

We secure inclusive education for our pupils by regularly and consistently evaluating agreed practice and by measuring how effective each element of that practice is. Facilities and resources are also reviewed to ensure all pupils can access all learning opportunities available at the school.

All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child protection, equal opportunity, accessibility, racial equality and the gifted and talented.

Admission Arrangements

In line with the school's admissions policy, a place at Fishbourne CE Primary School is available to a child with SEND provided that:

- The parents wish the child to attend the school
- The child's special educational needs can be met by the school
- Other pupils will not be disadvantaged
- Resources will be used efficiently
- The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

Age Phase Transfer

If a pupil with SEND finds it difficult to move from one phase of education to another or when they transfer to a new school, we develop a transition plan to specify the support to be provided involving the educational settings and parents. This support plan can include a timetable of visits, social stories, a photographic record and social skills group work. The specific content of each plan will be different according to the individual needs of the pupil.

SECTION 14 – DEALING WITH COMPLAINTS

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEND.

If they do not think the issues or concerns have been dealt with fairly or efficiently and wish to complain, they can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, you are still not happy with the way your complaint has been dealt with, you would need to contact the Governing Body which has responsibility to address your complaint. The school will be able to provide you with the contact details of the person you would need to write to about your concerns (usually the Chair c/o the school). Again, if you felt you needed help in putting this letter together, the Parent Partnership Service would be able to help you with this.

Parents may ask the Local Authority to conduct a statutory assessment of their child at any time. The Authority must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the Local Authority makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the SEND Tribunal.

SECTION 15 – BULLYING

At Fishbourne CE Primary School we believe that all pupils, whatever their specific needs will be treated equally. 'Respect for all' is part of our school vision and we challenge any behaviour that falls short of this expectation. We aim to create a stable, happy and caring environment within which everyone can develop self-confidence, self-esteem, tolerance and respect for others. We pride ourselves on being a place where we

all have the right to be included without being hindered by the behaviour of any other person or group. We define bullying as deliberate repeated acts taken by one or more children with the clear intention of hurting another child, either physically or emotionally. It can be judged against the STOP criteria;

S – several

T – times

O – on

P – purpose

The Anti- Bullying Alliance has defined bullying as “The intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power”. Bullying is also repeated over time. Bullying can be done face to face, through third parties, or through sending messages or images by e-mail, text or over the Internet.

At Fishbourne CE Primary School, bullying is unacceptable and everyone has a responsibility to enforce this. We do this by ensuring there is always someone to tell; encouraging staff and pupils to talk about bullying issues and not keep them secret.

SECTION 16 – SAFEGUARDING

As a school, we are aware that children with SEND can face additional safeguarding challenges and expect all staff to recognise:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.
- To address these additional challenges, our schools will consider extra pastoral support for children with SEND by a case by case basis.
- For further information regarding our safeguarding practice, please refer to our safeguarding policy.
- This policy should be read in conjunction with the following policies linked on our school website:
- SEND Information report
- Accessibility Plan policy
- Safeguarding and E-safety policy
- Equality and diversity policy
- Anti-bullying policy
- Behaviour policy for learning and life
- Complaints and procedure policy
- Health and safety policy
- Intimate care policy
- Managing medicines policy

See Appendix for:

- List of SEN Acronyms
- SEND journey (Assess, plan, do review cycle)
- Description of types of provision
- Example of a personal learning passport
- Example of an Individual learning plan

Designated Safeguarding Leads

Naomi Day – Headteacher, Emily Harris – Assistant Headteacher, Catherine Williams – Assistant Headteacher

Designated Teacher for Looked After Children

Jo Angell - SENDCo

Designated Member of Staff responsible for PPG/LAC Funding

Naomi Day – Headteacher

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils

Naomi Day – Head teacher

Designated SEND Governor

Mother Jess Reid and Nicholas Thomas

Commonly used SEN Acronyms

ASD/ASC

Autistic Spectrum Disorder/ Austistic spectrum condition. Pupils who have a diagnosed social communication need and find it difficult to understand and use non-verbal and verbal communication

CAMHS

Child & Adolescent Mental Health Service

CF

Cystic Fibrosis

DCD

Development Co-ordination Difficulty. Also termed Dyspraxia. Pupils with impairment of gross and fine motor skills

Dyscalculia

Pupils having difficulty in acquiring mathematical skills

Dyslexia

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

EAL

English as an additional Language

EHCP

Education, Health and Care Plan. The replacement for a statement of special educational needs which details a pupil's individual needs and the outcome we are working together to fulfil

EMAT

Ethnic Minority Achievement Team

EPS

Educational Psychology Service

EWO

Educational Welfare Officer

HI

Hearing Impaired

HLTA

Higher Level Teaching Assistant

ILP

Individual Learning Plan

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all pupils

Integration

Where a child fits into existing school provision and curriculum

LA

Local Authority

MLD

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

NASEN

National Association for Special Educational Needs

PD

Physical Disability

PLP

Personal Learning Passport. The details of a pupils' individual needs, achievements and targets for the coming term and beyond. Developed in collaboration with parents, teachers and SENCo

Portage

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

SALT

Speech and Language Therapist

SEN Code of Practice

Practical guidance to Local Authorities and the governing bodies of all maintained schools

SEN

Special Educational Needs

SEND

Special Educational Needs and Disability

SENDCo

Special Educational Needs & Disability Co-ordinator

SEN Support

The single category used to categorise pupils who have special educational needs and require a curriculum and support that is different and additional to from their mainstream peers

SLCN

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statutory Assessment

Multi-disciplinary assessment by the Local Authority of a child's educational needs

TA/LSA

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

TES

Traveller Educational Service

VI

Visually Impaired

Description of types of provision

The route to identification of need is as follows:

Wave 1: Quality First Teaching

- If a class teacher is concerned about an aspect of a pupil's progress, behaviour or well-being; through quality first teaching, they will make adaptations and adjustments within the normal daily classroom routine. This may include adapting the learning, creating additional resources or planning interventions through the use of the Ordinarily Available Inclusive practise documentation.
- Results of regular school assessments and monitoring are discussed with class teachers and members of the Senior Leadership Team at Closing the Gap meetings. Pupil's whose level of progress give cause for concern will be highlighted. Adaptions and adjustments may be made following these discussions.
- This support will be recorded on the closing the gap proforma and monitored and reviewed half termly.
- The class teacher will discuss the concerns with parents/carers at the earliest opportunity.

Wave 2: Sharing SEND Concerns:

- If after reviewing this support little progress has been made, and the class teacher continues to be concerned about the pupil's progress or development, they will discuss their concerns with the SENDCo, during termly SEND clinics.
- The SENDCo will work with staff to agree clear next steps; this may involve further assessment and observations by the class teacher and/ or SENDCo.
- Class Teachers will discuss and review concerns and next steps with parents/ carers at the earliest opportunity. Consideration for SEN Register
- If there are ongoing concerns about a pupil's progress and development following the above cycle of ASSESS – PLAN - DO – REVIEW, the SENDCo and class teacher will hold a meeting with parents/carers to discuss adding their child to the SEN register. The triggers for SEN Support will be that, despite receiving targeted support through the class action plan, the child:
 - Continues to make little or no progress in specific areas over a long period.
 - Continues working at National Curriculum levels substantially below that expected of children of a similar age.
 - Continues to have difficulty in developing literacy and mathematics skills.
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
 - Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
 - Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Wave 3: SEND Support

- Following the above cycle, the SENDCo will add the pupil to the school's SEN Register
- The class teacher, in collaboration with the SENDCo, will plan and write individual targets and provision through a Individual Learning Plan.
- For higher levels of need, further assessments may be completed by the SENDCo and referrals may be made to draw on more specialised assessments from external agencies and professionals. This may include: Learning Behaviour Advisory Team (LBAT) Educational Psychologist (EP) Speech and Language Therapist (SALT) School Nursing Team, Child Development Centre (CDC), Child and Adolescent Mental Health Service (CAMHS)
- All pupils identified as receiving SEND support are monitored regularly by the class teacher and SENDCo through the Individual Learning Plan process, class observations and SEN monitoring

Wave 4: Education Health and Care Plan (EHCP)

An EHCP is a legally binding document which sets out a child's needs, outcomes and the provision they must receive to meet his/her SEND. An Annual Review meeting is held each year for pupils who hold an EHCP. The SENDCo will work with the class teacher to prepare the setting report documentation prior to the Annual Review. The child's views will be established prior to the meeting and shared on this report. Parents and all the outside agencies involved with the child and invited to the meeting to discuss and assess the pupil's progress and set outcomes for the year ahead. A representative from the LA may attend these reviews.

Example of personal learning passport



All About Me!

Name:
Class:
DOB:

What am I good at?

•

What I want people to know about me...

•

How you can help me...

•

|

Ways to help me regulate...

•

Example of Individual learning plan



Individual Learning Plan

Name:	DOB:	Year Group:	Class:	Teacher:	LSA:	IEP Number:	
Date:							
What makes me smile and shine?							
Areas I'm improving in	I can already	My next step is (Target)	Progress prediction	How I'm being supported	Who will help me and when?	Time to reflect	How I'm getting on
Cognition and Learning Communication and Interaction Social and Emotional Physical and Sensory							
Cognition and Learning Communication and Interaction Social and Emotional							

*Expected progress 0, More than expected +1, much more than expected +2, Less than expected -1, Much less than expected -2
 **Copies for Child/Parent/Teacher /LSA /SENDCO



Physical and Sensory									
Cognition and Learning Communication and Interaction Social and Emotional Physical and Sensory									
Cognition and Learning Communication and Interaction Social and Emotional Physical and Sensory									
Cognition and Learning Communication and Interaction Social and Emotional Physical and Sensory	My own target:								

*Expected progress 0, More than expected +1, much more than expected +2, Less than expected -1, Much less than expected -2
 **Copies for Child/Parent/Teacher /LSA /SENDCO



Child views:	SENDCo:	Parents views: