



Field View
Primary School

Special Educational Needs and Disabilities

September 2024

Making a difference



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Aims

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - o Enable pupils with SEND to thrive and fulfil their aspirations
 - o Offer inclusive SEND provision that enhances participation
 - o Value all voices – pupils, families and external professionals - when planning personalised provision
- Explain the roles and responsibilities of everyone involved in SEND provision
- Make sure the SEND policy is understood and implemented consistently by all staff

Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Directors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and Equal Opportunities

At Field View, we strive to create an inclusive teaching environment that offers all pupils a broad, balanced and challenging curriculum, which enables them to thrive.

We endeavour to achieve this by making reasonable adjustments and proactive adaptations to teaching, the curriculum and the school environment, in order to enhance the participation of children with SEND at all possible opportunities, across the school day.

Definitions

Special Educational Needs and Disabilities (SEND)

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

A child or young person has a **disability** if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal daily activities. This is the legal definition of disability which is set out in the Equality Act 2010.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• Sensory needs, such as vision impairment, hearing impairment or multi-sensory differences• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and Responsibilities

SENDCo

The SENDCo at our school is Mr Matt Craddock. He can be contacted via phone on 01902 925701 or email on office@fieldviewprimary.org.uk

As the SENDCo he will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an Education, Health and Care plan (EHCP)
- Work with the school's Senior Leadership Team and Executive Leaders to evaluate the impact of SEND provision and determine the strategic development of this the SEND policy and provision
- Investigate SEND pupil progress information and provide professional guidance to colleagues - working alongside staff, families and other agencies to make sure that pupils with SEND receive personalised, proactive provision
- Work with the senior leadership team to ensure the deployment of the school's resources meet the needs of pupils with SEN effectively
- Support pupils' transitions to new schools by co-ordinating the transition process with future settings, the pupil and their family, e.g. during transition from Year 6 to Year 7.
- Work with the Head of School and Directors to ensure the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements for individual pupils.
- Ensure the school keeps its records of all pupils with SEND up to date and accurate
- Work with the senior leadership team to develop the school's plan for staff's continuous professional development, in relation to SEND.
- Annually review the school's SEND Information Report.
- Explore any patterns in the school's identification of SEND, in comparison with local and national data, and use these to reflect on and reinforce the quality of SEND provision

Directors

The board of Directors is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Ensure the school:
 - o provides access to a broad and balanced curriculum
 - o has a clear approach to identifying and responding to SEND
 - o provides an annual report for parents/carers on their child's progress
 - o records accurately and keep up to date the provision made for pupils with SEND
 - o Publishes information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

Roles and Responsibilities Continued

SEND Link Governor

The SEND link governor is Mr K Butler. He can be contacted via phone or email on 01902 925701 or office@fieldviewprimary.org.uk

The SEND link governor will:

- Use Local Academy Committee Meetings to hold SENDCo, SLT and ELT to account (*taken from SEND guidance we shared with staff in April*) -
- Monitor and challenge the quality and effectiveness of SEND provision within the school and update the Local Academy Committee on this
- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school

Head of School

The Head of School will:

- Have overall strategic responsibility for SEND (*taken from SEND guidance we shared with staff in April*) - working with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and Local Academy Committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for SEND intent, implementation & impact
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCo, identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Senior Leadership Team and Subject Leads

The Senior Leadership Team and specified subject leads will:

- Monitor and report on the progress of children with SEND.
- Develop high quality inclusive SEND provision in their subject areas

Roles and Responsibilities Continued

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- Monitoring the progress of every pupil in their class
- Working closely with colleagues to plan and assess the impact of SEND provision, in order to promote pupil independence and enhance the participation of all pupils, across the school day.
- Ensuring they follow the school's SEND guidance and this SEND policy
- Valuing and responding to the voice of all stakeholders: children, families, school professionals and external professionals.
- Communicating with parents/carers regularly to discuss children's progress,

Parents or Carers

The school will value parent/carer voice when planning a child's provision.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil who is already having SEN Support or already has an EHCP will be:

- Invited to half-termly meetings to review their child's progress, share any new information or concerns and, with school staff, agree aspirational intended outcomes for their child
- Given an annual report on their child's progress

The Pupil

School staff will value pupil voice when planning a child's provision. According to their stage of development, children will be invited to participate in formal and informal pupil voice discussions. This might involve the pupil:

- Explaining what their strengths and challenges are, as well as how they like to be supported
- Contributing to setting targets or outcomes
- Giving feedback on the effectiveness of different aspects of school SEND provision

SEND information report

The school publishes a SEND information report on its website: [School Policies & Procedures | Field View Primary](#) . The report sets out how this SEND policy is implemented at Field View.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our Approach to SEN Support

Identifying Pupils With SEN and Assessing Their Needs

We assess each pupil's stage of development when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a SEN or disability and if so, what reasonable adjustments the school may need to make to enhance their participation and enable them to thrive.

Class teachers regularly assess the progress of all pupils and identify to the SENDCO any children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

When teachers identify an area where a pupil is making reduced progress, they use the school's Whole School Provision Overview to plan proactive provision. Class teachers can directly share progress concerns with the SENDCO throughout the year by completing an Initial SEN Concerns form for individual children. Concerns across the 4 areas of need can be shared: Cognition and Learning, Communication and Interaction, Social, Emotional & Mental Health and Physical or Sensory needs. Class teachers should share their concerns with parents/carers and ask if any home issues could be impacting on the child's progress. Subsequent provision is reviewed at termly pupil progress meetings with the senior leadership team and the SENDCO.

Minimal progress will not automatically mean a pupil is identified as having SEN. Potential short-term causes of minimal progress will be considered first, such as reduced attendance, English as an Additional Language (EAL) or changes in home life. If these considerations are not identified as barriers to progress and the graduated approach has a minimal impact on a child's attainment, the school will seek to offer to the child SEN Support, in agreement with the child's family.

If a pupil is joining the school and their previous setting has already identified that they have SEN, they are known to external agencies or they have an EHCP, Field View will follow a multi-agency method to ensure support can be put in place as early as possible.

Consulting and Involving Pupils and Parents/Carers

The school will put the pupil and their parents/carers at the heart of all decisions made about SEN provision. Co-production of information and valuing all voices is essential as part of this process.

When we are exploring if a pupil requires SEN provision, class teachers will have an early discussion with their parents/carers. The SENDCO may also join this discussion. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- School reflects on any concerns that parents/carers have
- Teacher and parents/carers understand the agreed outcomes sought for the child and what the next steps are

The SENDCO will formally notify parents/carers if it is decided that a pupil will receive SEN Support.

The graduated approach to SEN Support

Once a pupil has been identified as having initial SEN concerns, the SENDCo will support the class team to proactively remove/reduce any identified barriers to learning. This and all future SEN provision will be delivered through successive rounds of a four-part cycle known as the graduated approach:

1. Assess

The class teacher will assess the child's attainment and progress. If attainment or need is of particular concern, the school may also seek advice from external support services; in this instance, the views of the pupil and their parents/carers will also be sought.

Teacher assessments will be reviewed at least termly, alongside the impact of planned interventions, to help make sure that the support in place is matched to the pupil's need.

2. Plan

In consultation with the parents/carers and the pupil, the teacher (and the SENDCo if necessary) will decide which provision and interventions will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's barriers to learning, the outcomes sought, the support provided and any personalised teaching strategies or approaches.

Parents/carers will be informed of planned support and interventions and may be asked to support to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves high levels of key worker support, the class teacher still retains responsibility for the pupil's provision and will work closely with key workers to plan and monitor the impact of provision and interventions.

The SENDCo will support the teacher, when necessary, in further assessing the pupil's particular strengths and barriers to learning, in problem solving and to advise on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The class teacher, key workers, SENDCo and Assistant Head Teachers will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher (and the SENDCo, if necessary) will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers. Then the graduated approach will start again, with a new set of objectives.

Levels of Support

School-Based SEN Provision – SEN Support

Some pupils with SEN have needs that can be met by the school through SEN Support, using the school's notional SEND budget and the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

Some pupils need support beyond what is available through SEN Support. This will lead to a school-led Education, Health and Care Needs Assessment (EHCNA) request, made to the local authority. If the EHCNA is successful, the local authority will issue an EHCP for the child. An EHCP is a legal document that documents the needs of a child, the necessary SEN provision to meet these needs and aspirational outcomes sought across the 4 areas of need.

The provision for these pupils will be funded from the school's notional SEND budget and from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Subject leads monitoring and reporting on the progress data of children with SEN to the SENDCo, who then investigates by exception – focussing on children whose progress is concerning
- Senior leaders and subject leaders completing 'book looks' of children with SEN, then reporting findings to the SENDCo, who investigates by exception – focussing on children whose minimal progress is concerning
- Documenting the impact of the interventions on the Whole School Interventions Map
- Termly pupil progress with meetings with senior leaders, the SENDCo and class teachers to co-ordinate responses to progress concerns
- SENDCo reviews of SEN Support target progress, at least termly, in order to investigate provision areas of strength and development
- Using small step assessment data to investigate provision areas of strength and areas for development for our children with complex SEN.
- Sharing this information with the local academy committee (governors) to ensure data can be scrutinised and challenged.
- Valuing all voices – of children, families, staff and external professionals – when reflecting on personalised provision
- Holding annual reviews for pupils with EHCPs.

Expertise and Training of Staff

The SENDCo works with the school's Senior Leadership Team and Executive Leaders to evaluate the impact and determine the strategic development of SEND CPD.

Training will be provided to teaching and support staff, when necessary. The Head of School and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development, seeking the support of external professionals' CPD offer when necessary.

Links with External Professional Agencies

The school recognises that it will need external support to meet the needs of some pupil. Whenever necessary, the school will work with external support services, such as:

- NHS Speech and Language Therapy service
- Educational Psychology Service
- Special Needs Early Years Service (for children under 5)
- Outreach Service (for children 5 and over)
- Specialist Teacher support
- Occupational therapists
- GPs or paediatricians
- School nurses
- Sensory Inclusion Team: Visual Impairment Team and Hearing Impairment Team
- Inclusion Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

Complaints About SEND Provision

Where parents/carers have concerns about the school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally, following the Complaints Policy, which can be found on the school website at [School Policies & Procedures | Field View Primary](#)

For a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).