



Special Needs Policy

Updated: October 2024
To be reviewed: September 2025

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**EQUALITY SCHEME
EQUALITY IMPACT ASSESSMENT FOR
SEN POLICY**

Staff / Committee involved in development:	Finance / Health Safety Committee; Headteacher / Bursar	
For use by:	Staff and Parent/Carers	
This policy relates to statutory guidance:	EYFS 2014 Children and Families Act 2014 Equality Act 2010	
Key related Farndon Policies:	Inclusion Policy Equality Policy Accessibility Plan	
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	Yes	School has equality policy and pupils have full access to a broad and balanced curriculum.
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious & Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	Yes	Pupils with medical needs have full and equal access to curriculum.
Reviewed by	Teaching and Learning Committee	
Agreed by	Teaching and Learning Committee Policies with negative impact must be notified at full governing body	
Next Policy review date	September 2024	
A copy of this form, and any related impact assessment form or action plan must be sent to the school office		

Rationale:

Section 1:

Farndon Primary School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The person responsible for overseeing the provision for children with SEN and co-ordinating the day to day provision of education for pupils with SEN is Nicola Pimparel (SENCO). She has a Certificate in Professional Development in SPLD (Dyslexia)

- The SENCO does not currently have the National Award for SEN, but has many years in leading this area across the school.
- The SENCO is a member of the SLT and the advocate on the SLT.

Carol Weaver is the SEN Governor

The role of the SENCO is as follows:

1. The SENCO will meet with each teacher regularly to discuss additional needs, concerns and to review pupil targets.
2. At other times, the SENCO will be alerted to newly arising concerns.
3. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
4. The SENCO, together with the Head Teacher monitors the quality and effectiveness of provision for pupils with SEN.

5. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
6. Support staff, class teachers, SENCO and outside agencies liaise and share developments to inform reviews and forward planning.

Section 2:

At Farndon Primary School we believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Farndon Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Section 3: Identifying Special Educational Need

At Farndon Primary School we aim to identify the needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Farndon Primary School sees the inclusion of children identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

To do this we:-

1. Identify and provide for pupils who have special educational needs and additional needs
2. Work within the guidance provide in the SEND Code of Practice, 2014
3. Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. Provide support and advice for all staff working with special educational needs pupils

Section 4:

Definition of Special Educational Needs Children can be identified as having SEN at any stage in their school career: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. For a child aged two or more, special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

In summary, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

A Graduated Approach to SEN Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The school maps provision for **all** pupils falling behind age related expectations in their learning, including those at risk of underachievement, using three 'waves' of support.

Wave One: Children requiring only high-quality differentiated classroom provision (quality first teaching) Key characteristics of high quality teaching are:

- Highly focussed lesson design with sharp objectives
- High demand of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Wave Two: Children needing additional interventions to enable them to work at, or above, age related expectations e.g. Tracks, booster classes, Local Authority or school based programmes. These are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not always SEN interventions e.g. Pupils with English as an Additional Language. However, some pupils receiving Wave 2 intervention may have SEN.

Wave Three: Children needing additional, personalised interventions to support their SEN e.g. 1:1 speech therapy support, individual learning programme. Pupils receiving Wave 3 support may have a Statement or Education Health & Care Plan (EHC). Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. For pupils with Statements or Education, Health & Care Plans, an annual review meeting must be held in addition to this.

Where a pupil is identified as having SEN, schools are required to take action to remove barriers to learning and put effective special educational provision in

place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

If a learner is identified as having SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in our whole school provision map, which documents the support that is to be put into place. This is then monitored and evaluated at the end of each intervention/term.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher, and assessments.

Plan - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved - learner,

parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Section 5: Supporting pupils and families

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cheshire West that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

You can find the local offer at -

Farndon Primary School's SEN Information Report can be found on the school website.

At Farndon, we value the importance of building positive relationships with parents and families within our school community. Mrs Hughes, a Teaching Assistant within School, is our Family Liaison Mentor. She is available to speak with families in a morning or via the School Office. Part of her role is to work closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families.

New pupils to Farndon Primary School

Foundation Stage staff will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupils with SEN will be planned according to individual need. The school has a lead teacher who manages transition to the High School. This transition leader liaises with the school's SEN support staff. They conduct additional visits to the school to meet with the children individually and to discuss needs. Also, extra visits to the High School are arranged for any vulnerable pupils.

Section 6: supporting pupils with medical needs at school.

- Farndon Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school complies with the guidance set out in the Managing Medical Conditions guidance and has its own policy. Any pupil with ongoing medical needs has an IHC plans. 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- To ensure SEN children or those with medical needs are able to access exams and other assessments, the Year group leads who are administering the test follow the guidance as set out in the Administrators guidance.

Section 7: Monitoring and evaluation

The school's system for regularly observing, assessing, and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

All pupils are assessed in the core areas at least termly. This is tracked and monitored by the assessment leader. Pupils who are not making the expected

progress are identified and then discussed within an SLT meeting and provision maps are drawn up, documenting the actions to be taken to support these pupils at either Wave 2 or Wave 3.

Teaching is formally monitored at least once each term and, in these observations, senior leaders assess how well the needs of the individual pupils are met. The school also conducts book monitoring exercises which at time may have a particular focus such as vulnerable groups.

Provision maps are assessed either at the end of a particular intervention or the end of an academic year. Assessments are made on entry and on exit to determine impact of any intervention, along with any other comments which may reference any other type of impact on self-esteem, application or behaviour.

Senior Leaders, including SENCO, analyse these provision maps, formulating a termly intervention summary. This helps to identify any intervention that is having a positive impact or whether any certain types of provision must be reviewed.

The school has a link Governor for special educational needs. The link Governor meets each term with the schools SENCO where a joint report is written and shared with Governors in the Teaching and Learning committee.

In respect of SEND profiles, these are updated each term and reference the support and intervention given and tracks the data progression over time.

Where pupils fall significantly behind and are unable to access the curriculum for their age expectation, the school conducts more specialised assessment to determine the appropriate support.

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- PIVATS
- Progress measured using personalised targets if it is felt necessary
- Standardised screening and assessment tools
- Observations of behavioural, emotional, and social development
- EHCP/IDP of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on school observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN support** provision
3. Advice from external agencies or professionals

Section 8: Funding support for pupils with SEND

Element 1 funding

This is provided on a per-learner basis for all those attending the school.

Element 2 Targeted support equating to £6,000 / 15 hours of interventions

This level of support is available within the resources held by the school without the need for an EHC Plan. Schools will be able to provide quality first teaching and targeted individual/group support in specific areas of need. School will follow relevant professional advice and use own resources to meet a pupil needs, reviewing the success of such programmes and making appropriate adjustments when necessary funding.

Additional Funding:

School will already be supporting the child and young person from elements 1 and 2 of their budget using the SEN graduated Approach. Some pupils with SEN require additional funding to provide them with the level of support required to make progress. If this is the case, the SENCO, with class teachers and parents, will complete the paperwork required for additional top-up funding or what is also known as element 3 high needs funding for children and young people who are residents within the borough. The Local Authority will decide whether additional funding is needed. This funding is reviewed annually.

Statutory Assessment:

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. The statutory assessment may result in an Education Health and Care Needs Plan (EHCPs). EHCPs are reviewed annually.

Section 9: Roles and responsibilities

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs

SEN Policy

- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, end of Key Stage assessments.
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

The Role of SEN Governor

ROLE OF SEN GOVERNOR	
Named governor role: SEN	Governor name: Carol Weaver
Staff lead: Nicola Pimparel	Date: 6/09/24
Area of responsibility: Governing bodies... <ul style="list-style-type: none"> - Have a duty to do their best to ensure that the necessary provision is made for pupils with special educational needs. - Must be fully involved in developing and monitoring the school's SEN policy and provision, including deployment of funding, equipment and resources. - Ensure that the school has a 'responsible person' who makes sure that all those who 	

are likely to teach a pupil with a statement of special educational needs are told about the statement. This person is usually the head teacher.

- Ensure that pupils with special educational needs join in the activities of the school as far as is reasonably practical.
- Report to parents on the implementation of the school's policy for pupils with SEN.
- Must have regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that the school does not unlawfully discriminate against a disabled pupil in the education or associated services provided for or offered to pupils at the school

Roles & responsibilities of the named/link governor:

- Be the link between the governing body and the school in relation to pupils with SEN
- Help the governing body to ensure it fulfils its statutory duties towards pupils with SEN
- Raise awareness of SEN issues at committee and FGB meetings; help ensure that SEN issues are an integral part of school planning and budget setting
- Help review the school's SEN policy and procedures, i.e. compliance with SEN & equalities legislation
- Act as a critical friend - support and challenge the SENCO
- Check that the SENCO is in place and properly trained
- Help to ensure that the funds are allocated each year within the school budget specifically to cater for SEN pupils and to support the implementation of the SEN policy
- Help to ensure that the school communicates well with parents/carers of pupils with SEN
- Keep your own SEN knowledge up to date (see Information Pack for further details)

Key tasks/activities:

- Know your school. Meet the SENCO regularly (3 to 6 times per year as appropriate). See the meeting template in the Information Pack for guidance.
- Attend training events, read GDS publications, SEN Information Pack, etc
- Complete an Annual Report with the staff lead and provide regular updates to the GB as appropriate
- Where possible, attend school events to meet pupils, parents, carers and staff
- Work with the SENCO to draw up an annual programme to monitor and evaluate the impact of the school's SEN provision

Training/resources required:

e.g central GDS training courses, SEN Information Pack, briefing from SENCO, learning walk, self-study (read SEN Code of Practice)

Please note, as SEN Governor you are not:

- Supposed to intervene in the provision/teaching of individual pupils. If parents approach you with a problem, encourage them to talk to the class teacher or Head.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Participate in training opportunities to ensure they have the necessary skills to help pupils meet their targets.
- Work as part of a team with the SENCo, SEN teacher and class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Be active participants in Pupil Progress meetings.

Section 10: Storing and managing information

Documents relating to pupils on the SEND register will be stored with their Pupil File in the Headteacher's office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves. The school has a Confidentiality policy which applies to all written pupil records.

Section 11: Renewing the policy

This policy will be renewed annually at the beginning of the school year.

Section 12: Accessibility

- The school is fully compliant with DDA requirements. The school conducted an accessibility audit for the whole site and this has fed into the Accessibility Plan. Within this plan, there are recommendations for future improvements and these are prioritised by the Senior Leadership Team.
- The school is on a split-level with easy access, double doors, wall handles and ramps.
- The front desk has a wheel-chair height section and is DDA compliant and the door on entry is wide enough for wheel chair access.
- There are three disabled toilets and two changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow her recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has a sensory room and an outside learning area.

Section 13: Dealing with complaints

The Governors have adopted the Cheshire West and Chester complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.

Please see the complaints policy on the school website.

Section 14: Appendices

You can find the school SEN information Report on www.farndon.cheshire.sch.uk

Other relevant policies:

- School Monitoring
 - The Curriculum
 - Learning and Teaching
 - Homework Policy

- Safeguarding
- Equality Policy
- Behaviour and Discipline
- Anti-Bullying

If you have any other queries, please do not hesitate to contact Mrs Nicola Pimparel (SENCO) and Mr Andrew Walker (Headteacher) at school on 01244 621124

Section 15: Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on October 2024

It is due for review on *September 2025* (up to 12 months from the above date).

Signature Date Head Teacher

Signature Date Chair of Governors

