

Fishburn Primary School
SEND Policy
2026-27

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Person Responsible: Miss H Robertson

Date for next review: September 2027

Introduction

At Fishburn Primary School, the SEND Policy specifies how Fishburn Primary School will meet the special educational needs of pupils. It reflects the statutory requirements and practice in school. The Special Educational Needs and Disability Guidance 0-25 has been adopted as September 2015. This policy includes, the approaches, staffing and actual practice that occurs at Fishburn Primary School and reflects what parents can expect their children to receive.

The following terms will be used as taken from the Special Educational Needs and Disability Code of Practice 2015.

Special Educational Needs and or Disability (SEND)

“A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.”

Learning difficulty

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Disability

This is defined as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014) (see Fishburn Primary School - School Information report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Keeping Children Safe in Education 2018
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, staff and parents of pupils with SEND.

- Miss Robertson, Mrs Henry and Kay Sailsbury work closely together to support you and your child throughout your child's time at Fishburn Primary School.
- Mrs Henry is Head of Inclusion across the Eden Academy Trust.
- Mrs Henry also holds Post Graduate, NASCo qualification (Clause64, C & F Bill, 2014) and a Post Graduate Certificate in Teaching Pupils with Specific Learning Difficulties (Dyslexia).
- Miss Robertson is the Special Education Needs and Disability Co- coordinator (SENDCO) and in this role is the person responsible for managing the school's provision for children and young people with SEN (reg 3a for schools).
- Miss Robertson holds the National Professional Qualification for Special Educational Needs Co-ordinators.
- Miss Robertson is also a School Improvement Partner for SEND.
- Miss Robertson is available to discuss any concerns and can be contacted via the school office, telephoning school on 01470 620162 or by email at

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hrobertson@edenacademytrust.co.uk. Miss Robertson is also available to contact via Class Dojo.

- Kay Sailsbury is the SEND Governor for Fishburn Primary School.

At Fishburn Primary School, we have 5 core values:

- We are respectful
- We are responsible
- We are resilient
- We are kind
- We are honest

Fishburn Primary School has a fully inclusive approach to supporting the needs of all pupils to achieve their potential within a happy, secure and caring community where achievements are celebrated. We are passionate in our drive to ensure all pupils achieve their potential in all areas of school life.

Each child at Fishburn Primary School has an equal opportunity to a broad, balanced, differentiated and relevant curriculum. We offer a stimulating curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, excellent behaviour and successful progression to the next stages of learning. We promote a positive attitude to learning and in doing so enable pupils to become confident, responsible and independent learners.

We provide appropriate and effective intervention to support pupils with their specific and or additional needs whilst also teaching our pupils to be sensitive, tolerant and caring to one another and to the wider community as a whole.

'For those children who face the greatest educational challenges, high-quality teachers trained to support pupils with a wide range of SEND will be the most powerful way to drive up attainment.'

Support and aspiration:

A new approach to special educational needs and disability (DfE 2011)

Fishburn Primary School holds the belief that every teacher is a teacher of every child or young person including those with SEN. We will identify these needs as they arise, through careful monitoring of progress and provide teaching and learning contexts which enable every child to achieve irrespective of their barriers to learning.

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We aim for every teacher to have high expectations, excellent knowledge and the necessary skills to support pupils with SEND. Meeting the needs of pupils with special educational needs is the responsibility of all teachers and teaching staff and their needs are usually met through a differentiated curriculum. The SENDCO will support staff to meet these needs. We operate a graduated response to supporting all pupils including those with additional learning needs, the initial response being through Quality First Teaching.

We believe in a fully inclusive approach to supporting pupils with additional needs. This means working in partnership with parents or carers to support their child in whatever way we can to enable individuals to achieve their potential.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance, provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEN/ Inclusion Policy and coordinate provision.
5. To provide support and advice for all staff working with special educational needs pupils.

Roles and responsibilities

Role of the Governing Body

- To ensure the SEND provision is an integral part of the school development plan
- To ensure they are fully informed about SEND issues, oversee progress and provision for pupils with SEND and monitor the quality of provision.
- To have regard to the requirements of the SEND Code of Practice 0-15 (2014)
- To ensure appropriate staffing and funding arrangements are in place.

Role of the Head teacher

- Maintains overall responsibility for the management of all aspects of school provision



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- Ensures Governors are informed about SEND issues
- Ensure Policy is implemented and Inclusive practice is monitored across school as a whole.

Role of the SENDCo

- To lead SEND Provision across school and inform Governors of SEND issues
- To work closely with head teacher to ensure effective provision
- To work with head teacher to identify areas of school development
- To coordinate SEND Support in school and to monitor provision for pupils with identified additional needs.

Role of class teacher

SEN Code of Practice notes that:

‘teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff’.

SENDCo Responsibilities

- Ensure SEND Policy operates
- Maintain SEND Register
- Maintain up to date records of SEND
- Coordinate provision
- Work with SLT to ensure effective provision
- Lead and support school staff to deliver appropriate and relevant CPD
- Support, advice, and coach teaching staff and teaching assistants
- Support identification of SEND
- Support the development of learning programmes, including intervention, and resources
- Complete learning assessments as required
- Liaise with external agencies to gain support and advice
- Liaise and communicate with parents/ carers

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- Support and work with School Attendance Officer and Family Support Worker to address attendance, social inclusion, medical and family support concerns
- Liaise with SENDCo's from other schools as well as key professionals to ensure smooth transition between settings
- Work with key professionals and agencies within the Local Authority to ensure continued best practice and provision for all pupils

Identifying Special Educational Needs

The SEND Code of Practice 6.25- 6.32 identifies four broad categories of special educational needs:

- **Communication and Interaction** (Children and young people with speech, language and communication needs SLCN have difficulty in communicating with others.)
- **Cognition and learning** (children learning at a slower rate than their peers.) This could be MLD Moderate Learning Difficulties, SLD Severe Learning Difficulties, PMLD Profound and multiple learning difficulties and SpLD, Specific learning difficulties
- **Social, Emotional and Mental Health difficulties** (anxious, isolated, challenging behaviours which may indicate underlying mental health concern)
- **Sensory and or Physical needs** (VI) visually impaired, (HI) hearing impaired, (MS1) Multi- sensory impairment, (PD) Physical Disability)

In addition, we monitor those children we feel have an additional need/ vulnerability but are not -SEND. Additional factors considered include:

- Disability
- Attendance and punctuality and Pupil Mobility
- Health
- EAL
- Pupil Premium
- LAC
- Special Guardianship, Forces family
- Behaviour /Social and emotional needs

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A Graduated Approach to SEND Support

Stage		Responsibility
Pupil Progress	Data tracking and monitoring Pupil Progress meetings Identify barriers to learning and address need through quality first teaching If required put intervention in place Team leaders monitor progress in teams and raise any concerns with SENDCo	SLT Class teacher
Vulnerable Pupil	Following intervention and Quality First Teaching, if progress is not evident then further assessment may be required (see Assessment Toolkit) Staff and or parents raise concerns with SENDCO (Vulnerable pupil sheet completed) Observation/ discussion with SENDCO in liaison with class teacher and parents	SLT including SENDCO during progress meetings Class teacher Parents Pupils
Registration SEND Support	Pupil added to school SEND Register as School SEND Support Identify the barrier to learning. Identify Quality First Teaching Strategies Monitor intervention and impact	SENDCo SLT at Pupil Progress review Teaching staff Parents
Assess	Teacher assessment Review Pupil Progress data Gather parent/ pupil views Advice from other professionals SENDCo advice	SENDCo SLT Class teacher External agencies
Plan	The class teacher will plan inclusive lessons that are differentiated appropriately to meet pupil needs Pupil will contribute in target setting and record on a SEN Support Plan. All staff working with a child in receipt of SEN Support will contribute to the SEN Support Plan. The class teacher remains responsible for the pupil even when withdrawn from the classroom or working with another adult CPD to be accessed as needed Staff to record progress of intervention on Intervention Tracker Teacher monitor progress and liaise with parents	SENDCo SLT Core subject leads Class teacher Support staff Pupil Parents
Do	The class teacher maintains the day to day responsibility for the	SENDCo

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	identified SEN pupils in their class. Teachers may seek the support of SENDCO with planning Assessments to be completed by the class teacher and discussed if needed with SENDCO if concerns arise	SLT Core subject leads Class teacher Support staff
Review	Termly review meetings to track progress Evidence of progress from observation, book scrutiny, assessment including standardised assessments Is the gap narrowing with their peers or towards national expectations? Are skills being transferred into learning Taking into account parent and pupil voice	SENDCo SLT Class teacher Support staff Pupils Parents
Children with an Education, Health and Care Plan	All adults working with the pupil to be familiar with the Plan Differentiation and support strategies in place to facilitate learning Progress monitored and adjustments made as needed Termly monitoring	SENDCo SLT Team leader Class teacher Support staff Pupil Parents

Identification Process			
	Responsibility to implement	Monitored by	Frequency
SEN Support Plan	Class teacher	SLT /Core subject leads/SENDCo	Termly Including midterm review of intervention
Class Provision Map	Class teacher Team leader	SLT/SENDCo/Curriculum leads	Termly
External agencies	SENDCo Class teacher	Head of Inclusion/EHT	

Management of pupils with SEND

The class teacher is responsible for the progress of every child in their class. Where a pupil is identified as having SEN, the teacher should take action to remove barriers to learning and put effective special educational provision in place.

SEND support should take the form of a four-part cycle (**Assess, Plan, Do, Review**) through which earlier actions are revisited, refined and revised with a growing

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understanding of the pupil's needs and what support is required to ensure good progress and outcomes. This is known as the **graduated approach**. Class teachers meet with the SENDCo termly to discuss pupil needs and receive relevant feedback.

Pupil's progress will be reviewed through Pupil Progress meetings and review of provision, intervention/adjustments and quality personalised teaching. Reviews may take place between this times if needed. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. **The Assess, Plan, Do and Review** cycle will already be an integral part of classroom practice.

Class teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be shown by progress (but not limited to)

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and his peers
- Widening the attainment gap

When a pupil is identified as having SEND, the graduated response becomes more frequent and matched to specific needs and may involve the SENDCo accessing more specialised assessments from external agencies and professionals as appropriate.

Teaching assistants work with class teacher/ subject leaders and SENDCo to support pupils and narrow gaps in performance. Responsibility for the progress of a child with SEND always rests with the class teacher. To be effective, support should be focussed on the achievement of specific outcomes as agreed as part of the graduated approach.

Teaching assistants can be part of a programme of support but should never be a substitute for the teacher's involvement with a pupil.

Curriculum

At Fishburn Primary School, we believe that every child has the right to access a broad and balanced curriculum. We adopt a creative curriculum that meets the needs and

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interests of all pupils and promotes high levels of achievement, good behaviour and successful progression to the next stages of learning.

The bespoke curriculum delivered to all children at Fishburn Primary School:

- has the needs of the children at the heart of everything we do
- is based on a strong foundation of oracy
- meets the needs of our local community
- is full of exciting, enriching and enjoyable learning experiences
- provides opportunities for our children, staff and parents to all learn together.
- positively improves academic outcomes
- prepares our children to become positive role models in and effective contributors to society
- gives our pupils the chance to become the very best versions of themselves.

Meeting the needs of pupils with special educational needs is the responsibility of all teaching staff and their needs are usually met through a differentiated curriculum. The SENCO will support staff to ensure effective provision is in place.

We operate a graduated response to supporting all pupils including those with additional learning needs.

Wave 1 – Quality First Teaching

At Fishburn Primary School, most children will be taught in one of two parallel classes organised by year group.

Each morning, children will be taught within these classes to enable them to access an appropriate curriculum matched to their developmental level, accelerating pupil progress in reading, writing and maths and boosting children's confidence and engagement in learning.

Children will access a life skills-based curriculum each afternoon. We feel this will prepare our children for life outside of School by:

- Finding new ways of thinking and problem solving
- Developing self-confidence, self-worth, self-awareness and resilience in all pupils.
- Developing employability skills and supporting challenging career aspirations
- Developing principles, values and integrity
- Developing physical and mental health and wellbeing
- Developing financial capability.

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Fishburn Primary School's life Skills curriculum covers many topics including:

- Employment
- Friends, relationships and community
- Good Health
- Independent living and housing
- Problem solving
- Team Building

For further information regarding our school curriculum, please see our specific curriculum policies.

Wave 2 – Targeted Interventions

For those children with identified needs or those children who may need some extra 'catch-up', we offer a range of small group intervention programmes that can help to accelerate pupil progress. Depending on the needs of individual children, they will access different interventions led by trained teaching assistants. The progress within these interventions will be closely monitored and tracked half-termly to measure impact and ensure their effectiveness.

Wave 3 – Specialist Interventions

For some children who require more bespoke support, we offer a range of individualised programmes, usually created in liaison with external agencies such as Speech and Language and Occupational Therapy. Children will have dedicated time each week to work on an individual basis with a teaching assistant to complete activities linked to their personal targets. Progress within these sessions is monitored by school and other agencies and next steps are decided collectively through multi-agency meetings and discussions.

Fishburn Primary School is part of COL 7 which means we received 7 credits each academic year and we can apply for additional credits through COL SENCO team meetings. These credits are used to purchase support from either the EWEL team, Communication and Interaction Team or Cognition and Learning Team for individual pupil or group support.

Further details of specific interventions for each area of need is available in appendix 2 and 3.

Remote Education

Where a class, key stage or small number of pupils need to self-isolate, or there is a local or national lockdown requiring children to remain at home, we will endeavour to continue to provide an ambitious and broad curriculum in all subjects for children with

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SEND. This remote education will be of high quality and will align as closely as possible with in-school provision. Teachers will continue to develop lessons that continue to accommodate different and complex needs so that children with SEND do not get left behind. Where possible, interventions will continue to be offered on a weekly basis to ensure that all children continue to make good progress from their individual starting points. Staff will consider carefully the selection and sequencing of curriculum content to ensure this is relevant and applicable for each child. This means really focusing on the most important things for children and young people with SEND to learn.

Structure, routine and consistent support continue to be implemented for all children and with SEND. Personalised resources are provided to meet each child's individual needs. Where necessary, we offer the flexibility of asynchronous approaches to remote education (1:1 sessions, personalised timetables, intervention programmes, increased focus on the development of functional skills), which is really helping some children and young people with SEND to learn and make progress.

Pupils' engagement and attainment will be monitored using informal methods such as marking of work, online quizzes, live Zoom teaching, pre-recorded questioning and parent and pupil feedback.

During remote education, effective communication with families and carers is crucial. The class teacher will contact each child daily through Zoom and Seesaw to offer bespoke support for learning. They will also contact the family weekly to ask if parents Eden Academy Trust Working together to make a difference! require any support and ensure the ongoing monitoring of the effective safeguarding of children with SEND.

In the event of a local or national lockdown, all pupils with an EHC plan will be strongly encouraged to attend school. Should parents elect to educate their children at home during this period, school will offer ongoing personalised support. Throughout the lockdown, opportunities will be provided for parents/carers to review their decision.

For further information, please consult our remote education policy.

SEND Assessment

Assessment allows teachers to decide where pupils are in their learning (their starting points), where they need to go and how best to get them there. When supporting pupils with additional needs, it is important that small steps are identified to ensure progression. Within school, we use a bespoke assessment tool matched to our school curriculum.

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Teachers continually follow the Assess, Plan, Do and Review cycle to allow pupils to progress and their learning needs to be matched to their specific needs. Teachers must notice what pupils already know and then what the next steps will be and how to get them there.

Assessment may take place individually or in groups through observation, task analysis in addition to interpretation of evidence collated, as well as pupil feedback about their work. Motivation and promotion of independence and pupil's taking responsibility for their own learning is also key. The highest expectations are maintained for all pupils regardless of need.

Ongoing (Formative) assessment whereby teachers will make observations of children's work, annotate planning, use questioning to clarify understanding, talk to children in the form of learning conversations and use pupil feedback. Some specific assessments used by the teacher and or the SENDCo may act as formative assessment to identify strengths and weaknesses in areas of learning.

Termly (Summative) assessment whereby teachers will use a variety of assessment to record pupils' achievements based on day to day evidence and record if children are working at, above or below their age expectation at the end of the academic year. This is entered onto our school tracking system to monitor progress.

Each term class teachers meet with Senior Leadership Team members to discuss pupil progress.

Pupils with SEND have individual SEND Support Plans (Summary Assessment sheets) that summarise all strategies, assessment and interventions in place. Termly Pupil Passport Review Meetings with key staff, parents and pupils review progress and identify next steps of support.

Support for pupils and families

We promote regular and effective engagement with parents to ensure improved pupil outcomes, attendance and behaviour. Staff will talk regularly with parents to set clear outcomes and review progress towards them and discussing the activities and support to achieve them, including outlining the responsibilities of the parent, pupil and school. The [Durham Local Offer](#) is a statutory requirement on local authorities to develop and publish information setting out the support they expect to be available for children with SEND. Further information is on the school website.

"The intention of Durham's Local Offer is to improve choice and transparency to enable families to make informed choices and have greater control over services they wish to access. By setting out a local offer of services for children and young people with special educational needs or who are disabled and their families, this will help them make

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choices about what is right for them over the services that their family receives, including the use of personal budgets. Further information can be accessed via:

<https://www.durham.gov.uk/localoffer>

The **SEND Information Report** is a statutory requirement on the school governing body to publish information on the school website see Appendix about how the SEND Policy is implemented and how pupils are involved in their own education. This is reviewed annually in partnership with key stakeholders. This is available to parents on the school website or alternatively parents and carers can request a paper copy from the school office.

Links with other agencies

The SENDCo will develop effective partnerships and liaise with key professionals and facilitate parental access.

This may include:

Educational Psychologist

Child and Adolescent Mental health Service

School Nurse/ Community Paediatrician

Occupational Therapy/ Physiotherapy team

Visually Impaired/ Hearing Impaired Support

Speech and Language Therapy team

Cognition and Learning Team

Autism Spectrum Communication Team

Behaviour team and Emotional Wellbeing team.

Funding

The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils through early intervention.

Sometimes an application is made for “Top Up funding “from the Local Authority High Needs Budget for pupils with High Needs.

Support through additional funding, may be requested to the LA SEN Panel following a graduated response to need. Support is reviewed annually (a report will be submitted to the Individual Pupil Support Panel). The SENDCo maintains an up to date record of Top up funding. The SENDCo prepares detailed reports in the form of support applications to request individual funding.

Admission arrangements

Pupils who transfer to another school will have their SEND information and pupil records forwarded once they are on roll at the new school.

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Pupils who transfer to Fishburn Primary School will follow the Induction Protocol and will be added to the School SEND Register. They will be monitored and a six week review will take place as well as a review at the next Pupil Progress Meeting.

Pupils will have transition reviews in preparation for Secondary School in the Autumn term of Y6. Preparations for reviews including parent discussions will take place in the Summer term of Y5 to ensure SEND children are able to access exams etc.

Access Arrangements

The SENDCo will liaise with the Y6 Team leader to arrange access arrangements/ assessments pupils undertaking standardised assessments.

Supporting pupils at school with medical conditions

The 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. 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 have an 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. Where a child has been identified as having a medical need, a care plan is developed detailing the condition and support strategies needed. Further information is outlined in the school's policy for supporting pupils with medical conditions.

Safeguarding Children with SEND

'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- 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 SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.'

(Keeping Children Safe in Education, Sept 2021)

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At Fishburn Primary School, we recognise that children with SEND are more likely to be neglected or abused compared with the rest of the population. Further to this, children with SEND are also at a higher risk of experiencing multiple abuses and of enduring multiple episodes of abuse.

In order to get help when they the fear or experience abuse, we recognise and understand that children with SEND have significant additional barriers to overcome in comparison their peers. These include:

- Some children may not recognise the abuse
- Children might not be able to ask for help
- The child may rely on their abuser to meet their needs – making it even more difficult to speak out
- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a child's condition
- Professionals working with children with SEND may not be trained to spot the signs of abuse and neglect
- Children with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for a child with SEND
- Professionals who work to support parents' ability to meet their child's additional needs may overlook parental behaviours that are not adequate
- Child protection professionals might not have the specialised skills to properly communicate with the child, or to accurately assess or understand a disabled child's needs.

At Bluebell Meadow, measures are in place to ensure the effective safeguarding of children with SEND. This includes:

- An inclusive curriculum that is relevant and appropriate to meet the needs of all learners.
- Outstanding quality first social and emotional teaching through our whole school PSHE programme to teach children about how to keep themselves safe.
- Targeted social and emotional intervention to build positive relationships with staff
- Explicit teaching of all social and emotional skills through the PSHE and life skills curriculum
- Key adult methodology embedded into daily classroom practice

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- Use of non-verbal methods of communication to communicate when help is needed
- Worry boxes/jars and a virtual worry box for children to communicate with staff using their chosen method
- Daily 'check-in' sessions in our nurture class for the most vulnerable children
- Working in partnership with parents building close relationships with them to offer bespoke support
- Establish links with external agencies (e.g. Early Help) to enable rapid identification of changes in behaviour and presentation and enable effective early intervention

During remote education, we continue to offer bespoke monitoring to ensure the ongoing safeguarding of all children with SEND. Children attend 'Zoom' sessions with their class teacher and the teacher will maintain daily contact through Class Dojo. Families of children with SEND will also receive a telephone call from a familiar staff member at least once per week to check on the welfare of the family and enable early intervention should concerns arise.

If children do not engage with remote education or if a staff member has any concerns regarding the wellbeing of a pupil with SEND, these concerns are discussed with the SENCo and the DSL. A member of SLT will contact the family and offer any further support required. If we are unable to contact a child for any reason, a welfare home visit will be carried out. Should any concerns be raised from this visit or if no contact is made, procedures will be followed. Where necessary, concerns will be reported to the Durham's One Point.

Monitoring and evaluation of SEND

Teaching and learning is carefully monitored and the quality of provision for all pupils reviewed. Regular audits, gathering of parent views, pupils views and staff views take place termly as well as termly reports presented to the Governing Body alongside monitoring visits by SEND Governor. This rigorous monitoring coupled with a self-reflective ideology process ensures a continual review and development of effective and appropriate provision for all pupils.

Training and resources

Training needs of staff are ongoing and identified and planned as part of the School Performance Management Cycle in order to maintain and develop the quality of teaching and provision. We continuously reflect and respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a

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meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND as well as maintaining close links with services and Local authority agencies and leading professionals

Information sharing

Documents are stored in line with school policy on data protection and storage of information. SEND paper files are stored centrally in SENDCo's Office

Accessibility

Under the SEN and Disability Act 2001, the 2006 DDA and in accordance with the school's Disability and Single Equality Policy and Accessibility Plan, we aim to ensure that **all** pupils access the full school provision. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school productions, sports teams or school visits.

We also have the support of our family support worker in school to support pupils and their families ensuring they have full and appropriate access to all aspects of school life.

Complaints

Any concerns that parents or pupils may have with regards SEND and or disability at Fishburn Primary School should refer to the complaints and procedure policy.

Review

The SEND policy is reviewed regularly and the SEND information report is compiled each year with Governors. A SEND Focus group meets prior to Governor's meeting to review provision. This group includes the school Inclusion Team, SEN Governor, Parent Governor and a pupil focus group.

Supporting Policies

Child Protection and Safeguarding Policy
Behaviour Policy
Supporting Pupils with Medical needs in school
Inclusion Policy
Attendance Policy
Curriculum Policy
Single Equality Policy

Signed

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(Headteacher):

(Chair of Governors):

Appendix 1 - Common Acronyms

ADHD Attention Deficit Hyperactive Disorder
ASC Autistic Spectrum Condition
CAF Common Assessment Framework
CAMHS Child and Mental Health Service
CPD Continuing Professional Development
DDA Disability Discrimination Amendment Act
DfE Dept for Education
EAL English as an Additional Language
ECM Every Child Matters
EMAS Ethnic Minority Achievement Service
EP Educational Psychologist
EPS Educational Psychology Service
EYFS Early Years Foundation Stage
FIP Family Intervention Programme
HI Hearing Impairment
IDP Inclusion Development Programme
IEP(s) Individual Education Plan(s)
LA Local Authority
LAC Looked After Children
LDD Learning Difficulties and Disabilities
MLD Moderate Learning Difficulties
MSI Multi-Sensory Impairment
NEET Not in Education, Employment or Training
NHS National Health Service
NQTs Newly Qualified Teachers
OT Occupational Therapy
PD Physical Disability
PEPS Personal Education Plans
PIVATS Performance Indicators for Value Added Target Setting
PMLD Profound and Multiple Learning Difficulty
PRU Pupil Referral Unit
P-scales Performance scales
SATs Standardised Assessment Tests
SALT Speech and Language Therapy
SEAL Social and Emotional Aspects of Learning
SEMH Social Emotional Mental Health
SEN Special Educational Needs
SENDSCO Special Educational Needs Coordinator

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SEND Special Educational Needs and Disabilities
SIMS School Information Management System
SLCN Speech, Language and Communication Needs
SLD Severe Learning Difficulties
SLT Senior Leadership Team
SMART Specific, measurable, achievable, realistic and time limited
SPLD Specific Learning Difficulty
TA Teaching Assistant or Teacher Assessment
TAC Team Around the Child
VAK Visual, Auditory and Kinaesthetic
VI Visual Impairment

Appendix 2 - School SEND Provision Map

Curriculum Provision			
Area of Need	Wave 1	Wave 2	Wave 3

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Cognition and Learning		Quality First Teaching Reduced class sizes/ targeted teaching groups Staffing ratio to match need Broad and balanced curriculum for all pupils Differentiation to meet the needs of all learners Rigorous assessment for learning to inform assess, plan, do review cycle Experiential learning Discrete phonics teaching matched to need (Letters and Sounds) Individual Reading IT embedded across the curriculum (Clicker) Recovery Curriculum – catch up sessions in core subjects, an hour daily	Precision teaching - repetitive, sequential teaching structure Targeted interventions: Toe by Toe, Little Wandle Power of Two/ Plus One/ Tables/ Times/White Rose Maths Interventions Targeted group work/ Booster groups/ Tuition support Targeted group work/ Booster/ Tuition support	Interventions on an individual level Individual targets Personalised workboxes Adapted catch up programmes Guidance from other professionals/ multiagency approaches
Communication and Interaction	Speech and Language	Quality First Teaching Reduced class sizes/ targeted teaching groups Staffing ratio to match need Vocabulary enriching developmental curriculum Oracy embedded across the curriculum	Targeted pre-teaching of key vocabulary Use of IT (Clicker) Vocabulary Enhancing Programmes (Communicate in Print) Additional speech and language support I Can Early Talkers approach Targeted Interventions: Talkboost, Early Talkboost, Colourful Semantics ELKLAN	Personalised programmes with individual targets Speech and Language support from therapist and or specialist TAs in school Writing with Symbols/PECS system Guidance from other professionals/ multiagency approaches Child-centred approaches
	Social Communication	Consistent routines and high expectations of all learners Explicit teaching of social skills School values embedded in the curriculum	Explicit teaching of self-regulation strategies Social Stories Comic Strip Conversations ELSA Nurture	Personalised workboxes Individual targets Guidance from other professionals/ multiagency approaches Child-centred approaches
Social, Emotional and Mental Health Need		School values embedded in the curriculum Consistent routines and high expectations of all learners Understanding behaviours Broad and balanced curriculum with a	More specific and structured daily timetable (short,sharp tasks. Explicit teaching of self-regulation strategies Social Stories Targeted interventions: Nurture	Personalised emotional regulation/independence support plans Bespoke family support and facilitate access to services

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	focus on character development PSHE curriculum (Jigsaw) teaching of skills Holistic provision during structured and unstructured times Community and extra-curricular provision	Groups, Friends Programme, ELSA, Targeted family support inclusive approaches Nurture Group Network	Facilitated access to specialist support/ agencies as needed Child-centred approaches
Sensory and Physical	Enabling environments Accessible provision for all learners, including those with medical needs High Quality IT Provision for all learners	Sensory approaches Targeted interventions: motor skills, Write Start Access to specific resources (e.g. writing slopes, writing equipment)	Access to specialist resources (e.g. specialised seating) Individualised programmes (often generated by OT) Facilitated access to specialist support/ agencies as needed Child-centred approaches

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Appendix 3 – Graduated Provision by area of need

Strategies/ Resources				
Area of Need		Wave 1	Wave 2	Wave 3
Cognition and Learning		Multi-sensory teaching approaches Positive verbal and written feedback Modelling Checklists Writing frames Wordbanks Literacy strategy desktop visuals Maths strategy desktop visuals Dyslexia friendly toolkit Use of manipulatives (base ten, numicon) Class visual timetables/resources Clicker Talking Tins Phonics sound desktop mat Phonics games	Multi-sensory teaching approaches Positive verbal and written feedback Modelling Checklists Writing frames Specific word banks Dyslexia friendly toolkit Use of manipulatives (base ten, numicon) Individual/group visual timetables/resources Clicker 8 Power of 2 Visual memory / Auditory memory skills Spelling Shed	Personalised workboxes
Communication and Interaction	Speech , Language, Communication and Interaction	Differentiated curriculum, planning, tasks, delivery and outcome I CAN friendly / Communication Friendly Toolkit Simplified language Visual timetables Consistent routines and expectations Use of ICT, Writing with Symbols/PECS system/ Communicate in Print Comic Strip conversations	Additional speech and language support Word banks, Visual resources Vocabulary groups Additional IT e.g. Clicker 7 Talkboost Early Talkboost Blast I can early Talkers boxset – (babbling babies, toddler talk and chatting with children) Modelled interactions ELKLAN Intensive Interactions Makaton	Personalised programmes Speech and Language support from therapist and or specialist TAs in school
	Social Communication	Visual timetable Checklists/ prompts Scaffold Emotional regulation prompts-toolkit	Social Stories Me Time/ Nurture Groups Role-play	Individual learning Plans- Passport Emotion Regulation toolkits Home school links
Social, Emotional and Mental Health Need		Whole school behaviour policy- strong routines and boundaries Star pupils/Celebration assemblies Incredible 5 approach/ Zones of Regulation strategy Playground Friends Circle Time Worry Boxes Mindful approach- exercises Mindful Kids (cards)	Nurture Groups Small group work Friends Programme Support in unstructured times – outdoor/ indoor activities Lego Therapy Forest School Visits Nurture Group Network Resource Pack Worry cards	Individual behaviour/ learning plans Home school links 1:1 work Access to specialist support/ agencies as needed

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	Happy Kids – Coaching Cards Safe Spaces	Anxiety Gremlin Blob tree activities ELSA School Wellbeing Cards	
Sensory and Physical	IPads/ IT Provision/ Accessibility to provision ASC activities for all/ outdoor provision Sports Coach Multi-sensory approaches Little Yogi's Hand massage Breathing activities Squiggle while you wiggle (gross and fine motor)	Sensory resources Additional handwriting practice/ coordination skills Specific equipment e.g. pencil grips, writing slopes, Posture cushions, trampette, Bilbo seats, hug vest. Teodorescu Perceptuo-motor programme Fidget toys Treetops handwriting programme.	Individualised programmes (often generated by OT) Access to specialised equipment Access to specialist support/ agencies as needed

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Appendix 4 – Continuum of Assessment

Continuum of Assessment for Fishburn Primary School					
<u>All Pupils</u>	<u>Broad Areas of Need from SEND Code</u>	<u>Area of Assessment</u>	<u>Assessment Tools for Teachers</u>	<u>SENDCO</u>	<u>Specialist Assessments</u>
Parents views Pupils views Previous teachers Support staff views Reports from previous school Development Matters Foundation Stage Profile Age related Expectations P levels Phonics Check Letters and Sounds Reading Recovery Behaviour tracking Writestart	Communication and Interaction	Receptive language(understanding) Expressive language(thoughts into words) Social/functional language	Talk Boost WellComm		BPVS vocabulary (receptive) ASD
	Cognition and Learning	Phonics, encode/decode HFW Numeracy Phonological awareness(how spoken sounds are written) Processing speed Working memory	NFER Group Reading test Little Wandle Letters and Sounds Baseline Phonics Phonemes Checklist by Phase Little Wandle Fluency Assessment PhAb Entry/Exit Tests	Dyslexia /Dyscalculia Screener Reading Recovery Every Child Counts (ECC)	WRAT 5 (reading) York Assessment of Reading Accuracy and Comprehension PhAB (Phonological) WRIT (reasoning) TOMAL2 (memory)
	Social Emotional and Mental Health			ELSA Referral Checklist	Connors checklist (CAMHS) AD/HD Anxiety/Attachment
	Sensory/Physical	Movement- fine motor gross motor/balance Development test(visual integration) Visual perception	Pre assessment tool		BVI

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Appendix 5 – Useful Links

AFASIC – Unlocking Speech and Language
Website: www.afasic.org.uk

Ataxia UK
Website: www.ataxia.org.uk

Barnardo's
Website: www.barnardos.org.uk

British Deaf Association
Website: www.bda.org.uk

British Dyslexia Association
Website: www.bdadyslexia.org.uk

Contact a Family
Website: www.cafamily.org.uk

Council for Disabled Children
Website: www.ncb.org.uk

Diabetes UK
Website: www.diabetes.org.uk

Disability Living Foundation
Website: www.dlf.org.uk

Disability Sport Event
Website: www.disabilitysport.org.uk

Down's Syndrome Association
Website: www.downssyndrome.org.uk
Dyslexia Action
Website: www.dyslexiaaction.org.uk

Dyspraxia Foundation
Website: www.dyspraxiafoundation.org.uk

Epilepsy Action
Website: www.epilepsy.org.uk

I CAN (Invalid Children Aid Nationwide)
Website: www.ican.org.uk

Inclusion Development Programme

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Website : <http://www.idponline.org.uk>

IPSEA (Independent Panel for Special Educational Advice)

Website: www.ipsea.org.uk

KIDS

Website: www.kids.org.uk

Leukaemia Care

Website: www.leukaemiacare.org.uk

National Association of Special Educational Needs

Website: www.nasen.org.uk

National Asthma UK

Website: www.asthma.org.uk

National Autistic Society

Website: www.nas.org.uk

National Blind Children's Society

Website: www.nbcs.org.uk

National Deaf Children's Society

Website: www.ndcs.org.uk

National Eczema Society

Website: www.eczema.org

National Federation of the Blind

Website: www.nfbuk.org

National Society for Epilepsy

Website: www.epilepsysociety.org.uk

Parents for Inclusion

Website: www.parentsforinclusion.org

Physically Disabled and Able Bodied (PHAB)

Website: www.phabengland.org.uk

Royal National Institute of the Blind

Website: www.rnib.org.uk

SCOPE

Website: www.scope.org.uk

SENSE

Website: www.sense.org.uk

SKILL: National Bureau for students with disabilities

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Website: www.skill.org.uk

Young Minds

Website: www.youngminds.org.uk

Appendix 6 – Promoting Independence

From Dependence to Independence

Starter	This will usually introduce the lesson through a contextualising activity and/or some activity to activate or check on previous learning. It may also support pupils to revise and rehearse aspects of skills required for the specific text and task planned.
Modelling	This is useful to demonstrate a new aspect or revise something that all pupils have yet to master. The key point is that the teacher, as ‘expert’, does the modelling, explaining aloud to pupils why choices are made. In this way the thinking and decisions behind the work become explicit. The level of challenge here can be high because of the explanations that accompany the ‘doing’.
Shared Work	This is useful when pupils need to be taught or reminded of something they do not fully grasp. Pupils are invited to contribute to shared work, which allows for a differentiated approach through targeted questioning appropriate to need. Questions need to be planned and shared work is an ideal opportunity to pursue Why? Tell me more about... and How do you know? questions that make the thinking and learning clear to all. Pupils are required to explain their reasoning just as the teacher has done during the modelled session. Talk partners are one way of allowing pupils to rehearse their ideas before offering them to the wider audience.
Guided Work	This is an essential element in addressing individual needs in a small group context. Objectives can be adapted from those being addressed by the rest of the class. Guided sessions are an ideal way to personalise learning and can be used to catch pupils up or to push them on. Groupings are not permanent as pupils will be grouped according to a particular curricular learning need, not ability. The additional attention from a teacher in a small group is overwhelmingly popular with pupils.
Independent Work	This is useful when a task (linked to the lesson objectives) has sufficient challenge to reinforce or provide the next step, unsupported. Pupils can also work in pairs or groups on the task and may be supported by reference to prompts or ‘scaffolds’ (independent means without teacher/adult support, not just pupils working alone).
Plenary	This is useful at various stages throughout the episodes of a lesson as a means of allowing pupils to review progress and reflect on their learning. The final plenary is used to find out what next steps in teaching are required for the whole class and for individuals and groups within it. Like the shared session, the

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	plenary provides an opportunity to assess specific pupils through their feedback and response to questions. This helps the teacher to decide who might benefit from some specific guided work in future lessons. It also gives pupils greater clarity about the next steps in their learning.
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Appendix 7 – Outstanding teaching and learning

1. Can pupils make links between previous and new learning? Is there suitable context provided? Are cross-curricular links made?
2. How smooth is the transition from teacher input to group/individual work? Do pupils understand the task and settle to work quickly and easily?
3. Can pupils talk about what their learning objectives are and what the teacher is looking for (success criteria)?
4. Are pupils self-reliant, making the most of the choices they are given and taking responsibility for their own learning? Do they show initiative?
5. How well do pupils collaborate with others and contribute to group/whole class activities? Do they ask questions of each other, of the teacher or other adults, about what they are learning?
6. Are weak literacy skills preventing pupils' enjoyment and achievement in the lesson?
7. How well do pupils follow routines and expectations?
8. Is there effective differentiation and activities at appropriate levels? Are there opportunities for SEN pupils to go beyond expectations?
9. Are pupils involved in assessing their own learning and progress? Do they have targets and do they understand what to do to achieve them?
10. Is there useful dialogue between pupils and teacher, with formative oral feedback? Is the teacher alert to pupils' lack of understanding during the lesson?
11. How well does marking identify strengths and diagnose next steps to improvement?
12. What impact are any support staff having?
13. Does support staff have clear objectives for the lesson? Are they involved in the introduction/plenary sessions?
14. What are pupils with SEN *actually learning* as opposed to *doing*?

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15. Are they consolidating previous skills/knowledge/understanding **and** learning something?