



SEND Policy

(Special Educational Needs and Disability)

Date written / reviewed	October 2025
Date of next review	October 2026
SENCO	<i>S Kay</i>
Headteacher	<i>R Hammond</i>
Chair of Governors	<i>J Goodwin</i>
SEND Governor	<i>E Kay & S Southern</i>

POLICY COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was revised and developed in line with the revised code of practice (September 2014), by the school's SENCO with the support of the Governing Board and in liaison with the school's SLT. All teaching staff (Class Teacher and Learning Support Staff) were consulted on areas of the policy that reflect their main roles and responsibilities.

Name of SENCO: Miss Suzanne Kay

Member of SLT: YES

NASENCO status: Completed and Passed with Manchester Metropolitan University, July 2020

Name of SEND Governors: Mrs E Kay & Mrs Sarah Southern

The above staff members can be contacted at the school:

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Beliefs and Values:

Friezland Primary School is committed to providing an appropriate and high-quality education which gives all pupils the opportunity to realise their full potential and achieve success. We believe that all children, including those identified as having Special Educational Needs and / or a Disability (SEND), 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. At Friezland, **every teacher** is a teacher of SEND.

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.

Friezland Primary School is committed to inclusion. 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 needs and life experiences.

We believe that educational inclusion is about equal opportunities for all learners; whatever their age, gender, ethnicity, impairment, attainment or background.

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, emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. 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 short or long term challenges.

“A Family Committed to Making a Difference” is our school Mission Statement. The Friezland Family relates to all our stakeholders. We acknowledge that parents / carers know their child best and our person-centred approaches ensure that families are involved in all decision making about their child’s support. When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same ways, to make progress.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. Where appropriate and in ways that are accessible to them, they will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and key transition processes.

Our Aim:

At Friezland Primary School we aim to raise the aspirations and expectations for all our pupils with SEND. We provide a focus on outcomes for children and not just hours of OR additional provision / support.

Our objectives:

- To early identify pupils who may have additional needs, including a disability or a medical condition.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that there is a school SENCO who can support staff and the coordination of SEND within school.
- To create an environment that meets the needs of these pupils thus enabling them to participate in all areas of school life.
- To regularly assess and monitor the effectiveness of any additional to or different from provision following a, 'Plan, Do, Review' cycle.
- To operate a Person-Centred approach that puts the child and their family at the centre of the decisions that are made.
- To provide support, advice and regular CPD for all staff working with children.
- To liaise closely and effectively with all those involved with the child to ensure monitoring of progress and continuity of provision.
- To liaise effectively with those that will work with the child in the future at key transition points to ensure transition is successful.

Identifying Special Educational Needs

Special Educational provision is matched to each child's identified Special Educational Need. Children's education needs can be broadly thought of in the following four areas of need and support:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and / or physical needs

The purpose of identification is to work out what actions the school needs to take and not to try to fit a pupil into a category with a label. At Friezland School, we consider the whole needs of the child which will include areas other than those listed above. The following are additional factors which may impact on progress and attainment but are not specific SEN factors:

1. Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability and Equality legislation).
2. Attendance and Punctuality

3. Health and Welfare
4. English as an Additional Language (EAL)
5. Being in receipt of the Pupil Premium Grant
6. Being a Looked After Child (LAC)
7. Being a child of a serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour will be described as an underlying response to a need. At Friezland School we endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.

We use a variety of assessment tools, observations, discussions with the child and their family and liaison with external agencies to help accurately determine the needs of individual pupils.

Parent Partnerships

We believe that effective partnerships with parents / carers are the key to success. We liaise with parents about their child's provision and progress in the following ways:

- Through SEN reviews held termly for those pupils on the SEN register with specific targets shared.
- Through additional meetings with the Class Teacher and / or SENCO if parents or school request.
- Through the incorporation of the Voice of the Child (VOC), wherever relevant/possible.
- SEN coffee mornings
- SEN newsletter

Roles and Responsibilities

The school has a dedicated team who are committed to ensuring that the needs of all pupils are met.

The SENCO: Miss S Kay

The SEND Governors: Mrs E Kay & Mrs S Southern

Safeguarding & CP Designated Persons: Mrs R Hammond, Miss S Kay and Mrs B Lewis

The Safeguarding & CLA Governors: Mrs J Goodwin & Mrs E Kay

Designated Teacher with responsibility for CLA: Mrs R Hammond

Medical needs and the administration of medicine leads: Mrs R Hammond

Pupil Welfare, attendance & punctuality lead: Mrs R Hammond

A Graduated Approach to SEND Support

At Friezland, teachers are responsible and accountable for the progress and development of the ALL pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our graduated approach allows for careful observation and assessments of an individual's needs:

1. Good Quality Teaching (GQT), differentiation/adaptions for individual pupils, is the first step in responding to pupils who have or may have SEND.
2. The quality of teaching is regularly reviewed through termly observations and progress meetings. This includes reviewing and, where necessary, improving teachers' knowledge and understanding of strategies to identify and support vulnerable pupils.
3. Class Teachers and Teaching Assistants make observations and assessments and collate their findings in a 'Cause for Concern' log. This may also be prompted after a discussion with a parent.
4. The Class Teacher and SENCO then consider this information, alongside national data and expectations of progress in order to decide on the next steps. If parents have not already been informed of any school concerns, they will be at this point.
5. The decision to place a pupil on the School's SEND record is not taken lightly. Prior to this decision being made, adults will have regularly **assessed** the child's needs; **planned** appropriately; **implemented** the actions needed and, reviewed the **effectiveness** of any changes or intervention work. This process is called '**Monitoring**' and children can stay on for a maximum of two terms. The cycle of **ASSESS-PLAN-DO-REVIEW** is part of normal practice for teachers and the pupils in their care.
6. If a child does not make progress despite the above, then a child will be placed on the school register as '**SEN SUPPORT**'.
7. If expert advice is needed and this is not available internally, then external support may be required. The SENCO would complete the appropriate referral form and contact the key person within the LA. This may include: QEST advisory teachers, Educational Psychologists, Occupational Therapists, Speech & Language Team or a member of the Hearing Impairment Team. An 'Early Help' assessment may be completed if the family have identified needs that need additional support. (The school pays for external support from the Educational Psychology and QEST Teams).
8. Following further cycles of **ASSESS-PLAN-DO-REVIEW** an application may be made for a statutory assessment which may result in a pupil receiving an '**Education & Health Care Plan**'. For those pupils who arrive at Friezland with a plan or statement already in place, they will automatically be placed on the register as '**EHC Plan**'.
9. If a child with SEND makes sufficient progress so that they are no longer a concern (i.e. the gap between the child and their peers has narrowed or they no longer require additional and different), they may be removed from the SEND register. They would however, continue to be monitored through the schools termly assessment cycles.

Requesting a Statutory Assessment from the LA

If we feel that we are unable to meet the needs of a pupil through our own provision arrangements, the SENCO and Class Teacher would collect evidence which would support an application for an EHC Plan assessment. The request for this assessment could also come from parents. The Plan aims to bring together the child / young person's education, health and social care needs into a single, legal document. They must have an identified SEN to be eligible for a plan.

Further information about EHC Plans within the LA of Oldham, can be found by using the following link:

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1442/education_health_and_care_plans_ehc_plans

It is also available on the school's website via the 'Key Information' tab:
http://friezlandschool.co.uk/?page_id=1834

Supporting Young People and their Families

Friezland Primary school aims to ensure that our young people and their families feel supported. Our school website provides a range of information on how we and the LA support young people with SEND. This can be found via the 'Key Information' tab:
http://friezlandschool.co.uk/?page_id=1834

The school summarises their SEND offer in an annually reviewed, SEN Information Report which can be found on our website:

The LA SEN Offer can be found by visiting the following link:

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Friezland Primary School follows the admission arrangements as set by Oldham Local Authority. These can be accessed via their website:

<https://www.oldham.gov.uk/info/200327/admissions>

Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and young people with SEN, disabilities and complex needs. They work with Oldham Council, education, health, and other providers to make sure the service they plan to deliver meet the needs of disabled children and families. You can find further information here: <http://pointoldham.co.uk/>

Friezland Primary School has a Behaviour and Anti-Bullying Policy which can be accessed via our school website or a paper copy can be obtained via the school office.

At Friezland, we pride ourselves on our induction and transition arrangements across all Key Stages. This provision is personalised to suit the needs of the child.

The school has an Accessibility and Equality Plan which describes any current targets, strategies and outcomes of the school's successful accessibility planning approach. It can be accessed via our school website or a paper copy can be obtained via the school office.

The school has a Complaints Policy which can be accessed via our school website or a paper copy can be obtained via the school office.

Pupils 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 pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Where this is the case, school will work in partnership with the young person and their family in order to ensure appropriate provision and any required reasonable adjustments are in place.

Further details can be found in the School's 'Management and Administration of Medicines' Policy via the school website.

CPD and resources

The school SENCo regularly attends appropriate training, the LA SENCO Development Day (termly), the District SENCo Network meetings (termly). This ensures that they are kept up-to-date with local and national SEND updates.

The school's induction process for new staff, allows for time with the SENCo to discuss the school's provision, procedures and policies in relation to SEND.

The training needs of staff are identified and planned for through the process of appraisal and through the needs arising for any individual attending the school. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school receives funding for SEND in the following ways:

Element 1: *an amount of money for each pupil on roll at the school.* This is the core budget for the school and is used to ensure general provision for all pupils regardless of need.

Element 2: *notional SEN budget.* The school can receive an additional sum of money to help ensure effective provision for pupils with SEN. We endeavour to ensure that special educational provision is made to meet a child's SEN.

Storing and Managing Information

As a school, we are legally required to inform you as to the purpose of any data we hold in relation to you or your child. We must also inform you where we will hold the data, who will have access to, how long we keep it for and when we will delete / destroy it. This relates to any data we hold – whether on paper on our computer systems. On entry to Friezland, you will be required to give your consent to the holding, storing and sharing of this information.

Please be assured that we take every step to ensure the safety of this data in accordance with the General Data Protection Register (2018).

Each child's primary school record in relation to SEND is retained at the school for the length of time that the pupil remains on roll. Staff keep confidential information in locked filing cabinets or cupboards or on password protected / encrypted devices, including external hard drives.

Key pupil information is then transferred to the receiving school when they leave us. Any remaining information is either deleted from files or if paper-based, shredded. The information transferred may include:

- Admission forms
- Annual pupil school reports
- Referral to any external agencies along with any corresponding assessments and / or reports
- Any information that supports and EHCP application
- Any relevant medical, safeguarding or child protection information
- Any information relating to fixed-term or permanent exclusions
- Current assessment data- teacher assessment or formal assessments
- Key information which is deemed necessary to support an effective transition and ensure that receiving staff are informed appropriately with regards to the needs of the child

Monitoring and Evaluation

Policy and practice are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The provision will be monitored by the SENCo in conjunction with the Headteacher and SEND Governor. Monitoring may take the form of observations, planning or book looks or pupil voice collation. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The Headteacher's termly report to the Governing Board, details the current SEND overview at school and any key changes to school practice.

The personal development of the SENCo will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of this policy which is undertaken on an annual basis to ensure that current practice informs the policy. Where appropriate the views of pupils and parents are incorporated into the policy review and these views may be collated from pupil / parent questionnaires or PCR meetings.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the SEND Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil data	Most personal details e.g. DOB / address / contacts SEND / Medical needs details External practitioners details / reports / assessments	Support and monitor needs and progress of SEND pupils	Pupil / staff	HT holds electronic logs CPOMS Data is deleted / shredded as necessary	Held on File throughout a child's time at school SEND data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
		✓

This policy will be reviewed annually or sooner if legislation / school assessment systems change.