

Purston Infant School

SEND Policy January 2016



Our children deserve the best we can give

This policy is informed by the following legislation and aims to reflect the inclusive philosophy of the school.

- The Draft Special Educational Needs and Disability code of Practice: 0 to 25 years (April 2014)
- The Equality Act (2010)
- The Children's Act (1989)
- The Disability Discrimination Act (1995)
- Removing Barriers to Achievement (2004)
- Special Educational Needs and Disability Act 2001 (including 2005 amendments to the Disability Discrimination Act).
- LA Policy and Guidelines.
- School Admission Policy
- Purston Infant School SEN Information Report

## **Rationale**

Purston Infant School is committed to providing an education that includes and stimulates all children, regardless of ability. We have children with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some children will need extra support and adaptations to access the school curriculum and to participate in school activities. This policy gives details of our approach and action we may take to support the children in our care.

## **Aims**

- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs (SEND).
- View our SEND provision as an ongoing, developing process.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and are sensitive to the needs of all children, teaching children in a way that is more appropriate to their needs.
- Incorporate Special Educational Needs procedures including individual education plans (IEPs) into curriculum planning and make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Continue to develop effective partnerships between school, parents and carers and outside agencies. To work in partnership with parents, children and relevant external agencies in order to provide for children's special educational needs
- Encourage children, parents and carers to participate in decision-making.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression.
- Ensure all involved with children with Special Educational Needs work as a team with the Mission Statement in mind.
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have and give every child the entitlement to a sense of achievement.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To regularly review the policy and practice in order to achieve best practice.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- ensures appropriate provision is made for any child with SEND.
- reports annually to parents on the school's policy for children with SEND.
- ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- appoints a representative of the governing body to oversee SEND provision.
- ensures discussions with parents regarding SEND matters at relevant meetings.

### **The Head Teacher**

The Head Teacher, is responsible for the day-to-day management of all aspects of the school's work, including provision for Special Educational Needs. The Head Teacher, in liaison with the SENDCO, keeps the Governing Body informed of all developments with regard to SEND.

### **The SENDCO**

Mrs Geeson is our SENDCO (Special Educational Needs Coordinator). She works with the Headteacher and staff to oversee the provision for children with special educational needs.

#### **The key responsibilities of the SENDCO include:**

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the Graduated Approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all children with SEND accurate and up to date

### Teachers:

All staff are aware of the school's procedure for identifying, assessing, monitoring and making provision for children with special educational needs. They carry out these procedures with children in their class, under the direction of the SENDCO.

As outlined in the Code of Practice (2014) we aim to use our best endeavours to ensure that such provision is made for those who need it. 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

### Quality First Teaching

All children should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that 'Teachers must set high expectations for every child, whatever their prior attainment'. All teachers of SEND children have a responsibility to:

- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and remove barriers to achievement. In many cases, such planning will mean that children with SEN and disabilities will be able to study the full national curriculum.
- Maintain records and assessments for children with SEND.
- Plan for provision and differentiation.
- Provide OPPs in liaison with support staff, children, parents and carers and SENDCO (when necessary).

### Teaching Assistants:

- Liaise and plan with teachers and SENDCO for the provision of children with SEND.
- Record/report on provision and progression of children.

### Definition of Special Educational Needs and the Four Areas of Need. (As stated in the Revised Code of Practice July 14)

A child has SEND when their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to children of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### **Broad areas of need (As outlined in the SEND Code of Practice July 2014)**

Children's needs and requirements may fall into at least one of four areas though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND Register or both. Children whose difficulties are solely due to home language differing from the language in which s/he is taught are not identified as having SEND.

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our School has clear processes to support children, including how we manage any disruptive behaviour so it does not adversely affect other pupils (see Behaviour Policy).

### **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (See Accessibility Plan for further details)

### **SEND Support In School**

Where a child is identified as having SEND, school may take action to remove barriers to learning and put effective special educational provision in place. It is particularly important that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life. This SEND support may take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child 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 SEND of children.

## **The Graduated Approach**

### **School Support**

Children of all abilities are supported through high **quality first teaching**. Where a child is seen to have additional needs school may provide additional support such as:

- Some additional small group support with a teacher or a Teaching Assistant.
- Additional resources/Intervention groups eg word banks, number squares, Time to Talk, Musical Interaction and Co-operative games.
- Teaching activities to be adapted to the preferred learning style of the child, eg a multi-sensory, practical approach or use of visual cues
- Use of ICT to support learning
- Individual behaviour systems/charts
- Adaptation of the Curriculum or classroom
- Alternative methods of recording e.g. pictures, cut and stick activities, ICT

### **One Page Profiles (OPPs)**

Children identified as having a Special Educational Need will have a One Page Profile which will have targets for the child's progress. These are reflected in teacher's planning and reviewed termly. All relevant personnel and interested parties are invited to contribute to the review process.

OPPs may include;-

- starting points
- the short-term targets set for or by the child
- the teaching strategies and resources to be used
- additional provision (who is providing it, what it is and how much)
- timescales to achieve targets
- when the plan is set to be reviewed
- evaluation at the end of the timescale

### **SEND Support:**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school should consider involving specialists and completing a 'My support Plan'.

#### **Involving specialists**

School may involve specialists at any point to advise on early identification of SEND and effective support and interventions. School should always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. Children and parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The school works with a range of external agencies and uses them effectively to support children with SEND. These include:

- Educational Psychology Service
- Learning Support Service

- Speech and Language Therapy
- Behaviour Support Service
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- Sensory Support Service including Visual and Hearing Impairment Team
- School Nurse
- Other medical professionals

### **My Support Plan:**

For children who have OPP's and receive support from other specialist professionals a 'My Support Plan' is completed. The My Support Plan draws together the views of the child, parents, school and professionals. It details targets and outcomes to support the child's learning and development and may indicate ways in which our school can best meet the child's needs.

### **Education Health and Care Plan (EHC):**

For children who have a significant and/or complex level of need, as assessed by school staff and outside agencies, we will speak to parents to ask them whether they will give consent for the initiation of a Statutory Assessment (this only applies to a very small number of children, approximately 2%)

The majority of children with SEN or disabilities will have their needs met within local mainstream early years settings or schools. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan

The purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which our school can meet the child needs without an EHC plan.

Following a request for an EHC needs assessment, or the child having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parents or to the young person within 6 weeks of receiving the request.

### **Reviewing an EHC plan**

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months.

### **The Four Part Cycle-**

This is the process that underpins our practice.

#### **Assess**

In identifying a child needing SEND support the class teacher, working with the SENDCO, may carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress,

attainment, and behaviour. If the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools will take seriously any concerns raised by a parent. These will be recorded and compared to assessment and information on how the child is developing. This assessment should be reviewed termly.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform our assessments.

### **Plan**

Where it is decided to provide a child with SEND support, the parents **will** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. All teachers and support staff who work with the child will be made aware of their needs. The support and intervention provided should be selected to meet the outcomes identified for the child.

Parents, via review meetings, should be fully aware of the planned support and interventions.

### **Do**

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents.

### **Parents and Carer Participation**

The school actively encourages and recognises the rights of parents and carers in terms of their involvement in the provision of their child's special educational needs. With reference to the graduated response we work in partnership with the parent or carer in decision making regarding the methods by which their child's needs will be met.

### **Child Participation**

The school actively encourages the involvement of children in their education. We aim to further develop the child's self-confidence and self-esteem and encourage the child to comment on SEND provision using an appropriate medium.

This approach is often referred to as a **person-centred approach**. By using this approach within a family context, professionals and local authorities can ensure that children and parents are involved in all aspects of planning and decision-making.

### **Confidentiality and Information Sharing**

The school, and all members of staff at the school, will ensure that all data about children is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.



All teachers have an SEND file which must be kept up to date by Class Teachers. These are kept in an accessible but secure place.

Confidential information is kept by the Headteacher or SENDCO in a secure place.

### **Admissions**

Where a child or young person has SEND but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see below). The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

**must** consider applications from parents of children who have SEND who do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

**must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs

**must not** refuse to admit a child on the grounds that they do not have an EHC plan

### **Transition**

We liaise with feeder nurseries to ensure smooth transition of children with SEND. We also value the importance of developing effective relationships with junior schools particularly St Thomas Junior School, to which the majority of our children transfer. When a child moves to another primary school all relevant information including IEPs is forwarded as soon as possible.

### **Local Authority Network Meetings**

The SENDCO attends termly Pyramid meetings led by Learning Support Service. These sessions provide up to date information with regards to 'The SEND Information Report' and statutory requirements of SEND provision in school. She then feeds back information to other school staff. Changes to policy will be referred to the Headteacher and Governing Body.

### **Staff Training**

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEND issues through a comprehensive system of staff training.

Some training is carried out within school during Staff meetings, INSET Days and other training is external.

### **Monitoring, Evaluation and Review of SEND Policy and Guidelines**

This policy will be monitored and reviewed by the SENDCO, Headteacher and Governing Body.

Signed: Sarah Geeson - SENDCO :

Signed: Lynn Tesh - Headteacher:

Signed: Derrick Taylor – Chair of Governors:

Date: January 2016