



Special Educational Needs and Disability (SEND) Policy

1. INTRODUCTION AND CONTEXT

This policy is designed to promote the successful inclusion of pupils with special Educational needs and disabilities at Alverstoke Infant School.

The SENDCo is the Deputy Head teacher and she is responsible for managing the school's response to the provision which is made for children and young people with SEND. The SEND Governor is Nicola Pendleton. The SENDCo is a member of SLT and provides professional guidance and support to colleagues and works closely with staff, parents and other agencies.

At Alverstoke Community Infant School we welcome children with special educational needs as part of our inclusive approach and we strive to ensure that all children have equal access to the curriculum in order for them to reach their full potential. We believe that all children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.

2. OUR AIMS

At Alverstoke Infant school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and make them feel a valued member of the wider school community. We aim to offer and provide an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities.

We aim to ensure:

- That pupils with SEND receive the personalised support they need and are given full access to a broad, balanced and relevant education
- Provide an ambitious educational and wider outcomes will be set for them with parents and with the child
- To involve parents in supporting their child's education, both in school and the home environment
- Ensure effective liaison within school, with parents and outside agencies in order to fully meet the individual needs of each child
- All children have the ability to learn and make progress when given the right opportunities and resources
- To seek and take account of children's views where appropriate by means preferred by the child.
- Support with the transition on to the next phase of their educational journey
- Raise the aspirations of and expectations for all children with SEND

3. OUR OBJECTIVES

To reach these aims these are our objectives.

Our objectives are to:

- identify children with Special Educational Needs or Disabilities (SEND) as early as possible to enable appropriate provision is made to enable full and inclusive access to the curriculum
- work within the statutory guidance provided in the SEND Code of Practice, 2014
- operate an inclusive “Quality First Teaching” approach to the management and provision of support for special educational needs
- provide support and advice for all staff working with children with SEND with quality CPD from the SENDCo and other agencies
- give children individual programmes of work discussed with their parents so they can be supported at home
- give children opportunities to discuss their views about their programme of work and support
- have a school environment that welcomes and encourages cooperation and understanding between all members of its community
- have excellent working relationships with outside agencies and feeder schools to support children

4. ROLES AND RESPONSIBILITIES

The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCPs).

The SENDCo, in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the attainment and progress of children with SEND. The SENDCo takes day-to-day responsibility for the provision made for individual children with SEND, working closely with staff, parents, careers and other agencies.

The Special Needs Co-coordinator responsibilities include:

- overseeing the day to day operation of the school’s SEND Policy
- advising and supporting colleagues providing support for staff when needed
- coordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- ensuring that appropriate short term targets are in place through individual education plans following the graduated approach of assess, plan, do review
- overseeing and disseminating records and updated agency reports of all pupils with SEND
- ensuring effective liaison with parents of children with SEND

- liaising with external agencies including Hampshire Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies
- monitoring the progress of SEND children through regular discussion with staff on qualitative and quantitative data
- meeting termly with all LSAs to co-ordinate SEND provision and to provide training to lead effective interventions
- liaising with the relevant Designated Teacher where a looked after child has SEND
- arranging other consultations with individual LSAs as the need arises
- overseeing the records on all pupils with special educational needs
- contributing to the in-service training of staff
- 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 Head teacher 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 pupils with SEND up to date electronically

The Governing Body is responsible for:

- reporting to parents annually on the school's policy on SEND
- evaluating the SEND policy in terms of its effectiveness in identifying children, meeting individual needs and staff training
- securing provision for all children with special educational needs
- ensuring that teachers are aware of the importance of early identification and provision for children with special education needs
- ensuring that children with special educational needs have the opportunity to participate in all school activities, as far as reasonably possible and practical

All Governors are aware of their role and responsibilities with regard to the SEND Code of Practice. The governing body has a collective responsibility and corporate statutory duties for children with special educational needs. The Governing Body has

appointed a specific governor to closely monitor the school's support for children with SEND.

The Head Teacher is responsible for:

- the day-to-day management of provision for children with SEND
- keeping the governing body fully informed and working closely with the SENDCo.

The Class Teacher is responsible for

- ensuring that all children have quality first teaching
- ensuring that pupils with SEND are receiving differentiated activities and tasks suited to their needs
- that interventions planned are being delivered to meet the needs of the child
- the day-to-day implementation of short term targets
- being fully aware of the school's procedure for identifying, assessing and making provision for pupil's with SEND

5. ADMISSION OF CHILDREN WITH SEND

The governors will admit any pupil whose Education, Health and Care Plan (EHCP) names the school. Where possible such children will be admitted within the PAN. Children with SEND without an EHCP will apply as per the usual admission process detailed in our Admission Policy.

6. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEND

At our school we use the definition for SEN and for disability from the SEND Code of practice (2014).

SEN:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

Disability:

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day***

Identification of area of Needs

The special educational needs and disability code of practice: 0 to 25 years identifies 4 broad areas of need.

Communication and interaction

Children and young people 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.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health

Children and young people 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.

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

We recognise that early identification on entry to the school is a priority if we are to meet the individual needs of children with special educational needs. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early, working closely with parents.

We know if a child needs extra help through:

- looking at records and profiles from pre-schools or previous schools
- our own tracking of each child's progress
- talking to parents about their concerns
- reference to Hampshire's criteria for SEND
- teacher assessment and observations
- medical records
- screening procedures such as the Dyslexia Early Screening Test (DEST)
- assessments for specific areas i.e. Salford for reading
- Outside agency assessment and advice

7. A GRADUATED RESPONSE TO SEND

Our school has a graduated approach to the management of children with SEND. There is a record for each child, in school, currently identified as having SEND. These records may include Individual Education Plans (IEPs) or personalised target plans. Some children will have an Educational Health Care Plans (EHCPs) and relevant reports from outside agencies such as Speech and Language Therapy or Educational Psychologist reports. IEP/target plans are working documents setting short term targets that are specific to an individual. These are monitored and are reviewed at least termly by the class teacher with the SENDCo monitoring these. All special needs information is passed on to the next class teacher or receiving school on transition.

Any children who are falling significantly outside of the range of expected academic achievement will be monitored. Once a child has been identified as possibly having SEND they will be closely monitored by the class teacher in order to assess their level of progress and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Teachers will complete a Cause for Concern form which details what has been tried so far to share with SENDCo.

The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class, along with looking at work and possibly directing specific assessments to be made.

Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

If a child is being monitored due to concern by parent or teacher this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally, during parents' evenings or other meetings as necessary.

The aim of formally identifying a child with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an **ongoing cycle** to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher working with the SENDCo and the child's parents, will carry out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. As a result of this assessment interventions and support will be planned.

If the child does not respond to the intervention and support and if after further assessment there is still cause for concern and their needs fit the Hampshire SEND criteria the child is placed on the SEND Register as SEND support and will have a personalised learning plan or SEND support plan. It is the responsibility of the class teacher to carry out the support and intervention set down in the SEND support plan. They will for the most part, be carried out by the school, in the classroom, using additional adult support and resources.

If after an agreed time scale there are still concerns over progress and attainment, alternative interventions will be put into place and if needed outside agency involvement will be sought after discussion and agreement from parents.

Plan

Where it is decided to provide SEN support and having formally notified the parents, the teacher and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. All teachers and staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies and approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the child and provided by teachers and assistants with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

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

The impact and quality of the support and interventions should be evaluated, along with the views of the parents. This should feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

Referral for an Education, Health and Care Plan

If the strategies employed at this level do not result in an improvement in the child's learning, then a statutory assessment might be requested.

If a child has lifelong or significant difficulties they may undergo an Education Health Care plan process which is usually requested by the school but this can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of

the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

8. CRITERIA FOR EXITING THE SEND REGISTER

Once a child has made good or accelerated progress and children whose identified needs are no longer cause for concern are removed from the SEND register.

Children who make progress which means they are no longer on the SEND register will continue to be monitored. Transition settings would also be informed of a child's previous SEND even if they have been removed from the register.

Parents will be involved in the consultation and informed of their child's development.

9. SUPPORTING CHILDREN AND FAMILIES

We encourage an open dialogue with parents and will use informal as well as formal opportunities to provide you with information, strategies and resources that may support your child's development.

During parents evenings and at any other times during the school year as necessary the class teacher will be able to share with you information about your child's progress, next steps in learning and what you can do to help your child at home. The SENDCO may meet with you to discuss strategies to use if there are difficulties with behaviour or learning to ensure consistency and share what is working well.

The child's teacher will initially discuss concerns with parents that they may have. They may then:

- discuss the concerns with the SENDCO
- plan additional support the child may require
- set targets for the child
- arrange to have a structured conversation to discuss ongoing concerns and progress being made towards meeting targets
- discuss any referrals to outside agencies and professionals

There are three Parent Evenings throughout the year and we encourage all our parents to attend. There will be opportunities for parents to be involved in reviewing SEND support Plans and targets for their child.

If a child is having additional support by means of an intervention because they are below Age Related Expectations (ARE), then a letter will be sent to parents to inform them of this. Parents are then offered the opportunity to discuss this with the class teacher or SENDCO and also to watch these interventions so support can be replicated at home.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance. Further information on this can be found in our school policy 'Supporting pupils at school with medical conditions'.

(Refer to ‘Supporting pupils at school with medical conditions (2014)’: statutory guidance from the Department for Education).

10. MONITORING AND EVALUATION OF SEND

The progress of all children on SEND register is monitored each half term to ensure that provision is effective and that children are making progress. The impact of support and interventions is also closely monitored. Children are discussed on an individual basis at pupil progress meetings half termly. The SENCO meets termly with the SEND Governor to track the progress of children with additional needs to ensure the school fulfils its obligations and the provision and interventions are having maximum impact.

Parents are welcome to come into school to discuss their child’s learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the SENDCO or both. A child with SEND will have their own individual targets outlining the support that is provided and the interventions or programmes which may be used. Parents will be invited in to review the targets when written and agree or make changes as necessary. The targets are achieved or modified regularly by the class teacher and the Learning Support Assistant.

11. TRAINING AND RESOURCES

The school promotes regular in-service training for all staff to learn about the most recent strategies, developments, requirements and legislation. The SENDCO takes every opportunity to extend her knowledge and expertise through both short and long term courses. The SENDCO holds regular meetings with staff to collaborate, advise and develop their role of supporting children with Special Needs, as well as monitoring and sharing good practice throughout the school.

Professional development is valued and staff regularly attend training courses and any new information and skills are fed back to staff at Learning Support Assistant meetings. The SENDCO leads Inset training for Learning Support Assistants and regular CPD is provided to train staff when appropriate. When preparing for a child who may have special educational needs coming to our school, we will endeavor to train relevant staff in order to meet individual needs. The SENDCO regularly attends network meetings, SEND update meetings and the annual SEND conference.

All staff have access to specialised help and the support of the SENDCO with SEND children in the classroom. This help may include training and support by the SENDCO, Teacher Advisors for SEND, Hampshire Educational Psychology Service and Behaviour Support Team. Training is also provided from these agencies.

The school has a wide range of resources to support children with SEND. These are regularly audited and updated to meet the needs of all children. If specialised teaching equipment is required this is purchased from the SEN budget and can be used by any member of staff to support children’s needs. Other specialist equipment can be loaned from advisory teachers.

12. ACCESSIBILITY

We have a wheelchair accessible entrance. We have an accessible toilet to facilitate manoeuvrability for wheelchair users; this is in the entrance area. There is an allocated disabled parking bay in our car park.

13. DEALING WITH COMPLAINTS

We aim to maintain a close working partnership with parents and carers and, if parents are concerned about any aspect of their child's education, they are encouraged to approach their child's class teacher, the SENDCO or Head teacher. We will try to address any concerns you have immediately so please do this at the earliest opportunity. Concerns will always be listened to, and we will work with you to agree the best way to support your child.

If you have concerns after discussions with the Head teacher and matters cannot be resolved, parents/carers would be advised to write to the Chair of the Governing Body outlining their concerns.

14. REVIEWING THE POLICY

The Policy is reviewed annually by the SENDCO, Staff and Governors. It will also be with consultation from parents of SEND children if any significant changes are to be made.

15. LINKED POLICIES

- SEN Information Report available on the school website
- Bullying Policy
- Complaints Policy
- Equality Policy
- Behaviour Policy
- Supporting pupils at school with medical conditions

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.66 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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Accessibility Plan
- Teachers Standards 2016
- Keeping Children Safe in Education 2021
- This policy was created in line with DfE and Hampshire County Council guidelines by the school's SENDCO in discussion with the SEND Governor, in liaison with the SLT and all staff.

Reviewed by Governing Body: October 2022

Next Review: October 2023