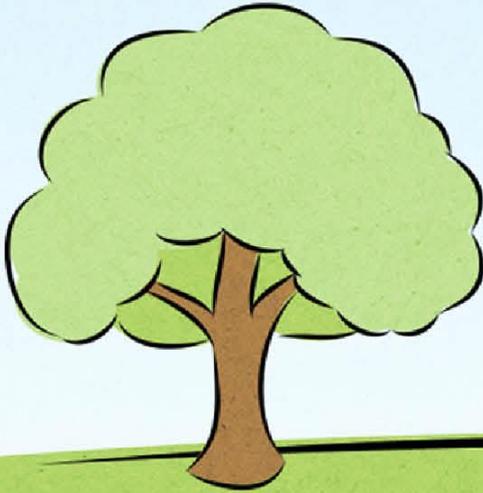




Glenfield Infant School



SEND Policy

Revised: January 2023

Review date: January 2025

Signed: Clare Bradshaw

Date: January 2023

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

This policy accords with the following legislation:

- SEN Code of Practice 2014
- SEN and Disability Regulations 2014
- Children and Families Act 2014
- Equalities Act 2010
- Disability Discrimination Act 2006

Aims:

Our school aims to provide a welcoming, inclusive environment which realises each child's potential providing equality of opportunity and high achievement for all children. Best endeavours are used to secure the highest possible attainment for the child and ensure the pupil is ready for the next stage of education. To achieve this, we provide a variety of support tailored to the needs of children with Special Educational Needs and Disabilities ("SEND") to increase their participation in learning and their entitlement to the curriculum.

Our provision ensures that:-

- children with SEND, experience success in learning and are fully included in school life
- children with SEND, like all other children, are admitted to school after consultation with parents and previous settings;
- all children are enabled to access a broad, balanced, relevant and effective education suitable to their age, ability and aptitude;
- parents and children are actively involved in their SEND provision;
- pupils are supported to manage their own behaviour
- a graduated approach is used matching provision to the children's needs (see appendix 1);
- a full range of advice, resources, services and outside agencies is offered where appropriate.
- our school policies and practices show regard to the DfES Revised SEN Code of Practice and will be revised and updated to reflect changes in school priority or legislation and the School Development Plan.
- in accordance with the Disability Discrimination Act 2006 we will strive to enable disabled children and parents to access the school services (see Annex 1)
- children will not be regarded as having a learning difficulty/SEND solely because the language of their home is different from the language in which they will be taught

WHO ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

The definition of SEN as set out in the SEND Code of Practice (2014) is as follows:-

A child that “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 or mainstream post-16 institutions”.

All children may experience some difficulties at any stage of their school life and these are usually short term. This policy is specifically concerned with those children experiencing significant, longer term or more complex difficulties in learning.

The four broad areas of SEND include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental Health Difficulties
- Sensory and/or Physical Needs

These give an overview of the needs that may need to be planned for. An individual may often have needs in multiple areas for example a child with an ASC (Autistic Spectrum Condition).

ADMISSIONS AND TRANSFER

All children are welcomed to our school, irrespective of race, gender, creed or disability. Parents are welcome to discuss particular concerns with their child’s class teacher and then the Inclusion Leader/Headteacher, including any concerns over physical access.

Children with SEND, like all other children, are admitted to school after consultation with pre-school and previous school settings.

When children move schools their records are transferred as soon as possible which includes SEND information, e.g. Individual Education Plans (“IEPs”)/Passports to Success and details of any intervention programmes.

When transfer arrangements are made in advance, eg to junior school, close liaison and sharing of information occurs in the term before transfer to enable appropriate planning by the receiving school.

Prior to school entry parents meet school staff to share information and pre-schools also contribute their knowledge. When a child with suspected or known SEND/Disability is due to come into school, we will contact involved parties in order to become more informed and prepared to support or monitor children, as appropriate. For children joining the school with an Education Health Care Plan (EHCP) already in place, it may be necessary to have a transition meeting (with professionals and parents) prior to arrival to put together an action plan to ensure the child’s needs are going to be able to be met at the school and transition is as smooth as possible.

ONGOING IDENTIFICATION AND ASSESSMENT OF NEED

As part of usual school arrangements for all children, teachers and the Senior Management team regularly monitor pupils' progress in an ongoing and continuous way to help effective teaching and management of learning.

Teachers make judgements about children's performance based on the Government guidance in the Development Matters (Early Years) and National Curriculum statutory requirements and end of key stage assessment frameworks.

Those children whose academic or personal, social and behavioural attainment persists in falling significantly outside the expected range may have SEND.

Early identification helps to set up support sooner. This information may be gained by school through parents, pre-school or past school settings, or professionals from the range of services.

The school use the graduated approach to identify SEND needs of children using a plan, do, review cycle as a child moves up the stages (see appendix 1). Once a child has been identified at stage 4, they will be added to the SEND register as they are now requiring targeted individualised support. This will be in full consultation with parents.

The Inclusion Leader creates an up to date SEN register to identify the children with SEND needs in the school identifying their areas of need. If a child's needs change during their time at the school and the definition of SEND is no longer applicable, the child may be removed from the SEN register. However they will be closely monitored during pupil progress meetings to ensure their needs have not changed.

Where children need additional support in learning or behaviour this is summarised on a Passport to Success. A Behaviour Response Plan and Risk assessment may also be necessary to help support behaviour (see behaviour policy). Parents are regularly involved in discussing their child's progress and needs, including targets, at parent meetings each term and when new targets are set.

A Passport to Success outlines the child's strengths, barriers to learning, successful strategies to use for the individual and details their provision and targets. It contains realistic, achievable targets to effect improvement and summarises the frequency and nature of the support given.

For children with a high level of need the Local Education Authority (LEA) may be contacted by the parent or school to draw up an EHCP (Education, Health and Care Plan) at stage 5 of our graduated approach. This replaces previous statutory assessment/statementing process.

CURRICULUM AND INTEGRATION

Work in the classroom is adapted to make it accessible and relevant to all children across the full range of ability. Our groupings are flexible - children may spend some time each day working in ability groups, and other times may work in mixed ability groupings. Individuals or small groups of children may be withdrawn from class to take part in supported activities – this happens sensitively and flexibly, to best meet needs.

Careful consideration is given to classroom organisation, teaching materials, learning style, the environment and differentiation to determine how to respond to children's needs most effectively to provide individual learning against an entitlement to a broad and balanced curriculum.

All pupils are integrated into the life of the school.

THE ROLE OF THE GOVERNING BODY

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and ensures that the necessary provision is made for any pupil with SEND.

Appropriate staffing and funding arrangements are established and a general overview of the school's work is maintained. There is a named Governor for Special Educational Needs and Disabilities called Richard Ford.

THE ROLE OF THE HEADTEACHER

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND, the allocation of resources and the School Development Plan, and keeps the Governing Body well informed.

THE ROLE OF THE INCLUSION LEADER

The Inclusion Leader oversees the daily operation of the school's SEND Policy, co-ordinating the provision for children, liaising with and advising teachers, managing assistants, overseeing SEND records, liaising with parents, contributing to in-service training of staff and liaising with outside agencies.

At EHCP and school support level, the Inclusion Leader manages support from outside agencies (where applicable), supports assessment and planning, monitoring and reviewing actions taken. An annual review meeting for the individual child will also be held annually if the child has an EHCP.

THE ROLE OF THE CLASS TEACHER

Class teachers (alongside the Inclusion Leader) initially identify children who may have SEND through our graduated approach (see appendix 1). They plan and implement the delivery of the National Curriculum flexibly to meet the needs of children in the class, including group and individual Passports to Success with interventions additional to, or different from those provided for others. These are monitored termly by the Inclusion Leader.

The class teachers manage, plan for and support assistants in working with children on a daily basis. Teachers remain responsible for working with the children on a daily basis. The Inclusion Leader and class teacher have termly meetings to discuss the children's needs and impact of interventions. This is in addition to school Pupil Progress Meetings.

THE ROLE OF THE TEACHING ASSISTANT

(Sometimes known as Learning Support Assistant (LSA) or Teaching Assistant (TA) or Classroom Assistant (CA) or 1:1 assistant).

Assistants work with individual and groups of children with SEND on a daily basis. They help to plan, implement and evaluate these learning programmes, and they also support the learning of all abilities of children in the class. Assistants consult with each other, school-based staff and outside agencies.

Family Support and ELSA

We are aware that some children may lack readiness to learn within a classroom environment due to their social, emotional and behavioural needs. To ensure that we meet the needs of these children, our school has Mrs Spake our Family Support Worker, who is also ELSA (Emotional Literacy Support Assistant) trained, to help support the children with their social, emotional or behavioural needs. Mrs Spake may work with children 1:1, in a small group or in a classroom environment to address these needs and help to ensure they are ready to learn in the classroom. Mrs Spake also works with families in school to support behaviour, attendance and access to other services.

PARENTS/CARERS

We value the important role of the parent in their child's education and we ensure that regular opportunities are made available to share their knowledge, express their views and make their concerns and needs known. This is through informal daily contact with the class teacher/assistant in their child's class and through more formalised meetings on a regular basis. Parents'/carers' views and consent are sought in reviewing their child's progress and in the involvement of outside agencies.

Parents/carers can also meet with the Inclusion Leader/Headteacher, as well as other agencies who may be involved.

We aim to support parents in taking an active role and to advise and support them during decision-making processes about SEND provision.

The Southampton Special Educational Needs and Disability Information Advice and Support Service (SENDIASS service) can provide further advice and information for parents relating to SEND. For more information about Local Authority services please refer to the local authorities' Local Offer or the school's SEND Information Report.

CHILDREN WITH SEND

In accordance with Code of Practice* we consider and value the views of the child when drawing up Passports to Success. We support children in setting and evaluating their own targets for learning/behaviour. If the child feels they have some degree of control with regard to their learning or behaviour, it will help to raise their self-esteem and give them the motivation to succeed.

*"From an early age pupils with SEND should be actively involved at an appropriate level in discussions about their IEPs (Passports to Success), including target setting and review arrangements, and have their views recorded."

MANAGEMENT

The Inclusion Leader/Headteacher are informed and kept up-to-date with SEND issues. Updates for staff are given at regular Staff Meetings.

The Management team discuss key issues regarding the needs of the children in the school. staffing levels, resources and curriculum provision.

RESOURCES

The majority of funding for children with SEND is devolved to schools through regular budgeting arrangements by the EFA.

Most of this is used by the school to employ staff to work with children with SEND, ie the Inclusion Leader and a team of assistants.

Funding is also spent on resources for children with SEND and on training to develop the skills of staff working with them.

EVALUATION

Passports to Success are updated regularly and reviewed at least termly, with children and their parents. These are monitored by the Inclusion Leader who offers support to teachers to set targets and plan provision.

Outside agencies are approached for support to match children's needs and recommendations acted upon. Parents are kept fully informed and have opportunities to meet with outside agencies.

Children's progress is reviewed by regular teacher assessment and through regular analysis of school tracking documents to ensure that interventions are making an impact. Staffing and support programmes are regularly adjusted to best meet pupils needs.

The Inclusion Leader/Headteacher reports termly to the Link Governor on SEND register updates.

The implementation of the SEND Policy is also evaluated by the Leadership and Management Team which discusses issues regarding the needs of individual children, staffing levels, resources and curricular provision.

PRIOR TRAINING/EXPERIENCE

The school is committed to developing each member of teaching staff in line with new issues/initiatives

Most teachers and assistants have had training in the following areas:

- Literacy and Numeracy support for children with SEND
- Emotional and behavioural difficulties
- Autism Spectrum Condition
- Speech and language
- Makaton training
- Trauma Informed training

All assistants are experienced in their roles and have worked with children with a variety of difficulties. The inclusion leader has the National Accreditation for SENCos award.

COMPLAINTS

If you have a concern or complaint, in the first instance this is shared with the class teacher. If you feel that the situation needs further involvement, you can talk to the Inclusion Leader/Headteacher. If parents are not satisfied by the way the school is addressing the problem, they may appeal to the Chair of Governors, or the Governor responsible for Special Needs and Disability and/or the Trust. This is best done in writing.

Please see the school Complaints Policy in the Prospectus and be aware that the SENDIASS Service can offer information and advice relating to Special Educational Needs for parents.

Contacts: Chair of Governors/SEND Governor Name: Mrs Sam Coote/Mr Richard Ford

RELATED POLICIES

- Anti Bullying Policy - Children with SEND may be vulnerable to bullying. Bullying of any kind will not be tolerated at Glenfield infant School. Any incidents will be dealt with promptly and effectively.
- Behaviour Policy
- SEND Information Report
- Restraint Policy
- Equal Opportunities Policy

Annex 1

DISABILITY

In accordance with the Disability Discrimination Act 2006 to ensure the inclusion of all disabled members of the school community we will

- increase access to the curriculum through the development of staff expertise, ensuring specialist support is accessed where available
- make reasonable adjustments to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and extended services
- improve the delivery to disabled pupils of information that is provided in writing ensuring that all information is accessible to everyone in our school community
- encapsulate all of the above in our school improvement plan

Again if you have any concerns or complaints, please refer to the 'Complaints' section of the main SEND and Disability Policy.

Inclusion Leader: Clare Bradshaw

Policy Reviewed : January 2023

Next Review: January 2025

Appendix 1: Graduated Response Document:

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> • High quality teaching – using the Hamwic Teaching & Learning Handbook • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support (e.g. cut away, workshops) • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access • Use Inclusive teaching checklist as a quality assurance tool & evidence of high-quality teaching • Wave 2 -Teacher/TA led Classroom based interventions from school menu <p>Cause for Concern recorded</p>	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps • Inclusive teaching checklist 	Class Teacher SLT -Through observation & learning walks

3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: <ul style="list-style-type: none"> Investigation of strengths and needs Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment Targeted support within class through small groups and working individually with an adult Additional group or individual programmes to individual learning 	<ul style="list-style-type: none"> SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) 	Class Teacher SLT SENCo SEN Governor
		<p>needs e.g. alternative methods of recording</p> <ul style="list-style-type: none"> Tools and resources to support access Differentiation of the curriculum Evidence based interventions delivered individually or in small groups between 8-20 weeks, Outside of the classroom from school menu <p>Cause for Concern recorded</p>	<ul style="list-style-type: none"> Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress meetings with SENCo Assessment for Learning systems used to identify strengths/gaps Intervention records completed weekly to record progress 	
4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 – 3: <ul style="list-style-type: none"> Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services, Health colleagues, CAMHS. High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Education Plan reviewed at least termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum Use of individual provision checklist to evidence impact of provision <p>Cause for Concern recorded</p>	<ul style="list-style-type: none"> Pupil Passport Individual Education Plan with at least termly review IEP Progress Forms Progress meeting with SENCo Intervention identified on whole school provision map. SENCo monitoring provision through individual provision checklist 	Class Teacher SENCo SLT SEN Governor Agencies – if providing targeted Intervention
	Request for a Statutory Assessment	Using all above as evidence to support the request	<ul style="list-style-type: none"> Use of EHCP Criteria a checklist 	

5	Provision over and	In addition to Stages 1 – 4:	<ul style="list-style-type: none"> • Annual Review Meeting 	Class Teacher
	<p>above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Personalised provision as identified in EHCP • Multi-professional planning and coordinated support e.g., E.P. Service, Outreach Services, Health colleagues, CAMHS • Outcomes broken down in to targets • Long term targets broken down into short term • Short term targets broken down into Classroom SMART IEP Targets. • Individual modifications to the curriculum • Access to an adapted environment if appropriate • Personalised curriculum if appropriate 	<ul style="list-style-type: none"> • Annual Review Report • Pupil Passport • Individual Education Plan reviewed at least termly • IEP Progress Forms • Termly progress meeting with SENCo • Intervention identified on whole school provision map. 	<p>Class Teacher</p> <p>SENCo</p> <p>SLT</p> <p>SEN Governor</p> <p>Agencies – if providing targeted Intervention</p> <p>SEND Team – through Annual Review</p>

