



Ingatestone Infant School

Special Educational Needs and **Disabilities Policy**

Adopted: September 2015

Reviewed: September 2022

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Mission Statement

At our school we aim to provide the best possible education in a friendly, secure and caring environment. We value the uniqueness of each child and seek to foster in them a love of learning, an appreciation of beauty and a consideration for others.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2015).

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include specialist teacher services, Educational Psychology Service, Speech and Language Therapy Service, emotional well-being and mental health service (EWMHS).

Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, playground buddies. All one plan and Education, Health and Care Plan (EHCP) meetings will wherever possible involve the pupils.

2. Responsibility for the coordination of SEND provision

The person responsible for overseeing and co-ordinating the provision for children with SEND is Jane Kain (SENCO)

3. Arrangements for coordinating SEND provision

The school employs a teacher on a part time basis to co-ordinate special educational needs provision.

The SENCO works collaboratively with all stakeholders to ensure that all relevant background information about a child is collected, recorded and updated and included in plans drawn up for the child.

The SENCO also manages an SEND learning support assistant employed to work solely with children identified as needing extra support both in and out of the classroom

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Ingatestone Infants School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, one plans, targets set.
- The provision map which is updated and reviewed termly
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities – access to the Essex provision guidance toolkit

- Information available through Essex's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Prior to admission, meetings are held with parents and other involved personnel. Through consultation, preparations and adaptations will be made before the pupil begins school. Relevant whole school training will take place and when appropriate the Head Teacher and/or class teacher will talk to the children about the needs of the pupil, to ensure that they receive support and acceptance. The ethos of the school encourages valuing every pupil and the recognition of each person's unique contribution to the school community.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled

The school works closely and seeks advice from specialist services with regard to the needs of pupils with specific disabilities such as visual impairment. These services supply the school with some of the necessary equipment and the school purchases some equipment from funds from the school budget. The school also seeks advice about ways in which to adapt the physical environment to meet the needs of these children.

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources

The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with an Education and Health Care Plan (EHCP). The Headteacher informs the governing body of how funding allocated to support special educational needs

has been employed. The Headteacher and the SENCO meet to agree on how to use funds directly related to EHCPs.

8. Identification, Assessment and Provision for pupils with SEND

It is our belief that early identification and effective provision of resources for pupils with SEND is of great importance.

Some children may have been identified as having SEND before coming to school. In these cases we will liaise with parents, pre-schools and any agencies that have been involved with the child and provision will be made on entry.

The class teacher will be responsible for the early identification of children with SEND; in the first instance observation will form the basis of identification. If there are causes for concern the class teacher will discuss the child with the SENCO. If a child's difficulties prove to be transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.

Assessment should always be fourfold. It should focus on the child's learning characteristics, the learning environment that the school is providing for the child, the task and the teaching style. Assessment should not be regarded as a single event but rather as a continuing process. Teachers assess children regularly throughout the year and discuss those children whom they have concerns about with the SENCO. The SENCO will make observations of children initially and will help to assess the children depending on their difficulties. If the child does not make progress when given access to a well differentiated curriculum then specialist provision will need to be made.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of 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.
- h) The child is recorded by the school as having some additional intervention due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent consultations.
- i) Parent consultations are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the pupil to the SEND register. The aim of formally identifying a pupil with SEND 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 pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but 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.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.essexlocaloffer.org.uk/

Education and health care plans

- Following Statutory Assessment, an EHC Plan will be provided by Essex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to a Balanced and Broadly Based Curriculum

All children are entitled to a balanced curriculum and we will endeavour to make this possible for pupils with SEND by providing the necessary specialist SEND provision. Any physical alteration to the school will be made as the opportunity arises or in instances when it is necessary to accommodate specific pupils.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

All children are welcomed at extra-curricular activities and on school visits. Arrangements are made in liaison with parents to support their need.

The school will seek advice, as appropriate, around individual pupils, from external support services.

11. Evaluation of SEND Practice

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual pupil questionnaire, discussion and through one plan meetings with parents.

The SENCO monitors and reviews provision and reports this to the Governors on a termly basis. There is a designated Governor for Special Educational Needs who visits the school and liaises with the SENCO each term.

All children with Special Needs are tracked throughout their time at the school through the provision mapping process. The interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, SENCO cluster meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school

development priorities and those identified through the use of performance management.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

A file of useful information on a range of special needs is kept in the SENCO's area for the use of all staff and is regularly maintained.

14. Links to Other Agencies

The school is aware of the value to be gained from accessing help from outside agencies and continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

- outside agencies are approached when specialist help or advice is needed and are welcomed into school
- advice given is incorporated into One plans/EHCP

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

15. Working in partnerships with parents

At Ingatestone Infant School we believe that a close working relationship with parents is vital in order to ensure that:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The SENCO will meet with parents of children on the SEND register three times a year. The SENCO uses person centred planning techniques to ensure the involvement of parents and children at review meetings. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service or Extended services through the Local Delivery Group where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Transition Arrangements

The school has links with Nurseries and Playgroups within the locality. All records are transferred from these settings.

We have strong links with Ingatestone Junior School. During the Summer Term the SENCOs from both schools meet to discuss children that are due to transfer across. All records are transferred. The SEND Register, provision map and copies of One Plans/EHCPs are passed to the Junior School together with information about children who have received some additional support at some time during their school career.

The Head Teachers of both schools meet regularly to discuss provision.

17. Links with other agencies and voluntary organisations

The SENCO invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is responsible for liaising with the following agencies:

- The Educational Psychology Service
- Behaviour Support Service
- Speech and Language Therapy Service
- Extended Services (The Brentwood Local Delivery Group)
- Specialist teachers services
- Occupational Therapy
- Paediatrics

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

We value the work of these agencies and request reports from them. The advice given is incorporated into One Plans. We request that parents keep us informed of any other agencies who are involved with their child.

The Educational Psychologist visits school on a termly basis to discuss individual children and to offer advice.

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ **[Name]**
(SENCO)

Date _____

Signed _____ **[Name]**
(SEN Governor)

Date _____

This policy will be reviewed annually.

