

Village Infants School



SEND Policy

This Policy was Agreed by the Governing Board on	Apr 2023
The next Policy Review	May 2024



POLICY ON IDENTIFYING, ASSESSING AND PROVIDING FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

AIMS

At Village Infants we aim to provide a broad and balanced curriculum to all our pupils through quality first teaching. We work to ensure that all our pupils, including those identified as having Special Educational Needs and Disabilities [SEND], have access to and participate effectively in a curriculum that is differentiated and adjusted to consider pupils' diverse needs. We are committed to ensuring that our pupils develop their independence and resilience skills and become confident learners. Many pupils may at some point experience difficulties with their learning. When planning, teachers set differentiated objectives to address the needs of all pupils. It is possible that arrangements may be made for additional support in the classroom or for appropriate interventions. Other pupils may require special educational needs provision to support their learning. These pupils will be identified as having Special Educational Needs in line with the SEND code of practice 2015.

DEFINITION OF SEND AND IDENTIFICATION OF PUPILS

Pupils have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is **additional to and different from** support that is available for other pupils. The triggers for considering SEND support may be:

- The pupil makes little or no progress even when teaching approaches are directed at identified areas of weakness.
- The pupil shows signs of difficulty in developing age related numeracy or literacy skills.
- The pupil has persistent emotional or behavioural difficulties which do not respond to the behaviour management techniques of the school.
- The pupil has sensory or physical difficulties that prevent progress despite the provision of specialist equipment.
- The pupil has communication and/or relationship difficulties; and continues to have problems despite the provision of a differentiated curriculum.

In these circumstances the following procedures will be adopted:

1. The class teacher will share with the SENDCo or subject leader their concerns and strategies that have already been implemented.
2. The SENDCo will observe the pupil and together with the class teacher will identify actions and strategies to be put into place.
3. Pupils may receive support through Personal Learning Plans. These plans encompass a small step approach and are used to record targets and strategies for pupils with identified SEND. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. The use of 'child friendly speak' encourages greater pupil involvement and understanding. Personal Learning Plans will be reviewed at least once every term. Wherever possible the pupil will take part in the review process...celebrating successes and discussing why some targets may not have been met. If not directly involved, the pupil's views will be ascertained and considered in any discussion.
4. In some cases, outside professionals from health and social services may already be involved with the pupil. With the parent's consent, the SENDCo will make contact with all relevant agencies.
5. Consideration will be given as to whether a pupil needs to access our Class Sunshine provision or Rainbow Room. Class Sunshine provides an environment for children who find the general classroom environment too difficult to cope with; the curriculum is adjusted to meet their specific learning needs. The Rainbow Room provides an environment for small group work, focusing on developing attention and listening, social interactions, communication and play skills.
6. The class teacher and SENDCo will arrange a time to meet with parents to formally let them know that their child is to be placed on the SEND register. They will discuss any assessments that have been carried out and will agree a plan and provision for the child. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

PROVISION

Our Special Educational Needs and Disabilities (SEND) policy is based on:

- The Special Educational Needs and Disability Code of Practice 2015
- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability regulations 2014

In making provision for pupils with SEND our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2015, are fully met to enable pupils with SEND to join in the normal activities of the school along with pupils who do not have SEND.
- To ensure that pupils gain access to a broad and balanced curriculum and have equal opportunity to receive an education that is appropriate to their needs.
- To identify and assess pupils with SEND as early as possible. We will follow the graduated approach and the four-part cycle of **assess, plan,**

do, review. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

- To use our resources as efficiently and equitably as possible when assessing and meeting the SEND of our pupils.
- To provide a partnership with parents/carers in order that their views and experience can assist us in assessing and providing for their children.
- To take into account the ascertainable wishes of the pupils concerned and whenever possible, to directly involve them in decision making in order to provide more effectively for them.
- To ensure effective collaboration with Local Education Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with SEND.
- To ensure that all staff are aware of their responsibilities towards pupils with SEND and are able to exercise them.
- To monitor our effectiveness in achieving the above objectives.

ROLES AND RESPONSIBILITIES

The Special Educational Needs and Disability Co-ordinator (SENDCo)

NAME: Debbie Rosaman

The SENDCo will be responsible for:

- The day-to-day operation of this policy, communicating regularly with the Headteacher on all SEND issues. Liaise with SEND Governor through formal and informal meetings.
- Organising and attending annual reviews and attending to possible outcomes.
- Co-ordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies. An audit of needs is conducted every year to identify the SEND profile of the school and inform deployment of staff and resources.
- Providing related professional guidance for colleagues with the aim of securing high quality teaching.
- Collaborating with curriculum co-ordinators to ensure learning for all children is given equal priority.
- Monitor SEND documentation and provide support with writing Personal Learning Plans [PLPs] and conducting reviews.
- Contributing to the in-service training of staff.
- Maintaining and updating resources to ensure that SEND targets can be achieved.
- Monitor effectiveness of allocation of resources through termly reviews, informal discussions and scrutiny of SEND folders.
- Support Learning Support Assistant [LSA] professional development through Performance Management reviews.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Head teacher

The Head teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Learning Support Assistants

- Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Give feedback to teachers about pupils' responses to tasks and strategies.
- Undertake specific interventions to support children's identified needs.
- Attend CPD as appropriate to better support children with SEND in the school.

AREAS OF SPECIAL NEEDS

The Code of Practice [2015] identifies four broad areas of need:

1. 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 and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others and on their learning.

2. Cognition and Learning

- This area includes children who 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.

3. Social, Emotional and Mental Health Difficulties

- Children may experience a wide range of social and emotional difficulties which are displayed 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
 - Depression
 - Self-harming
 - Substance misuse
 - Eating disorders
 - Physical symptoms that are medically unexplained

- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder

4. 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.
These difficulties include:
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical disability (PD)

EDUCATIONAL HEALTH CARE PLANS (EHCP)

On the few occasions where the pupil's needs are complex the school or parents may decide to request an Educational Health Care Plan [EHCP] from the Local Authority. EHCP's replaced Statements under the SEND Code of Practice 2015. An EHCP covers the age range 0 – 25 years and there is a clear focus on pupil and parental involvement in decision making. Education, Health and Social Care Services are expected to work closely together to achieve the best possible outcomes.

The SENDCo will ask the LA to initiate a formal assessment by completing the necessary forms. The SENDCo will take the leading role and provide the LA with written evidence of or information about:

- The school interventions
- Personal Learning Plans
- Records of reviews and their outcomes
- The Child's health including a medical history where relevant
- Attainments in numeracy and literacy
- Educational assessments from advisory teachers or an Educational Psychologist
- Views of parents and possibly child, if appropriate
- Involvement of other professionals

The SENDCo will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the LA will be writing to them to explain the detailed arrangements.

At this point the LA will take the lead in assessing and determining the provision that must be made to meet the child's SEND. The school's role here is to continue to support the pupil through appropriate interventions to meet

Personal Learning Targets. Reviews of these interventions will continue to be held.

If the LA decides that an Educational Health Care Plan is not required to meet the pupil's needs, the cycle of interventions and reviews will continue to ensure appropriate provision is put in place. The LA will inform parents of the appeal procedures.

If the LA does agree that an Educational Health Care Plan is required then the school's role is as follows:

1. The SENDCo will make effective use of any additional resources allocated by the LA to the school to supplement efforts to meet the pupil's needs.
2. Short-term targets will be set and reviewed each term. The strategies to meet these targets will be set out in the Personal Learning Plan and will record only that which is additional to or different from the differentiated curriculum.
3. The EHCP will be reviewed every twelve months. Parents / carers, the pupil, teaching staff and other relevant agencies all contribute to the review meeting. The SENDCo will organise this meeting by:
 - Seeking written advice from parents and professionals
 - Ascertain the views of the pupil where appropriate
 - Invite parents and all other professionals involved
 - Prepare a written report for the LA

The review report is an integral part of the provision of an Educational Health Care Plan. A copy will be sent to the parents, LA and other relevant professionals. On receiving this report, the LA will decide whether provision continues to be appropriate or whether changes are needed.

ADMISSIONS

The school aims to meet the needs of any student whom the parent wishes to register at the school as long as there is a place available. Admission arrangements are the same for all children, regardless of whether they have any SEND, and are set out according to LA criteria. Where a pupil due for admission is known to have SEND, the SENDCo will gather appropriate information from his/her previous school or other agencies that have been involved.

Before admittance to Nursery, the Head Teacher will meet with parents. After this meeting a home visit will be arranged or parents will be invited into school to meet with nursery staff. This meeting provides an opportunity to share any information or concerns. An admissions form is filled in and agreed information noted.

When pupils are admitted into other year groups the Headteacher will meet with the pupil and their parents and show them around the school. This gives the

parents an opportunity to discuss any SEND or disability their child might have and the provision they would need. An admission form is completed. The Headteacher ensures that records from previous schools are used to inform further learning.

The school building has been modified to provide easier access for pupils with physical difficulties. Ramps and rails have been fitted outside classroom doors and there is a lift in the hall between the two levels. Toilet facilities have also been modified to provide a disabled toilet in one area. In response to the DDA Code of Practice, an audit has been carried out and an action plan written. LA guidance on procedures for increasing access is followed.

INCLUSION

We are fully committed to inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of the school community. [See also Disability and Equality Policy]. Whatever the nature of their needs, our aim will be to include all pupils in the full range of activities the school has to offer. This will be achieved through special consideration of the needs of each pupil and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

- The pupil will benefit from some intensive individual / small group work involving basic skills, the learning of which will lead to more independence in inclusion.
- It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate. An alternative would then be arranged.

Neither of the above will compromise the general principle that all pupils will be able to participate in a broad and balanced curriculum, including the National Curriculum.

INVOLVING PARENTS/CARERS/PUPILS

The views of parents / carers will be sought at all stages of assessment and provision. Whenever possible the views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Pupil's Reading Diaries are used to communicate with parents who do not collect their children and, where appropriate, the SENDCo or Headteacher will make contact by telephone.

Staff will try to get to know the parents of pupils with SEND and encourage them to work with us in helping their child. Parents and teachers can, by working together, build up a more complete picture of a child's needs than can be done separately. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Where appropriate, records will be kept of parental involvement on Personal Learning Plans and review forms. When there is more than one adult involved in this we will deal directly with the parent /carer who has day to day responsibility for that child. We will seek to involve all parents and those who have parental responsibility in decisions about their child, whilst appreciating the sensitivities that may arise.

Parents/carers are encouraged to visit the Barking and Dagenham Council local Offer website <https://www.lbbd.gov.uk/local-offer> This website provides information about different agencies, services and resources for children, young people with SEND and their families.

LINKS WITH OTHER AGENCIES

The school is supported by a wide range of different agencies and teams including:

- Educational Psychologist
- School Nurse
- Behaviour Support Service
- Child and Adolescent Mental Health Service
- Child Development Team
- Speech and Language Team
- Hearing/Vision Impaired Service
- Children Services
- Complex Social Needs Service

CONTINUING PROFESSIONAL DEVELOPMENT [CPD]

We value increasing the understanding and consequent expertise that training provides. To support staff, we:

- Invite external trainers into school
- Provide internal training using staff expertise
- Identify individual targets for staff during appraisals
- Encourage peer support through professional dialogue

TRANSITION

When a pupil leaves us to transfer to another school, the SENDCo will forward relevant information about the pupil's needs and the interventions that have been implemented to meet them. If appropriate, arrangements will be made for staff from the new school to visit. We maintain good links with William Ford and liaise with their SENDCo regarding pupils with SEND transferring to their Year 3.

When pupils transfer to a different year group within Village a transition meeting is held between teachers and the SENDCo. A transition plan is then put into place.

All pupils will meet their new teacher and visit their new classroom. Transition booklets are made for some pupils with SEND. The booklets contain photographs of the pupil's new teacher, learning support assistant, lunch time staff, classroom and toilets. The booklet is sent home to enable parents to have regular discussions with their children during the summer holiday.

COMPLAINTS

Should parents/carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to explore fully, parents/carers should make an appointment. In the event of a formal complaint, parents are advised to contact the Headteacher or a Governor if they prefer. The complaints procedure for SEND follows the same procedure as complaints about any aspect of the school's work and is outlined in the school prospectus.

MONITORING AND EVALUATION

The Governors will ensure that SEND provision is an integral part of the school. The SEND Governor will monitor the SEND Framework and evaluate the effectiveness and success of the policy objectives. Findings will be shared regularly at Governor Meetings

Monitoring and Evaluation will include: -

- Formative teacher assessment, school tracking systems and End of Key Stage 1 levels in Year 2
- The effectiveness of Personal Learning Plan targets and interventions to ensure progress
- The match of resource allocation to need
- The implementation of requirements outlined on EHCPs
- The provision for individual pupils e.g., the balance of in class support and withdrawn support
- Case examples of pupils
- The views of parents as expressed at reviews
- Implementation of recommendation by specialist teachers, educational psychologists and other professional bodies
- Staff views on in-service training opportunities