



Responsibility of	SENCo / Full Governing Body
This version dated	September 2016
Reviewed by Staff	September 2016
Reviewed by Buildings Committee	September 2016
Adopted by Governors on:	September 2016
Next review date	September 2017
Meets Equality of Opportunity	Yes
Meets Safeguarding Requirements	Yes

Contact details

At Purbrook Infant School, the Special Educational Needs Coordinator (SENCo) is in charge of managing the provision and monitoring of children with special educational needs and disabilities (SEND) across both the Foundation Stage and Key Stage One. The SENCo can be contacted via the school office and is accountable to the Head teacher.

Our SEND policy has been developed using the school's 'local offer', which can be located on the school website, and reflects the new SEND Code of Practice 0-25 years, 2014. In formulating and developing this policy the SENCo sought opinions and advice from parents of children with a special need, and from the school's SEND governor.

Statement

All teachers are teachers of children with special educational needs and as such have responsibility for ensuring that all children achieve their potential through careful differentiation, assessment, monitoring and target setting across a broad, balanced and relevant curriculum. At Purbrook Infant School all children, including those with special educational needs or disabilities, are valued by every member of staff and are encouraged to achieve to the best of their ability both academic and physically. The school promotes the early identification of individual needs in order to ensure that children can access all areas of the curriculum and make the best possible progress. Where appropriate additional provision will be put in place to support children with SEND so that they are able to make good progress in their learning. Provision may take the form of subject specific interventions, additional scaffolding or resourcing, small group or one to one support. Where specific expertise is required support may be sought from the appropriate external agencies.

Admission arrangements

Once allocated a place at our school, the admission arrangements for children with SEND do not differ from the arrangements for children without SEND. Extra support such as additional visits and social stories will be provided as necessary. The SENCo will liaise closely with parents, any outside agencies involved and feeder schools or pre-schools to ascertain details of children with SEND so that their needs can be readily met.

Aims

- To raise expectations and aspirations for all pupils with SEND.
- To ensure that the needs of children with SEND are identified early and that the appropriate provision is put in place.
- To develop a strong, positive and supportive partnership with parents
- To plan a whole school staged approach to the assessment of those children identified as having SEND.
- To set targets and closely monitor learning to ensure these children make good progress.
- To develop effective working relationships with all those involved in supporting a child identified as having SEND. This includes parents/carers, professionals from outside agencies and both teaching and support staff.
- To enable all children to acquire the knowledge, competencies and skills which will enhance their life chances and enable them to become independent citizens who can make a positive contribution to society.
- To ensure all children, including those with SEND have equal opportunity to access a broad, balanced and relevant curriculum by providing them with the appropriate support.
- To take account of pupils' views and opinions, as well as those of their family, when setting and reviewing individual targets and programmes of support.
- To nurture the development of children's self confidence and their knowledge of themselves as learners and how they learn best.
- To nurture children's emotional literacy and understand and manage their emotions
- To fulfil local authority requirements including completing the documentation required when requesting an Educational Health Care Plan (EHCP).

Objectives

- To identify and provide for pupils who have special educational needs and disabilities.
- To adhere to the guidance provided in the SEND Code of Practice 0-25 years, 2014.
- To operate an inclusive approach to the management and provision of support for children with special educational needs and disabilities across the school.
- To make accountable the Special Educational Needs Co-ordinator (SENCo) who will coordinate the SEND work across the school and ensure compliance with the SEND Code of Practice for children and young adults aged 0-25.
- To ensure that all staff working with SEND pupils receive the appropriate support and training.

Identifying special educational needs and disabilities (SEND)

We recognise that a child has special educational needs if he/she has a learning difficulty or disability which is significantly greater than the majority of children of the same age.

Special educational needs and provision can be considered as falling under the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The purpose of identifying the area of need is to decide on the most appropriate support for the child.

Individual needs or circumstances which are not necessarily considered as SEND but may impact on progress and attainment

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these requirements for adjustment alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of serviceman/woman

The process by which our school manages children with SEND -

Our school has a graduated approach to the management of children with SEND. Each teacher has a record of the children in their class currently identified as having SEND. These records may include a provision map (Puffin Passport) or Educational Health Care Plans (EHCP) and relevant reports from outside agencies such as Speech and Language Therapy or Educational Psychologist reports. Provision maps are working documents setting short term targets that are specific to an individual. They are monitored and updated on a regular basis and are reviewed at least half termly by the SENCo. All special needs information is passed on to the next class teacher or receiving school on transition. The SENCo keeps a copy of all provision maps and reports relating to children identified as having SEND.

Responsibilities

Special Educational Needs Coordinator:

The Special Educational Needs Co-ordinator is responsible for:-

- The day to day implementation and delivery of the SEND Policy, in conjunction with the Head teacher.
- Liaising with and advising all staff members, teaching and non-teaching, on matters relating to SEND.
- Co-ordinating and monitoring the provision for children with special needs or disabilities.
- Monitoring and tracking the progress of children on the special needs register.
- Providing SEND and continued professional development (CPD) training for staff.
- Liaising with the nominated SEND governor of the school.
- Liaising with and making referrals to outside agencies, including health and outreach services.
- Co-ordinating SEND reviews and organising annual reviews for children with Education Health Care Plans (EHCPs).
- Producing written reports following reviews and annual reviews.
- Advising learning support assistants (LSAs) and teachers on the writing and content of provision maps.
- Maintaining links with parents of children with special educational needs and disabilities through the organisation of meetings etc.
- Securely storing confidential and personal information related to SEND.
- Monitoring SEND provision throughout the school through observations, discussions and data analysis.
- Liaising with teaching and support staff to identify resource and training implications.
- Reporting to the governing body on the progress of children with SEND.
- Ensuring SEND the policy is presented to and reviewed by staff and governors.

Teaching and support staff

- It is the responsibility of all teaching staff, on a day to day basis, to deliver quality first teaching to all children, including those with SEND and to ensure that lessons are challenging in order for children to make the best possible progress.
- Teaching staff are responsible and accountable for the progress and attainment of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff. This will mean regularly liaising with the person(s) delivering the specialist interventions.
- Each term the school's leadership team monitor the quality of teaching and learning for all pupils, including those at risk of underachievement. Where necessary professional development is provided to improve teachers' understanding of effective strategies to support vulnerable pupils including those with SEND.
- In deciding whether special educational provision is needed, the class teacher and SENCo will consider the individual's progress alongside national data / age related expectations and any other pertinent information.
- Where there is a high level of need the school will arrange for assessments to be carried out with the permission of the child's parents. These might be conducted by experts from outside agencies such as speech and language therapy or educational psychology.

Before a child is placed on the school's SEND register, the following processes will be undertaken. These have been taken directly from the new SEN code of Practice 0-25 years, 2014:

Assess

5.39 In identifying a child as needing SEN support, the class teacher, working with the setting SENCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

5.40 Where it is decided to provide SEN support, and having formally notified the parents, (see 5.38 above), the class teacher and the SENCO 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. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. 5.41 Parents should

be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

5.42 The class teacher, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCo should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

Following the application for an Educational Health Care Plan

Where a child's needs are considered as more severe, the school may, in some cases, apply for additional support through the implementation of an Educational Health Care Plan (EHCP).

Where an EHCP is applied for the following process is followed:

The Local Authority will consider all the evidence and may ask for further information and views from the adults involved. The Local Authority will then make a decision as to whether or not to issue an Educational Health Care Plan. The Local Authority then makes provision dependent on the particular needs of the child. The Local Educational Authority monitors and reviews this process and an annual review will take place with all parties involved. Accurate records of progress, targets set and agencies involved are maintained and accessible to all who work with an individual child. There is provision for regular reviews of progress and updating of targets with all those involved with the child.

Assessments will include:-

- Information and assessments from pre school
- Foundation Stage Profile (Year R and as appropriate into Key stage 1)
- P level assessment criteria (Key stage 1)
- DEST screening in Year R followed by SIDNEY Programme (Year R and 1)
- Reading assessments in Year 1 and 2
- Phonic Screening Assessment

- Boxall Profile
- WRAPS (Word Recognition and Phonics Screening re SIDNEY)
- Assessments made against age related expectations in KS1
- Further assessments may be carried out, with parent/carer permission, by outside agencies eg Speech and Language Therapy, Educational Psychologist, Occupational Therapist etc.

SEND Governor

The Governing Body has a designated governor with responsibility for SEND who meets half termly with the SENCo to receive updates on the current situation, to find out the number of children on the SEND register and their levels of attainment and rates of progress.

Designated teacher with specific safeguarding responsibilities

The designated teacher with safeguarding responsibility at our school is the Head Teacher who will ensure that this policy is adhered to in practice across the school.

Specialism and special facilities - allocation of resources

- The school employs a minimum of one Learning Support Assistant (LSA) for each class. LSAs work full time in Year R. In KS1, LSAs work every morning and on three afternoons a week
- Part-time Learning Support Assistants work with those children who are on an educational health care plan (EHCP).
- Special needs assistants (SNAs) work across the school to further support children with SEND.
- The school has a nurture group which runs on three afternoons a week and supports children with varying needs. The children may lack social skills which could present a barrier to them making effective progress in their learning. They may have poor self esteem and low confidence which may make them reluctant to attempt new learning. The nurture group is run by Learning Support Assistants who are appropriately trained and their work is overseen by the SENCo.
- The school has an ELSA (Emotional Literacy Support Assistant) who works with individual children who may need emotional support in order to be learning ready.
- Outreach support is available from two local special schools. This is to equip the school's staff in setting up systems for children who have specific learning difficulties such as autism and to help them in developing a communication system for children with little or no speech.
- The school accesses support from the local Primary Behaviour Support Team who provide advice and guidance on how best to support children with behavioural difficulties.

- The school has trained Learning Support Assistant who are able to deliver a variety of interventions that are set up to help children make accelerated progress. These interventions include reading programmes such as FFT (Fischer family trust), SIDNEY, and language development programmes such as narrative therapy.
- Each year group has a qualified Higher Level Teaching Assistant (HLTA) who delivers subject specific interventions to SEND children. The interventions are responsive to need and may be planned for language development, reading, writing or maths.

At the present time the Year R facilities are suitable for wheelchair access and there is a child's disabled toilet. The medical room is accessible from the Year R facilities. There is one further toilet suitable for wheel chair users or those with limited mobility. The school has been adapted to ensure that, where steps are located, hand rails to support mobility have also been fixed.

Supporting SEND pupils and their families

Parents and carers of children with SEND will receive half termly communications as regards their child's progress. The SENCo will offer appointments during parent consultation evenings to discuss achievements and barriers to learning.

Monitoring and evaluating the effectiveness of SEND provision

The progress of all children attending intervention groups is monitored each half term to ensure that provision is effective and that children are making progress.

Partnership within and beyond the school

Staff development

We recognise that teaching and non-teaching staff will require regular in-service training on aspects of special needs and inclusion in order to update and inform their practice and to share policy changes.

The SENCo holds regular meetings with LSAs to discuss issues relating to SEND and also to disseminate information. Child protection, behaviour and SEND policies will be reviewed regularly. Staff training needs are audited regularly; some of these will be specifically linked to SEND.

All staff working with children with special educational needs and disabilities are expected to attend meetings, professional development and INSET days. Appraisals for learning support assistants are carried out by the Deputy Head Teacher on an annual basis.

Partnership with parents

The school works closely with parents/carers. Parents/carers are involved at every stage of the special educational needs process and we value the information and insight they can provide us with.

Parents/carers will have been consulted and concerns will have been expressed by the school's teaching staff or SENCo before a provision map is written. Provision maps often include actions that parents/carers can carry out at home with their child. Parents are kept fully informed of the progress made through both parental consultations and reviewed targets. Parents are offered regular appointments to discuss reviewed targets and new targets set, or they can provide written feedback.

We encourage parents to contact us with details of any medical condition which may affect their child's education, and to plan with us to meet any particular needs their child may have as a result of a medical condition. We will inform parents/carers at all times of any intention we have of making referrals to outside agencies.

The voice of the child

At Purbrook Infant School we are committed to developing ways of engaging children in their learning and in decision making. Work on citizenship through rights, respect and responsibilities (UN Convention on the Rights of the Child) and school and class councils have increased levels of pupil participation.

Links with other school and transfer arrangements

Close liaison with pre-schools forms an important part of ensuring continuity and progression for children identified in the Early Years settings as having special educational needs. This liaison will involve visits to pre-schools and meetings with parents/carers, key workers and outside agencies to ensure a smooth transition into school for the child.

Liaison takes place with the SENCo at Purbrook Junior School prior to children's transfer at the end of Key Stage 1. Any annual reviews taking place will include invitations to the staff and SENCo of the receiving junior school.

If a child with an EHCP is transferring to a special school we will make arrangements for that child to visit the school beforehand with a familiar member of staff or the SENCo. If we are to receive a child with an EHCP from another school, we would visit the setting and recommend a visit/s for the child to our setting as part of their transition to our school. Purbrook Infant School is a member of the SEND cluster support group.

Links with other agencies, organisations and support services.

The school works closely to support children and parents using a range of external agencies and support groups. These include:-

- School Nurse
- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Visual Impairment Advisor
- Behaviour Support Team
- Primary Mental health Workers
- Teacher Advisors
- Nurture Support Group

Evaluating success

The Special Educational Needs Policy will be reviewed where there are changing circumstances and at least annually.

The SENCo will monitor effective communication between staff, parents and outside agencies through regular SEND and review meetings including evaluating provision and the setting of new targets. Reviews of provision maps take place at least termly and more often if the need arises. Children with an EHCP will have at least two reviews per year, including the Annual Review with all the professionals involved with the child's learning.

The class teacher, learning support assistants and SENCo will monitor the progress made against personal targets on a regular basis. Regular meetings will be held to evaluate and re-set targets using different strategies for any child not achieving original targets set.

The SENCo and learning support assistants running the SIDNEY and FFT programmes will meet regularly to discuss the progress of individuals and re-set targets as necessary. These meetings will also take place between the SENCo and ELSA and SENCo and nurture group assistants.

Exiting the SEND register

When it is felt that a child no longer requires additional support to make good progress in their learning and to reach age related expectations, they may be removed from the SEND register. However, the child's progress will continue to be closely monitored for the next two terms to ensure that they do not regress.

Complaints procedures

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 SENCO or Head Teacher.

Informal complaints or concerns can be discussed with the class teacher or SENCO by appointment.

Formal complaints can be discussed with the Head Teacher in order to ensure a satisfactory resolution. If matters cannot be resolved the parents/carers would be advised to write to the Chair of the Governing Body outlining their concerns.

Linked policies

Bullying policy

Equalities policy

Accessibility policy

Admissions policy

Safeguarding policy

Complaints policy

Assessment policy

Policy for Teaching and Learning

Behaviour policy