

Purbrook



Infant School

SEND Policy

Contact details

At Purbrook Infant School, the Special Educational Needs and Disabilities Coordinator (SENDCo) 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 SENDCo can be contacted via the school office and is accountable to the Head teacher.

Our SEND policy has been developed using the school's SEND Information Report ('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 SENDCo sought opinions and advice from parents of children with a special need, and from the school's SEND Governor.

Statement

All teachers of children with a special educational need or disability have responsibility for ensuring each child achieves 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 academically 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 SENDCo 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 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, including Educational Health Care Plans (EHCPs) and Transition Partnership Agreements (TPAs)
- 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 to 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 a special educational need and/or disability
- 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 SENDCo who will coordinate the SEND work across the school and ensure compliance with the SEND Code of Practice
- To ensure that all staff working with SEND pupils receive the appropriate support and training

Identifying special educational needs and disabilities

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 plan detailing personalised targets tailored to the child’s needs and the provision in place to support (Puffin Passport), an EHCP and/or relevant reports from outside agencies (such as Speech and Language Therapy or Educational Psychologists). Puffin Passports 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 SENDCo. Each class teacher will also have a record of the provision in place for all of their SEND children on a provision map. The provision map details what the area of needs is, the provision in place to support, how regularly this is being offered and the impact this support is having. All special needs information is passed on to the next class teacher or receiving school on transition. The SENDCo keeps a copy of all provision maps, Puffin Passports and reports relating to children identified as having SEND.

Responsibilities

Special Educational Needs Coordinator:

The Special Educational Needs and Disabilities 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 EHCPs
- Producing written reports following reviews and annual reviews
- Advising Learning Support Assistants (LSAs) and teachers on the writing and content of Puffin Passports

- Maintaining links with parents of children with SEND through the organisation of meetings
- Securely storing confidential and personal information related to SEND
- Monitoring SEND provision throughout the school through observations, book and Puffin Passport scrutiny, 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 the SEND policy is presented to and reviewed by staff and governors

Teaching and support staff

- It 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 LSAs, SNAs 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 SENDCo 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 SEND support, the class teacher, working with the setting SENDCo 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 SENDCO should contact them, with the parents' agreement.

Plan

5.40 Where it is decided to provide SEND support, and having formally notified the parents, (see 5.38 above), the class teacher and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. 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 SENDCo, they should oversee the

implementation of the interventions or programmes agreed as part of SEN support. The SENDCo 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 SENDCo 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.

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

The Local Authority (LA) will consider all the evidence and may ask for further information and views from the adults involved. They will then make a decision as to whether or not to issue an Educational Health Care Plan. The LA then makes provision dependent on the particular needs of the child. They monitor and review 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.

SEND Governor

The Governing Body has a designated governor with responsibility for SEND who meets termly with the SENDCo 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 Key Stage One, LSAs work every morning and on three afternoons a week
- Special Needs Assistants (SNAs) work with those children who are on an EHCP and 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 LSAs who are appropriately trained and their work is overseen by the SENDCo
- The school has an Emotional Literacy Support Assistant (ELSA) 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 Assistants 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 Fischer Family Trust (FFT), language and or social skills development programmes such as Language Link, Early Talk Boost, Bucket Time and Lego Therapy and a gross motor skills development programme for those who need to develop core strength, coordination and stamina. (The NHS Achieving Body Control programme (ABC)). There are other interventions that run across the school to support speech and language, maths, literacy and phonics development and social and emotional skills
- 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 SENDCo will offer additional appointments to discuss achievements and barriers to learning if these are required.

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 SENDCo holds meetings with LSAs to discuss issues relating to SEND and also to disseminate information when required. 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 LSAs 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 SENDCo before a Puffin Passport. Puffin Passports often include actions that parents/carers can carry out at home with their child. Parents are kept fully informed of the progress their child has made at review meetings.

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 or disabilities. 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 SENDCo at Purbrook Junior School (or chosen setting) prior to children's transfer at the end of Key Stage 1. Any annual reviews taking place will include invitations to the staff and SENDCo 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 SENDCo. 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
- Parent Support Advisor
- Riverside Outreach
- Waterloo Outreach
- CAMHS
- The SEND / Inclusion Team

Evaluating success

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

The SENDCo will monitor effective communication between staff, parents and outside agencies through SEND and review meetings including evaluating provision and the setting of new targets. Reviews of provision maps take place at least half 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, LSA, SNA and SENDCo 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 current targets.

The SENDCo and the LSAs running intervention programmes will meet at least termly to discuss the progress of individuals and re-set targets as necessary.

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 SENDCO or Head Teacher.

Informal complaints or concerns can be discussed with the class teacher or SENDCO 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