

# 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 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; academically, emotionally 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. It is also important that their emotional needs are supported in order for them to be able to access school life confidently and willingly; this too is carefully catered for. Provision may take the form of subject specific interventions, additional scaffolding or resourcing and small group or one to one support. Where specific expertise is required, support may be sought from the appropriate external agencies. This provision is carefully monitored and altered accordingly where needed, to ensure it has the desired impact.

## **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 support the emotional needs of all children with SEND, to ensure they are school ready
- 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 and all relevant parties
- To set targets and closely monitor teaching and learning to ensure children make good progress academically and socially/emotionally
- To develop effective working relationships with everyone 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 to enable them 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 in all areas, 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 and adapted/updated versions
- 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, emotional and mental 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). Changes must be made to an assessment or to the way an assessment is conducted to reduce or remove a disadvantage caused by a child's disability. They are needed because some disabilities can make it harder for children to show what they know and can do in an assessment than it would have been had the child not been disabled
- 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 that will support them. This document we have called a Puffin Passport. The school's SEND toolkit is a breakdown of learning objectives taken from the Hampshire Assessment Model and simplified into more manageable steps. This is to enable those children who are less likely to achieve against the national assessment documents, to demonstrate the progress that they *have made towards* each national objective. This toolkit is used to inform individual targets found on a Puffin Passport. Alternatively, an EHCP and/or relevant reports from outside agencies (such as Speech and Language Therapy or Educational Psychology) which detail the child's next steps and the provision they require to support them in progressing.

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. These documents also have a record of the provision in place for the SEND child detailing what the area of needs is, the provision in place, how regularly this is being offered and the impact this is having.

The SENDCo keeps a copy of all the above documents and liaises closely with professionals and parents. All special needs information is passed on to the next class teacher or receiving school on transition

### **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 academic and emotional 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, planning 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 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 LSAs, SNAs or specialist staff. This will mean regularly liaising with the person(s) delivering the specialist interventions and adapting them where the desired impact is not being achieved
- 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 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, including professionals. 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 to make changes if necessary.

Accurate records of progress, targets set and agencies involved are maintained and accessible to all who work with an individual child. There is also provision for regular reviews of progress and updating of targets with all those involved with the child.

### **SEND Governor**

The Governing Body is 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 Safeguarding Lead**

The school has three members of staff trained to deal with safeguarding concerns. The **DSL** is **Lisa De Carteret** and the **DDSL** are **Zoe McBride and Paul Stray**. There is a nominated safeguarding governor, **Bob Shepherd and Lee Haywood**, who will take leadership responsibility for safeguarding. The Chair of Governors **Richard Merefield** will receive reports of allegations against the headteacher and act on the behalf of the governing body.

### **Specialism and special facilities - allocation of resources**

- The school employs a minimum of one Learning Support Assistant (LSA) for each class. Special Needs Assistants (SNAs) work with those children who are issued an EHCP and work across the school to further support children with SEND
- The school has a nurture group which runs on two 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 ELSA (Emotional Literacy Support Assistant) and a 'FEIPs listens' practitioner (Framework for Enhanced Individual Pastoral Support) who works with individual children who may need emotional support in order to be ready to learn
- Outreach support is available from 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 social, emotional, mental health difficulties which may present as behavioural difficulties
- The school has trained Learning Support and Higher Level Teaching 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 Early Talk Boost/Talk Boost, ICW (Information Carrying Words), Bucket Time, Leaps in Learning maths intervention and Lego Therapy. Further interventions include 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, phonics development and social and emotional skills.

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 are accessible to support mobility.

### **Supporting SEND pupils and their families**

Parents and carers of children with SEND will have regular communication from school, with regards to 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.

Staff working with children with special educational needs and disabilities attend meetings and professional development and INSET days. Appraisals for LSAs and SNAs are carried out by the assistant head teacher and SENDCo on a six monthly.

#### **Partnership with parents**

The school works closely with parents/carers. Parents/carers are involved at every stage of the special educational needs and disabilities 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 or referral is made. 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, school and class councils and opportunities to take on key responsibilities has increased levels of pupil participation.

### **Links with other schools 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 if required, outside agencies to ensure a smooth transition into school for the child.

Close liaisons take place with the SENDCo at Purbrook Junior School (or chosen setting) prior to children transferring 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 specialist placement, we will make arrangements for that child to visit the setting 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 as well as the Nurture and ELSA/FEIPS support teams.

### **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:-

- Havant School Nursing Team
- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Visual Impairment Advisory Team
- Behaviour Support Team
- Primary Mental Health Workers
- Teacher Advisory Team
- ELSA, FEIPS and Nurture Support Group
- Parent Support Advisor
- Riverside Outreach
- Waterloo Outreach



- CAMHS
- SDAS
- PARCS
- HYA
- Portage
- The SEND / Inclusion Team

### **Evaluating success**

The Special Educational Needs Policy will be reviewed annually or where there are changing circumstances.

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 take place at least half termly and more often if the need arises. Children with an EHCP will have an annual review with all the professionals involved with the child's learning.

The class teacher, LSA, SNA, HLTA 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 for any child not achieving current targets.

The SENDCo, HLTA and 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 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