

# SEN Policy

## Speedwell Infant School

February 2022



Review: This policy will be due for renewal in 1 year

Date due for renewal
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February 2023
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## 1. Introduction

At Speedwell Infant School we are committed to providing a broad and balanced curriculum which is accessible to all children. As part of our commitment to equal opportunities we ensure that all children, including those with SEND are included within all aspects of school life and feel fully part of our school community.

## 2. Definition of SEND

**As defined in the Special Educational Needs and disability Code of Practice: 0 to 25 years.**

A child has special educational needs if they have significant learning difficulties in comparison to the majority of children of the same age or if they have a disability which prevents or hinders them from using educational facilities generally provided for children of the same age.

Special Educational Needs Provision is provision which is additional or different to the educational provision made for children of the same age in mainstream schools.

The Code of Practice makes clear the four broad areas of Special Educational Need and these are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Speedwell Infant School we recognise that a child's needs may fall into more than one category and may change over time. It is also important to note that a child with a medical condition does not automatically have special needs.

## 3. Aims

This policy aims to:

- Raise the aspirations and expectations of all children with SEND
- Ensure early and accurate identification of children with SEND
- Ensure that all children receive an enriching school experience that meets their individual needs and gives them access to a broad and balanced curriculum.
- Improve the outcomes for children with SEND
- Promote the development of self-confidence and self-esteem in all children
- Identify the roles and responsibilities of staff in providing for children's special educational needs.
- Ensure parents and carers play an active role in their child's education, working in partnership to gain a better understanding of their child, their needs and provision. This includes providing support to understand SEN procedures and practices.

This policy has been provided in accordance with the Children and Families Act 2014, SEND Code of Practice 2014 and Equality Act 2010

## 4. Roles and responsibilities

### SENCO

The Special Educational Needs Co-ordinator at Speedwell Infant School is Michelle Clark.

The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEND policy.
- Liaises with parents and carers about the needs of their child.
- Coordinating provision for children with SEN.
- Leading the graduated response, providing advice and support where it is needed.

- Regularly monitors all pupils' current attainment levels to ensure the early discovery of any unidentified special educational needs.
- Ensures all pupils with SEND have equality of access to the full school curriculum.
- Ensures adequate provision is made for pupils with SEND.
- Oversees the records of all pupils with SEND pupils.
- Liaises with, supports and advises teaching and support staff.
- Monitors the progress of pupils with SEND and adjusts provision accordingly.
- Addresses any training needs relevant to staff working with children within the school.
- Liaises with external agencies and feeds back to teachers, support staff, and parents and carers.
- Applies for additional funding such as Early Years Inclusion Funding, TAPS and GRIP.
- Support the transition of pupils with SEND, both in school and if moving to a different school.

## Teachers

All teachers are teachers of pupils with SEND and are therefore responsible for ensuring that all children's needs are met through appropriate planning and provision within the classroom. This includes;

- Knowing which pupils in their class are on the SEN register and familiarise themselves with their needs and any support needed.
- Plan and teach lessons that use differentiation for pupils with SEN.
- Keep up to date records on the SEN children in their class, including regularly assessing progress towards and reviewing Learning Journey targets.
- Identify those not making sufficient progress, at which point the SENCO is consulted
- Ensure TAs are supporting pupils in their learning, as directed
- Maintain communication with the SENCO, the Head Teacher and themselves about SEN pupil progress.
- Attend INSET and courses where appropriate
- Ensure that parents and carers are provided with regular feedback on their child's progress.
- Maintains an SEN file with the children's targets in.
- Monitors the progress of other children in the class, informing the SENCO if there is any emerging concerns about a child ensuring that early identification of needs is made.

## Teaching Assistants

All teaching assistants play a vital role in supporting children with SEND. Their role includes;

- Carrying out activities and learning programmes planned by the class teacher and the SENCO
- Keep records of this work as requested
- Support children in class or by withdrawing individuals and small groups
- Liaise with the class teacher on how a child has done and their next steps.
- Liaise with outside agencies as required
- Feedback how a child is progressing in review meetings where necessary.
- Be fully aware of the school's SEN policy

## Head Teacher

The Head Teacher (Jane Moore) is responsible for;

- ensuring that the Special Needs provision meets statutory requirements.
- Overseeing the work of the SENCO
- Having regular pupil progress meetings with class teachers, identifying children requiring extra support and planning targeted interventions.
- Liaising with outside agencies, parents and carers.
- Feeding back to the governors.

## The Governing Body

The Governing Body has due regard to the SEN Code of Practice (2014) when carrying out its duties towards all pupils with SEND. The named governor identified to have specific oversight of the school's

SEND provision is Andrew Brooks. The identified governor will ensure all governors are aware of the school's SEND provision.

## 5. Identification, Assessment and Provision

In order to provide the best possible provision and improve the outcomes for pupils, we recognise the importance of early identification for children with SEND. The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children within our school.

The needs of pupils are assessed considering:

- Classroom assessments, both formative and summative
- Social skills and emotional wellbeing
- Communication and Language needs
- Concerns raised by the child, parents and carers, outside agencies

Any child who is falling significantly outside of the range of expected academic achievement will be monitored through an emerging concern process.

The Emerging Concern Process

- Initial concerns may be expressed by staff, parents/carers, outside agencies
- Concerns are documented and a plan put into place to provide additional support for the child for a period of 6 to 8 weeks.
- This is then reviewed with parents and carers.
- If a child has made good progress a further period of monitoring will be put in place to ensure the level of progress is maintained.
- If a child continues to make poor progress and concerns remain the child will be moved to SEN support and a learning journey will be put in place for the child. Referrals to relevant outside agencies if necessary.

This additional support for children, who do not have Educational Health Care Plans, is called SEN Support and these children will be on the school SEND register.

### SEND Support

When a child is identified as having SEND we take action to remove the barriers to learning for that child. We take a graduated approach to Special Educational Provision using the Assess – Plan – Do – Review cycle.

Quality first teaching within the classroom is a main priority. The class teacher will make use of available classroom and school resources to support pupils' individual needs, including:

- A differentiated curriculum and a flexible approach to learning.
- One to one small group, individual and in class support.
- Targeted interventions
- Social, emotional and wellbeing support
- Information and training for subject teachers and support staff.

All children on the SEND register will have a support plan (learning journey) which is written by the class teacher in collaboration with the parents/carers and the SENCO. The Learning Journey is a working document that is updated regularly to show the individual targets. Individual targets are reviewed on a day to day basis. If a target has been achieved a new target will be made. Review meetings will be held termly with class teachers, support staff, the child's parent/carer and the SENCO (where necessary). The review meetings ensure that the outcomes, strategies and progress are understood and agreed by everyone involved with the child.

A child will be considered for removal from the SEND register where sustained good progress is made. For example if:

- The attainment gap has been sufficiently closed between the child and their peers.
- A child's wider development and/or social needs have improved and the progress in the targeted area is considered to be sustained.
- SEND support is no longer required to ensure that progress is sustained.

### **Further SEN Support**

If children need additional support and are continuing to make less than expected progress at SEN Support, we may refer for additional support from external agencies. Parents/carers are always fully involved in this process. We have many positive links with a range of outside agencies to support the development of pupils in our school. These include:

- Speech & Language Therapy Team
- Educational Psychologist
- Hearing Impairment teachers
- Occupational Health
- Behaviour Support teacher
- Autism Team
- SSEN support teacher
- School Health Team

This would enable us to gather more information pertaining to the child's needs and provide us with further strategies for us to use in class and at home in order to support the child. It is also reviewed termly and follows the same review cycle as support plans.

In order to put further support in for the child, a high needs funding application may be made for Early Years Inclusion Funding, GRIP or TAPS funding.

### **Education and Health Care (EHC) Plans**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be discussed at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

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

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

More information can be found at

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/support\\_aspiration/proposals\\_for\\_support\\_and\\_planning/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/proposals_for_support_and_planning/default.asp)

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

## 6. Working in Partnership

### Parents and Carers

At Speedwell Infant School we believe that a close working relationship with parents and carers is vital in order to ensure early and accurate identification of needs, to develop achievable and appropriate outcomes and to maintain effective intervention and provision.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and carers will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to their child's provision. In cases where more frequent regular contact with parents is necessary, this will be arranged with the SENCO based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority services where specific advice, guidance and support may be required.

If parents are unable to attend review meetings we can hold discussions on the phone and send home relevant paperwork. An opportunity is always provided for parents to share their opinions and feelings and we value the detailed knowledge that parents have about their child and what their child may need. We encourage parents to support us by helping their children to achieve their targets.

### Transition

A smooth transition into school, between year groups and on to the Junior school is particularly important for children with SEND. The SENCO ensures that all relevant information is shared with the necessary teaching staff and agencies and ensures that measures are put in place to support children throughout the transition period.

## 7. Supporting Pupils with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children will have an Education, Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational provision. Other children may have a Healthcare Plan in school which operates alongside their SEN Support Plan. Arrangements are made in school to support pupils with medical conditions as needed, including the training of staff. For further information, please see the school's policy on managing medical conditions.

## 8. Monitoring and Evaluation

This policy will be reviewed annually in order to ensure:

- That necessary provision is made for pupils with SEND
- That teachers understand the importance of providing for the needs of SEND children in their class.
- That parents are kept informed about the progress of their pupils.
- That parents are involved and notified of decisions made by the school regarding SEN.
- That there is a consistency of approach across school

## Complaints

If parents have concerns that their child with SEND is having significant difficulties or not making progress, we encourage talking to the class teacher in the first instance. The class teacher will be able to discuss and additional strategies in class and share progress information. If parents want to discuss this further, please contact the SENCO to do so. The School's complaints policy is also on the website and this can be followed to make a formal complaint. In the first instance we would always encourage discussions with the class teacher, SENCO and Headteacher to resolve any issues or concerns.