



Special Educational Needs and Disability (SEND) Policy

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The SENCO has completed the National Award in
Special Educational Needs Co-ordination. (6.85)

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Alexandra Infants' School is an inclusive school. All of our school policies are interlinked and should be read and informed by other policies. In particular, the SEND policy is linked to The Equality, Diversity and Cohesion Policy and Scheme, The Disability Equality Scheme, First Aid and Medical Care Policy, Behaviour/Anti-bullying, Safeguarding and Curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice 2014 together with the Equality Act 2010.

The SEN Code of Practice 2014 says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

The New National Curriculum says that:

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum (Taken from The National Curriculum in England, 2014, p.8, 4.3)

This policy complies with:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the special educational needs and disability regulations 2014
- Section 6 of the special educational needs and disability code of practice:0-25 years.

The schools accessibility plan (See separate policy) has been written in compliance with paragraph 3 of schedule 10 to the equality act 2010. Details of the school's access facilities for pupils with SEN can be found in this policy also. Pupils with SEN are not treated any less favourably than any other pupils. Careful consideration will be taken for children who have SEN to ensure they have equal opportunity to access all aspects of the curriculum. This will be the responsibility of the school governors, SENCO, class teacher, SLT, in consultation with any other agency involved and the child's parents/carers.

Children who have special educational needs or disabilities will be considered fairly under the school's admissions arrangements in line with the LA policy.

Alexandra Infants' School

Most children are expected to make good progress within **Quality First Teaching**. The expectation is that most barriers to learning can be addressed through every day, high quality classroom practice.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently and making at least good progress in class. Children with SEN and/or disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN/D, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Quality First Teaching (Wave 2) includes providing inclusion-friendly classrooms. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the Foundation Stage and National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be adapted and made more accessible by using visual, tactile and concrete resources.

All teachers expect to have children with SEND in their classes. They may need to cater for needs within:

Communication and Interaction

- Autistic Spectrum Disorder
- Speech and Language Disorders

Cognition and Learning

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global Developmental Delay

Social, Emotional and Mental Health

- ADHD
 - ADD
- Attachment disorders
- Emotional difficulties
- Mental health difficulties

Physical and Sensory

- Including hearing and sight impairments

Medical Needs

Stoke-on-Trent's Local Offer

Local Authorities are required to publish a Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health

and social care. Stoke's Local Offer is available from the website <http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/>

IDENTIFICATION AND ASSESSMENT

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher (during a pupil progress meeting with a member of the SLT) but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.
SEN Code of Practice 0-25 (6.44)

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will take the form of a Pupil

Passport outlining the small steps and interventions which will be used to support the child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can 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 taken 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
- SEND Services

- Educational Psychology 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.

Further information about EHC Plans can found via the SEND Local Offer:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

MANAGING PUPILS NEEDS ON THE SEN REGISTER

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible

for working with the child on a daily basis and ensuring delivery of any individualised

programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Parents will be invited to meet regularly with the class teacher and if appropriate the SENCO and they will have specific time slots to discuss the child's Individual Education Plan and progress on termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Pupil Passport continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or social difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the

development of social relationships and cause substantial barriers to learning.

- Despite having received intervention, the child continues to fall behind the level of his peers.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEN register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEN register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

The school has a policy for Supporting Pupils at School With Medical Conditions, which can be found under the “Policies” tab on the school website.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school’s SEN provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEN.

The school’s SENCO regularly attends the Stoke-on-Trent SENCO Forum in order to keep up to date with local and national updates in SEN.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. Every teacher is a teacher of every child or young person including those with SEN.

The Governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEN provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEN

The Head teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as a whole

The SENCO is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information.
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEN in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis

- Making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting pupils with SEN.
- Directly liaising with parents of children with SEN

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEN within the class.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEN register will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are locked overnight. SEN records will be passed on to a child's next setting when he or she leaves Alexandra Infants School. The school has a Confidentiality policy which applies to all written pupil records.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

DEALING WITH COMPLAINTS

The school has a complaints procedure which applies to complaints about SEN provision. This can be found on the school website under the “Policies” tab.

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.