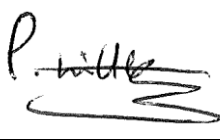




Special Educational Needs Policy (including Disability)

To be reviewed annually

Chair of Governors, Paul Willetts

Signed 

March 2023

East Preston Infant School

SPECIAL EDUCATION NEEDS [SEND] POLICY

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Aims

At East Preston Infant School, we want our children to become engaged, independent learners through a trusting partnership between school, families and the wider East Preston community. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

We aim to ensure;

- That every child has the opportunity to achieve his/her potential.
- all pupils access a broad, balanced and differentiated curriculum appropriate to their needs, ensuring progression and continuity. The National Curriculum is the means by which this is achieved.
- that teachers in the school are able to identify and provide for those pupils who have special educational needs.
- that pupils with SEND are fully involved in all aspects of the life of the school and have an equal voice.

Objectives

We are a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy, we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

At East Preston Infants, we:

- work within the guidance provided in the SEND Code of Practice 2014;
- seek to identify the needs of the pupils with SEND as early as possible;
- monitor the progress of all pupils in order to aid the identification of pupils with SEND;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum;
- provide support and advice to all staff working with SEND pupils;
- provide an SENDCo who will ensure the implementation of the SEND Policy;
- work with parents to gain a better understanding of their child and involve them in all stages of their child's education;
- work with and in support of outside agencies when the pupils' needs cannot be met by the school alone; and
- create a school environment where pupils can contribute to their own learning.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Definition

Definition of Special Educational Needs

'A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ... if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities.'

(SEND Code of Practice 2014)

A child of compulsory school age has a learning difficulty or disability if he/she:

- has a significantly greater difficulty in learning than the majority of others the same age;
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream school

Children are not regarded as having a learning difficulty solely because their home language is not English. (EAL – English as an Additional Language.) Advice and guidance is available for parents and school staff from the EMTAS team, a service provided by the Local Authority.

Definition of Disability

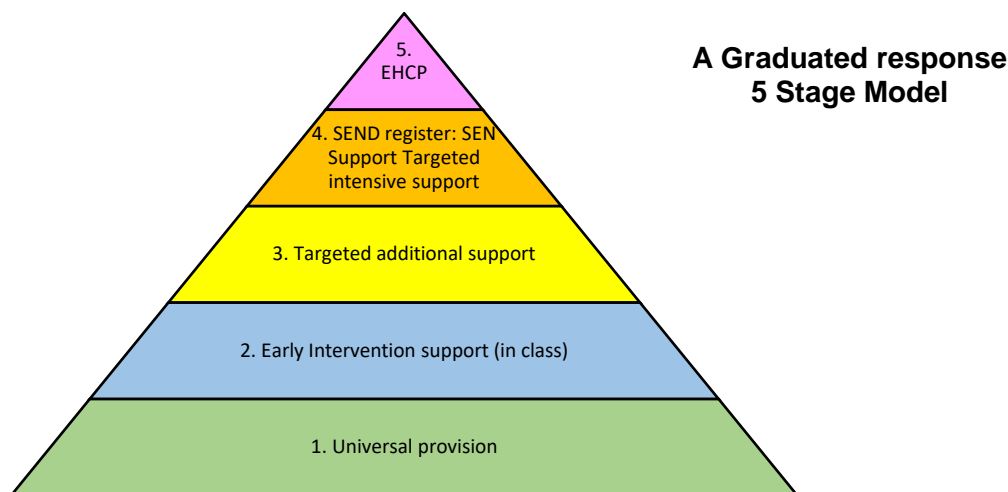
The Code of Practice 2014 defines disability as:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Identification of SEND

Throughout the Early years Foundation Stage and Key Stage 1 the children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted.

“The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child” (p.82 SEND Code of Practice 2014)



A graduated approach

We have a clear approach to identifying and responding to SEND. A graduated approach is adopted which recognises that there is a continuum of action and response to need. This involves Assess, Plan, Do and Review (APDR) cycles.

Assess

- Teachers will use high quality and accurate formative assessment using effective tools and early assessment materials
- 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.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through half-termly assessment meetings attended by SLT & class teachers it can be determined which level of provision the child will need going forward.

Please refer to the school's Assessment Policy for further information.

Plan/ Do

- The child's class teacher and SENDCo will work closely together to 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.
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The Senior Leadership Team (SLT) closely monitors the quality of teaching for all pupils. Feedback is given to improve teachers'

understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND. Reference will be made to the Ordinarily Available Inclusive Practice document from West Sussex to support making decisions on what interventions or adaptations are needed to support the child.

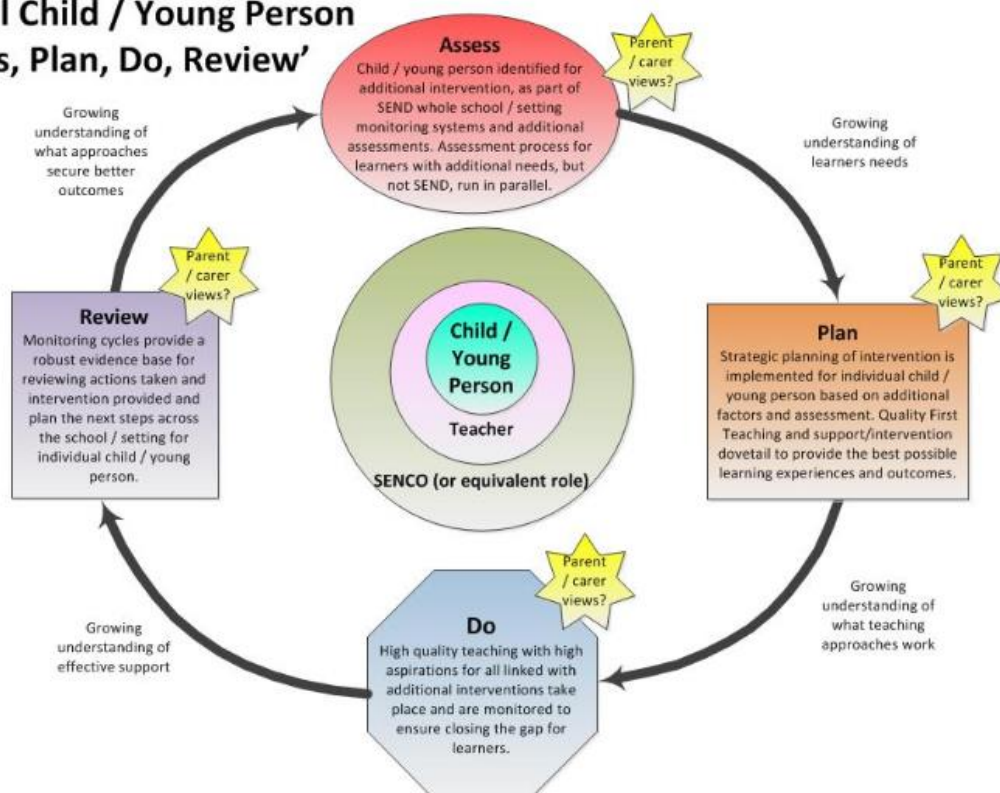
Please refer to the school's Teaching & Learning Policy for further information.

Review

- The effectiveness of the support and its impact on the child's progress will be reviewed by the class teacher with support of the SENDCo. Evaluation of the intervention, along with parents and child's views will be taken into account.
- The class teacher, SENDCo and parents work together to agree any changes to the outcomes and support for the child in light of the child's progress and development.
- Parents will have clear information about the impact of the support provided and be involved in planning next steps.
- Where teachers and the SENDCo, in consultation with parents, identify a higher level of need, specialised assessments from external agencies and professionals may be sought.

The *Graduated Approach* 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.

Individual Child / Young Person 'Assess, Plan, Do, Review'

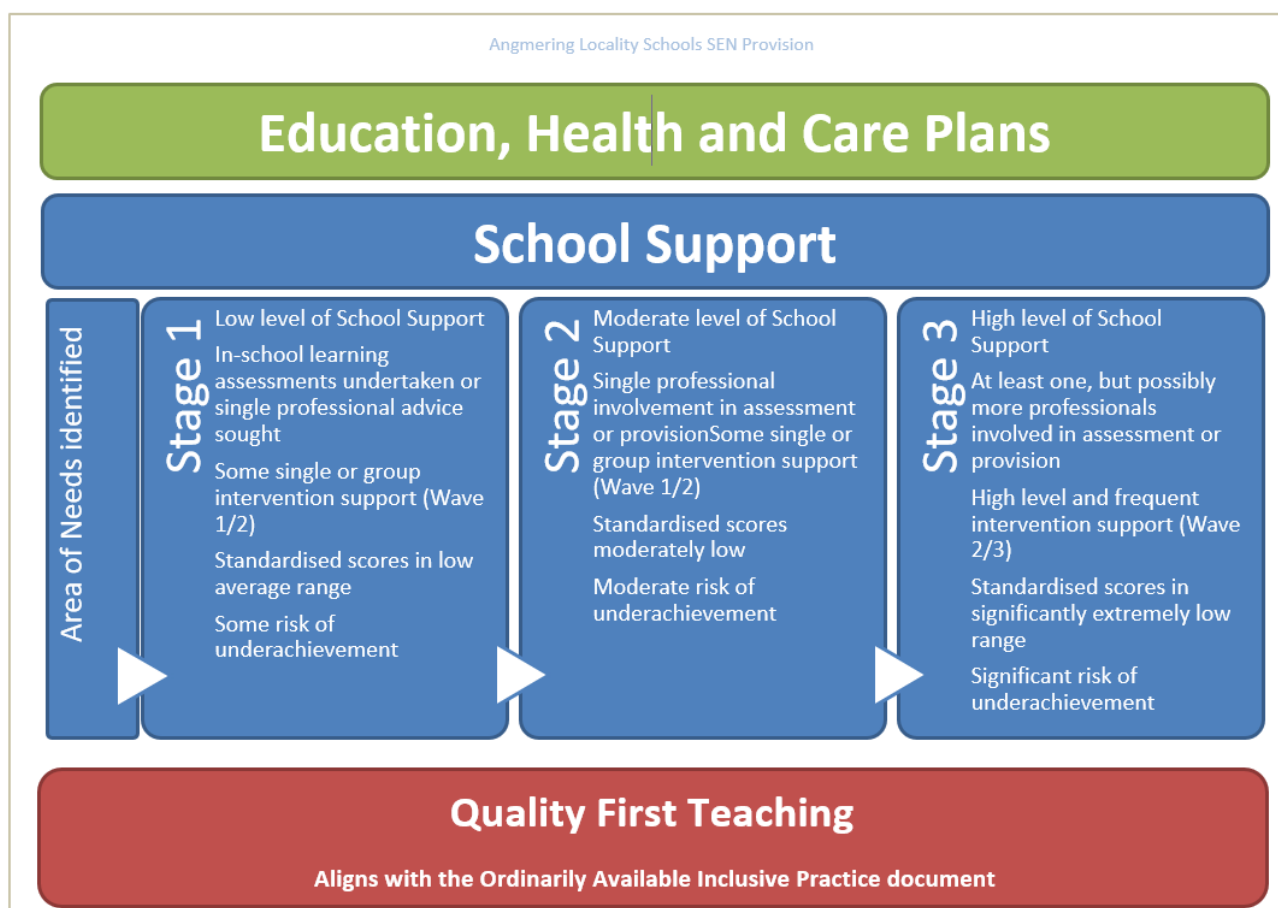


School Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and they will be added to the SEND register and the child will be deemed as a pupil requiring SEND support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The Code of Practice does not assume that there are hard and fast categories of special educational need but recognises those children's needs and requirements fall into four broad areas;

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

See below table to see how School Support is broken down into 3 tiered levels.



Curriculum Provision

Pupils with SEND will be supported to access the National Curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, taking into account the wishes of their parents and the needs of the individual.

On a daily basis SEND children remain in their class in order for them to be included in the whole life of the school. Provisions are run in the classroom by the Teaching and Learning Assistant under close monitoring from the class teacher. Teachers plan weekly for interventions and review their progress against these alongside the SENDCo.

Wave 1 intervention

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

Wave 2 intervention

However, there may be times where it is more appropriate for a child to attend an intervention group that takes place in one of our support rooms (The Oasis, The Nest, The Reef, The Treehouse, The Proud Peacock Room, The Rainbow Room or The Beach Hut). Interventions will be regularly discussed at Pupil Progress Meetings held termly between Headteacher, SENDCo and class teachers.

Wave 3 intervention

Intervention for children for whom Quality first teaching and Wave 2 interventions are not enough, may require a more intensive programme, involving more individual support or specialist expertise.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the locality of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

Education, Health and Care Plan (EHC Plan)

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 EHC Plan will be taken as soon as this level of need is identified.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leaders
- Specialist Education Agencies, e.g. Educational Psychologist
- 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 or 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 be found on the West Sussex Local Offer website or by contacting the West Sussex SEND Information Advice and Support Service.

Following Statutory Assessment, an EHC Plan will be provided by West Sussex 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.

Annual Review

Parents of children with an Education, Health and Care Plan will be informed as far in advance as possible of the date of their child's annual review meeting. They will be informed of the agencies invited to attend the review and asked if there are any additional persons that they wish to make a contribution to their child's review or attend with them. This might include professionals, a family friend or a translator if English is not their first language.

Parents will be asked to complete a Parent Carer Contribution Booklet which will be circulated for discussion at the meeting. Professionals invited to the review will also submit a written report and the school will provide written advice summarising the child's progress. The child will also complete a 'Pupil Views' Poster and will attend part, or all, of the review meeting, as appropriate.

All members of staff who work with the child, including the Headteacher, will be invited to attend the review. The SENDCo will usually chair and minute the meeting. A full report of the discussions and outcomes will then be sent to the Local Authority (LA).

These procedures are set out in the West Sussex County Council (WSCC) Handbook for Special Educational Needs.

Record Keeping

A register is held by the school of all children who need educational provision that is additional to or different from Quality First Teaching.

Each child on the register will have a Pupil Passport. This identifies strengths, areas of concern and strategies used to support the child with their additional needs. Reviews with the child and their parents will take place three times a year with the class teacher and/ or SENDCo.

For children accessing Wave 2 interventions these are recorded on a termly Provision Map and reviewed termly by the staff implementing them and the SENDCo

For children with more complex needs, e.g. Wave 3 intervention or have an EHCP, a Learning Plan may also be in place. This plan outlines specific targets for a child to work

towards. These are small steps to help achieve more long term outcomes. This is also reviewed and updated three times a year.

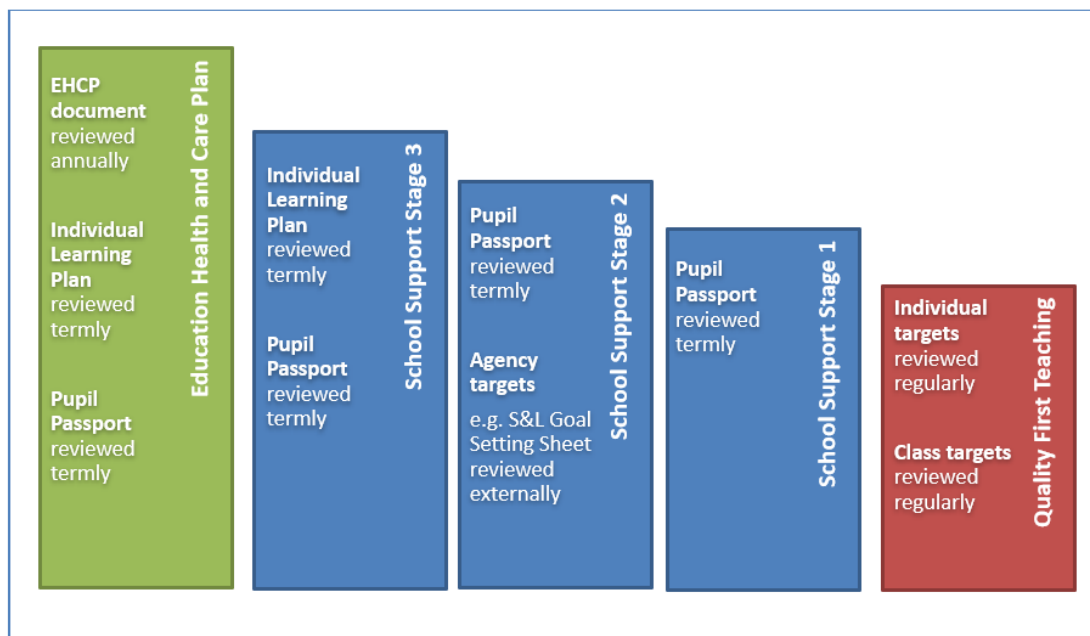
Once, a Pupil Passport and/or a Learning Plan has been created written copies are handed and shared with

- Parents/carers
- SENDCo
- Class teacher
- Teaching & Learning Assistant
- Child

For children with an EHCP, an Annual Review report will also be shared with parents.

Angmering Locality Schools SEN Provision

School documentation to support SEN Provision



Parents as Partners

Close partnership with parents will enable home and school to work in co-operation for the benefit of the child.

- It is the school's policy to involve parents in all aspects of their children's education. There is regular informal contact between parents and the class teacher and parents are encouraged to see the class teacher if they have any concerns. They are also invited to make appointments with the Headteacher or SENDCo if appropriate.

Parents have responsibility for:

- Ensuring their children attend school regularly and punctually;
- Informing the school of any problems or concerns;
- Supporting school policies;
- Helping their child with school routines e.g. ensuring the child has necessary equipment;
- Helping their child at home with any specific tasks in consultation with the class teacher or SENDCo;
- Meeting home based targets as agreed on their child's Pupil Passport or Learning Plan;
- Attending termly review meetings to update the Pupil Passport and/or Learning Plan; and
- Attending other meetings as required by the Headteacher or SENDCo in relation to their child's Special Educational Need.

There are regular parent consultations throughout the academic year and the SENDCo and Headteacher are available to discuss individual concerns.

Parental consent is sought for requesting advice or assessment from outside agencies. The findings of external agency assessments are always discussed with parents before any further necessary action is taken.

In some cases e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals.. Parental rights and associated responsibilities as defined by the law are acknowledged.

Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled; and
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

Please refer to the school's Equality Policy and Accessibility Plan for further information.

Joint Planning

Where children are not meeting the expected progress against set outcomes there maybe a need to work with outside agencies to gain expert advice and support to plan specialised interventions.

The agencies include:

LA agencies:

- Arun Early Help Hub

- Autism & Social Communication Team (ASCT)
- Learning & Behaviour Team (LBAT)
- Social Services
- Ethnic Minority & Traveller Achievement Service (EMTAS)
- Sensory Support Team

Health services:

- Child Development Centre at Worthing Hospital
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse
- Speech and Language Therapy Service
-

Links with Other Schools

The SENDCo/ SENDCOs of the locality schools meet every half-term to discuss relevant issues, share ideas and expertise.

Transition

Transition Arrangement with Pre-schools – Transition arrangements for children starting school include visits made by the SENDCo to pre-schools, meetings with parents and meetings with outside agencies. This ensures appropriate intervention or support is in place for when a child starts at East Preston Infant School.

For children with additional needs there may be a requirement for them to have a more thorough transition process within the school. Extra opportunities can be made for visits to their new class and transition books can be made to support the child through the changes. The SENDCo and class teachers will forward all relevant SEND documentation and records from class to class for children with SEND who are transitioning from one year group to another within the school.

Transition arrangements from Year 2 to East Preston Junior School or another school, the SENDCo will liaise with the new school regarding the SEND of the children who are to transfer. The SENDCo ensures that relevant information is passed on, so appropriate interventions or support are in place for the start of Year 3.

Roles and Responsibilities

“All staff have a responsibility to identify and address the individual needs of their children and young people. Responding to the needs of children and young people is key to promoting their wellbeing and independence, and enabling each of them to fulfil their potential.” West Sussex Ordinarily Available Inclusive Practice

The Governing Body

The Governing Body, in cooperation with the head teacher has a responsibility to ensure that the relevant provisions of the Acts of Parliament are implemented.

The named Governors with responsibility for SEND are Mr Stuart Simpson and Miss Jane Jones

The ownership of the SEND policy is with the Governing Body.

The Governing body together with the Headteacher and SENDCo: -

- Determines the school policy and approach to provision for SEND;
- Establish the appropriate staffing and funding arrangements ;
- Will ensure that the SEND pupil joins in the activities of the class together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special education provision and considering the efficient education of other children in the school and the efficient use of resources;
- Will maintain a rigorous approach to monitoring and evaluation of SEND support provided.

The SEND Governor will maintain an oversight, and monitor identification, provision and effectiveness through regular liaison with SENDCo.

The Headteacher

The head teacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The head teacher meets with the Inclusion lead/SENCo to oversee provision and discuss current issues.

The head teacher's responsibilities are to ensure that: -

- This SEND policy is implemented;
- The Code of Practice procedures are properly followed;
- Training arrangements are made where applicable;
- Resources are allocated for children with SEND;
- Support is given to the SEND Governor and SENDCo;
- An effective partnership between parents and staff is in place;
- Resource requirements to meet the needs of pupils with SEND are established; and
- The Governing Body is informed of current issues and provision.

The Special Educational Needs Coordinator

Every school must have a designated person as SENDCo. The SENDCo will carry out their role in line with the recommendations made in the SEND Code of Practice 2014

In our school the SENDCo is Mrs Lucy Owens

The responsibilities include: -

- The strategic development of SEND policy and provision in the school working in collaboration with the head teacher and governing body;
- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Providing professional guidance to colleagues and will work closely with staff, parents and other agencies;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;

- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Being a key point of contact with external agencies especially the local authority and its support services;
- Liaising with potential next providers of education to ensure the pupil and their parents are informed about options and a smooth transition is planned;
- Leading on staff INSET sessions and professional development sessions for all staff;
- Attending SEND training meetings and Inclusion manager meetings as a means of keeping up to date with initiatives and guidance;
- Working with the headteacher and the governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; and
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The class teacher

“The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil” Code of Practice 2014

The class teacher will:

- Ensure teaching is high quality inclusive first teaching
- Plan and monitor the work of children with SEND in conjunction with the SENDCo and/or other relevant professionals;
- Make parents aware of the provisions being made for SEND children and the outcomes expected against these;
- Inform parents if a child is placed on the SEND register;
- Work with parents to produce a pupil passport for every child on the SEND register; and
- Work with parents to write a learning plan for children with an Education, Health and Care Plan or if they have multiple agencies supporting them;
- Take into account the views and wishes of the child when planning for provision
- Attend Pupil Progress Meetings and work with SENDCo to determine the level of support required for children with SEND (e.g. 1:1 or group interventions).

Teaching & Learning Assistants

They have an important part to play in promoting the inclusion of all children in all aspects of life at school.

TLA's including HLTA's and Learning Mentor) have responsibility for:

- Support the teachers in enabling children with SEND to have access to an appropriate curriculum;
- Working with children on the SEND register
- Assisting the class teacher and SENDCo in the implementation of individual programmes of support and/or group interventions

- Liaising with class teachers, SENDCo and other colleagues as appropriate
- Record keeping to inform the Class teacher, and SENDCo for termly reviews and provision maps
- Help to prepare resources and adapt materials to meet the children's needs;
- Attending meetings and training as directed by the Headteacher or SENDCo

The Children

- Are encouraged to participate fully in the life of the school
- Understand the success criteria to enable progress to take place
- Have a role to play in voicing their suggestions as to how the teachers can help them learn better;
- Those who have special educational needs have the opportunity to comment on how they feel they are progressing when their pupil passport is reviewed and updated;
- Make choices about the provision they are getting and the progress made against these (reviewing Learning Plans or attending Annual Review meetings)

Funding

The school is allocated a proportion of its budget to support children with SEND. The budget is determined by the needs of the children and then divided up between staffing and resources. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (high level needs HLN) is retained by the Local Authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, SLT and the Governing Body to agree how the allocation of resources is best used.

Inclusion

'There is a clear expectation within the 1996 Education Act that pupils with SEND will be included in mainstream schools'.

At East Preston Infant School we are committed to including and providing for all pupils identified as having SEND, enabling them to access a full and balanced curriculum.

Please see the Inclusion Policy for further reference.

Review

This policy has been revised in accordance with the SEND Code of Practice (2014). It takes account of the code for Disability Discrimination and issues of inclusion. Teaching staff and Governors have been consulted. The policy will be reviewed annually or in response to changes in legislation. The review will be initiated by the SENDCo as part of the school review cycle.

Complaints Procedure

Concerns can be taken at any time firstly to the class teacher, then to the SENDCo or Headteacher. It is hoped that concerns can be resolved informally – but, if not, a formal complaint can be made to the Governors. Information will then be collected and the Governors will hold a complaint hearing.

Please refer to the Complaints Policy for further details.

If parents are not satisfied with the outcomes of this hearing, then their grievances can be taken further with the LA.

Glossary

SEND: Special Educational Need including Disability

Code of Practice (CoP): the SEND Code of Practice 2014 provides practical advice to Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. The guidance refers to Part 3 of the children and Families Act 2014

SEND Support: A pupil that is placed on the SEND register, identified with having SEND with one broad area of need. Outside agencies may be involved.

Education, Health and Care Plan (EHC Plan): is a document that outlines the provision required to meet the needs to support a child with Special Educational Needs.

Annual Review: the review of an EHC Plan which a LA must make within 12 months of issuing the Education, Health and Care Plan or, as the case may be, of the previous review.

Teaching and Learning Assistant (TLA): a widely used job title for an assistant providing in-school support for pupils with special educational needs and /or disabilities.

SEND Co-ordinator (SENDCO): member of staff of a school or early education setting who has responsibility for coordinating SEND provision within a school.

Pupil Passport: A Pupil Passport is a summary document about a child contained on one page. They are a very child centred approach and is created with the parent and the child.

Learning Plan: A Learning Plan is a document that sets out short-term targets that will help a child with SEND make progress. These are set termly and reviewed with the parent, and where appropriate, the child.