

# Girnhill Infant School



## Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 years (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

It should be read alongside the school's specific policies on:

- Teaching and Learning
- Assessment
- Behaviour
- Child Protection and Safeguarding
- Admissions
- Bullying
- Accessibility
- Confidentiality

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## 1. Aims

Girnhill Infant School is committed to a policy of educational inclusion whereby a supportive learning environment is provided. It is our aim for all children to have their diverse needs met, experience success and develop a feeling of self worth. All staff are actively engaged in trying to match provision to the individual needs of all our children. We recognise that some children have significantly greater difficulty in learning or accessing the curriculum than others of their age. These difficulties may be long or short-term. These children are identified as having 'special educational needs and/or disability' (SEND). As we strive to achieve success for children with SEND we follow the guidance set out in the SEND Code of Practice 2014. Support is planned for individual children to help meet their needs and allow them to achieve good outcomes. Types and levels of support will vary from child to child; support is no longer measured in hours of adult support provided.

### Objectives

- To work within the guidance set out in the SEND Code of Practice 2014.
- To identify and provide for children who have special educational needs.
- To operate a whole school approach to the management and provision of support for children with SEND.
- To provide full access to the curriculum through quality first teaching and differentiated planning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To have a child centred approach throughout the Assess, Plan, Do, Review Cycle.

## 2. Identifying Special Educational Needs

When identifying a child's needs we believe that it is essential to consider the child as a whole. Within the SEND Code of Practice there are four broad categories of need outlined, however this does not mean that we must categorise children into one of these areas. By considering each child's needs individually we may find that they fit in to several areas. All of a child's needs, both SEN related and otherwise, will be considered before planning provision/support for that child. The four main areas of need are explained in SEND Code of Practice (2014:97) as: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical.

A child has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Consideration will also be made to needs that are **not SEN** 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 alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a Child of a Serviceman/woman

Children identified as having a SEN will be added to a register kept by the SENCo. Being added to the register does not mean that the child will always remain on the register but will be monitored closely and removed if/when their progress deems this to be appropriate (see the graduated approach).

Children on the register will be classified in two main ways:

SEN support- which was formally known as School Action and School Action Plus

Or

Statemented/ Education and Health Care Plan (EHCP) - All children who already have a statement will transfer to a EHCP at a time designated by the schools SENART officer. All statements should have transferred by 2018. Both Statements and EHCP provide children with equal levels of support based on their needs.

### **3. A graduated approach to SEN support**

Girnhill Infant School has a graduated approach to meeting children's educational needs. There are three waves of provision that can be provided to meet these needs.

#### **Wave 1- First Quality Teaching**

**Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff in or outside of the classroom.** This, for the majority of children, will be sufficient provision for them to make good progress.

#### **Wave 2**

Those making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which is

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

These children will require differentiated work or teaching methods within the first quality teaching in order to make work accessible to them. This could take the form of more scaffolding in work, adaptations to meet individual learning style, additional adult support during the lesson or first quality teaching during 'catch up' based interventions aimed to close the gap in attainment between specific children and the age related expectations.

#### **Wave 3**

Few children will require work to be planned that is significantly different from their peers in difficulty or approach to teaching. These may require additional resources- both physical and/or human in order to make progress. All waves of provision are monitored regularly.

#### **Assess, Plan, Do Review**

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the child's progress. Children are only identified as potentially having SEN if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching. When it is decided that a child does have SEN, the decision is recorded in the schools SEND register and the child's parents are informed that special educational provision is being made. It is likely that a 'One Page Profile' will be completed highlighting the child's strengths,

needs and intervention strategies followed. Parents and children both contribute to this process. 'One Page Profiles are reviewed termly. If a child makes sufficient progress, the profile is closed. If more support is needed additional profiles are written and reviewed.

Girnhill Infant School follows the 'assess, plan, do, review' process. Simply, this means we assess a child's needs through discussion and observation, we then plan a strategy to meet their need and set a time scale in which we hope to see an impact. The strategy is implemented with the child and after the set time scale the impact is reviewed.

If the strategy has not had the desired impact on the child's progress, and no circumstances can explain this, then the process will be repeated again with a new strategy. At this point it may be that the strategy is from the next wave of the graduated approach.

For children with more complex needs, support in this process will be requested from outside specialist agencies such as:

CIAT- Communication and Interaction Team

LSS- Learning Support Service

EPS- Educational Psychology Service

School Nursing

#### **4. Managing needs of children with SEN**

##### **Referral for an Education, Health and Care Plan (EHC Plan)**

Where, despite the school having taken relevant and purposeful action, through the SEND Support process, to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. If we identify that additional funding and support are needed from the LA High Needs Block, we will then complete a 'My Support Plan', which will lead to an EHC assessment and, if successful, an EHC plan. 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
- SENCos
- 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.

##### **Children with Statements/ EHCP**

All children with a statement or EHCP will receive an annual review of that plan in a review meeting chaired by the SENCo. All parties involved with assessing, planning, implementing or reviewing the child's needs will be invited to the meeting by the SENCo. In the review, the child's current needs will be discussed and documented. Both long term and short term targets will be reviewed and new targets set. The 'assess / plan / do/ review' cycle will still continue, and further agencies and professionals may get involved.

For children who are scheduled to transfer from a Statement to an EHCP (time set by the special educational needs annual review team SENART) the review meeting will be replaced with a transition meeting chaired by

the school's SENART officer. Over the next year all children with a statement/ EHCP will have a 'My Support Plan' completed through collaboration of the SENCo and Parents/Guardians.

The 'My Support Plan' is a document that Wakefield requires completing to access additional educational support from outside agencies for children with a SEN.

All children with a Statement will also have a school based plan. This will outline key targets for the following term set through collaboration with the class teacher, the parents/carers and the child. Targets will be based on wanted outcomes for the child, they will relate to the child's needs not just academic progress. These will be reviewed during parents evenings 3 times annually.

### **SEN Support**

All children on the SEN register who do not have a statement or EHCP will be classified as SEN Support in accordance with the SEN Code of Practice 2014. Within SEN support the Federation has two sub categories: SEN Support and SEN Support with outside agency support.

As part of the process of managing the level of support needed for children at SEN Support the school has 2/3 planning meetings each year with a representative from LSS/EPs and CIAT and 2 Consultation meetings.

Planning meetings are an opportunity to discuss children in school and their needs without being specific about children. It is an opportunity for the SENCo and class teachers to gather information and advice that can feed into their planning to meet a child's needs. Consultation meetings are a chance to talk about specific children and their needs with a view to potentially needing specific individual support from an outside agency. LSS and/or EPs will offer strategies to try and monitor. School cannot access outside agency support for specific children without having been discussed in at least 2 consultation meetings.

All children at SEN support are monitored closely to check the provision planned by the class teacher is having a positive and significant impact on their progress.

Children at SEN support with outside agency support will have a school based plan in addition to this general SEN monitoring. The school based plan will outline key targets for the following term set through collaboration with the class teacher, the parents/carers and the child. Targets will be based on wanted outcomes for the child, they will relate to the child's needs not just academic progress. These will be reviewed during parents evenings 3 times annually.

Children at SEN support with additional outside agency support who have particularly complex needs- lots of different outside agencies involved in planning their provision will also have a 'My Support Plan' completed over the next year. These will be completed through collaboration of the SENCos, the parents/guardians and the child.

### **Criteria for exiting the SEND register**

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, they can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no different from or additional to support then the child no longer needs to be classed a SEND Support.

## **5. Supporting children and families**

The schools SEND Information Report (Local Offer) is available on our website for parents to access. This website also offers access to our: accessibility policy, auxiliary aids policy, admissions policy and medicine policy.

School have links with other agencies which support the family and child.

A transition process takes place for those children moving into school, moving between classes and into junior school. Arrangements are made for all children but additional arrangements are put in place for those children who have Special Educational Provision, these are adapted to the needs of the child.

The LA has a Parent Partnership Service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities.

## **6. Supporting children with medical needs**

Girnhill Infant School recognises that children 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 (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Specific personalised arrangements are put in place in school to support children with medical conditions.

## **7. Monitoring and assessment**

Class teachers, supported by the Senior Leadership Team, assess progress of all children termly. The Senior Leadership Team regularly and carefully review the quality of teaching for all, including those at risk of underachievement through classroom observations, monitoring of books and by chatting to the children themselves.

Assessments of child progress will be individualised where possible to suit the learning needs of the child.

## **8. Training and resources**

In order to meet the diverse needs of all children, the staff will need access to training. Girnhill Infant School is committed to the ongoing training of all staff, and good practice is shared. The SENCo is active in identifying any training needs.

## **9. Roles and responsibilities**

### **The Governing Body**

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for children with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN
- Reports annually to parents on the school's policy for children with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that children with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

### **The Headteacher**

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Headteacher keeps the Governing Body informed of all developments with regard to SEN. The Headteacher informs parents of the fact that SEN provision has been made for their child.

**SENCo** – the SENCo at Girnhill Infant School is the Headteacher. She is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after child has SEN
- Advising on a graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- 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 LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEN up to date.

### **Teachers**

They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEN
- Work with the SENCo to decide the action required to assist the child to make progress
- Work with the SENCo to collect all available information on the child
- Develop and review school based plans for children in consultation with the SENCo, parents and the child.
- Work with SEN children on a daily basis to deliver the individual programme set out on the one page profile.
- Develop effective relationships with parents
- Encourage children to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Continuously assess child progress and identify the next steps to learning
- To keep parents informed of child progress
- Work with the SENCo to identify their own training needs around SEN

### **Teaching Assistants**

- Provide relevant support to identified children
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of children's progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work in collaboration with the SENCo, teaching staff, parents and the child in the preparation of one page profiles.

The person responsible for the over-seeing of SEN provision is the Headteacher/ SENCo, Sally Lowe and the Governor with particular responsibility for SEN is Netty Stone.

#### **10. Storing and managing information**

All information is stored and shared in line with the confidentiality policy. Documents are passed on to the receiving school on transfer of the child. These will be signed for by the receiving school on receipt of documentation.

#### **Reviewing the Policy**

The SEN policy will be reviewed annually and may be amended prior to this if significant reforms are implemented. A current policy will be available on the school website or by request at the school office.

#### **Arrangements for complaints**

We recognise that from time to time there may be difficulties or differences of opinions when accommodating children with SEN. The School will try to resolve any problems that arise, but will signpost parents to alternative support such as the Parent Partnership Service or the LA, should this be necessary. The school's complaints procedure can be requested at the main office. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

This policy was drawn up by the Headteacher in December 2016.

It was discussed by the Full Governing Body and amended on 01.12.15

It was discussed by teaching staff on 26.12.16

It was updated and redistributed to staff in 02.12.16