

Church Aston Infant School



Special Educational Needs and Disabilities Policy

February 2019

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Date Document Created	Date approved by Governing Body	Date of next Policy Review
March 2015	7 July 2015	January 2017
Reviewed: January 2017	30 January 2017	January 2018
Reviewed: January 2018	6 February 2018	January 2019
Reviewed: January 2019	5 February 2019	February 2022

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children have special educational needs if they have a *learning difficulty or disability* that calls for *special educational provision* to be made for them.

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

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is provision different from or additional to that normally available to pupils of the same age. **(Code of Practice 2014)**

The National Context

- The SEN Code of Practice 0-25 DfE (2014)
- Equality Act 2010: advice for schools DfE Feb (2013)
- Schools SEN 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 (Sept 2013)
- Church Aston Infant School Child Protection and Safeguarding Policy
- Church Aston Infant School Accessibility Plan
- Teachers Standards (2012)

Roles within School

The special educational needs co-ordinator (SENCO) is: Mrs Sue Bryon

Mrs Bryon is a fully qualified teacher, with the National Award for Special Educational Needs Co-ordinator (NASENCo award), a Postgraduate Certificate in Vulnerable Learners and Inclusion.

Contact details: 01952 386390 (school office) or sue.bryon@taw.org.uk.

The governor with responsibility for SEND is: Mrs Clare Reynolds

The Designated Teachers with specific Safeguarding responsibility are: Mrs Jenny Griffiths (Headteacher) and Mrs Sharon Powell

Staff member responsible for managing PPG/LAC funding is: Mrs Jenny Griffiths (Headteacher)

Staff member responsible for meeting the medical needs of pupils is: Mrs Jenny Griffiths (Headteacher)

The SEN Coordinator (SENCO) responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a Child in Care has SEN
- advising on the graduated approach to providing SEN 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 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 local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Equal Opportunities and Inclusion

At Church Aston Infant School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development we try to ensure all contribute to the social and cultural activities of the school.

All pupils have access to a broad and balanced curriculum to prepare them for life in modern Britain. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to remove barriers to pupil achievement. We aim to raise the aspirations of and expectations for all pupils with SEND by providing high quality teaching, suitable resources and interventions that are implemented by highly trained staff.

The Equality Act 2010 determines that all pupils should be treated equally. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important to us that we meet the diverse needs of pupils to ensure inclusion for all. This may mean that that not all children are treated in the same way but will be supported through different strategies to meet their different needs.

Our objectives at Church Aston Infant School are:

- to identify and provide for pupils who have special educational needs and additional needs
- to work with the guidance provided in the SEND Code of Practice, 2014
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs

- to provide a Special Educational Needs Co-ordinator (SENCO) who will work with the Inclusion Policy
- to provide support and advice for all staff working with special educational needs

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In the SEND Code of Practice 2014 children with SEND are classified into 4 broad categories of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical

The purpose of these categories is to identify the action that a school needs to take and not to fit a child into just one of these categories. At Church Aston Infant School we identify the needs of pupils by considering them as a whole child and not just by their special needs. We also consider other things that may impact on progress and attainment. These may include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being in receipt of Service Pupil Premium Grant
- Being a Gypsy, Roma or Traveller child

A GRADUATED APPROACH TO SEN SUPPORT

SEN Support

Pupils are only identified as having SEN if they do not make progress once they have had all the interventions, adjustments and good quality personalised teaching available in school. This can be characterised by progress which:

- 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 (Code of Practice 2014)

In deciding whether to make special educational provision, the teacher and SENCO considers information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. This should then determine the support that is

needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. For higher levels of need, the school has arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. By doing this we develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Once established that a child is categorised as needing SEN Support and that more specialised assessments are required, they are entered on our SEN school records as **SEN SUPPORT**. Parents/carers, pupil and teaching staff all take action to help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. A clear date for reviewing progress is then agreed.

Where assessment indicates that support from specialist services is required the Local Offer clearly sets out what support is available from different services and how it may be accessed.

<http://www.telford.gov.uk/send>

The support that we give at Church Aston can be viewed in our School SEND Offer. (See school website) This will be updated according to the needs of our current pupils.

Education Health Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child if they have not made expected progress, the school or parents would consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. If necessary they would then consider the need to provide a full package of provision and support across education, health and care that covers five days a week, where that is appropriate to meet the child's needs.

Graduated Response

At Church Aston we use the graduated approach to SEND - assess, plan, do, review cycle:

Assess

The class teacher and SENCO take into account teacher assessments, knowledge of the pupil, previous progress and attainment and the views and experience of parents or carers.

Plan

Where it is decided to provide a pupil with SEN support parents are formally notified. In consultation, the teacher, SENCO, parents and pupil will decide on the interventions and support to be put in place. A review date will be set.

The support and intervention/s given will be based on reliable evidence of effectiveness and will be implemented by staff with suitable skills and knowledge. Where appropriate, parental involvement to reinforce or consolidate learning at home will be encouraged.

All staff who work with the pupil will be informed of needs, support, teaching strategies and expected outcomes. This will be recorded on the school Inclusion Register.

Do

The class teacher remains responsible for working with SEND children on a daily basis. Where any interventions take place out of the classroom, the teacher will still retain responsibility. Teaching assistants or specialist staff will work closely with the teacher and SENCO to assess the effective implementation of support.

All teachers and teaching assistants engage in regular training to improve teaching and learning for pupils with a range of needs. This is then applied in the classroom setting and reviewed to see how different groups are progressing and any changes that need to be implemented are put in place.

Review

The effectiveness of support and interventions on a pupil's progress will be reviewed at least termly. Pupils and parent feedback will be sought alongside that of teaching staff to evaluate the impact on progress and development. The outcome of these consultations will determine any changes that will be made.

Where a pupil has an EHCP the Local Authority will review the plan at least every twelve months. School will cooperate in this review process.

MANAGING PUPILS NEEDS ON THE INCLUSION REGISTER

At Church Aston Infant School we closely track the progress of all pupils through our school target and tracking system. Each half term we hold pupil progress meetings which involve all teaching staff. Children who are not making expected progress are identified and specific provision planned. This information feeds into termly SEND progress meeting when individual educational targets are updated on the child's Personal Plan These documents are living records showing identified needs, how to remove barriers to learning, clear outcomes to review progress. Parents are informed throughout the process and add their parent view, along with pupils and teacher.

SEND progress and matters are discussed at full governing body meetings.

Pupils with statements or Education and Health Care Plans (EHCP) have targets which are set annually and are reviewed at the annual review.

PARENT INFORMATION

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs or disability will be treated as partners and supported to play an active and valued role in their children's education.

There are regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They are given details of additional or different provision made under SEN support, as well as its impact.

A parent questionnaire is sent out each year to monitor the effectiveness of SEN support in our school. We collect the data and aim to address any areas to improve our provision.

RECORD KEEPING

Inclusion Register

This is a register that is updated each term showing SEN children, PPG children, children who are gifted and talented and any children that are receiving school based interventions.

Pupil Profiles

These are individual SEN records that give an overview of the pupil during their time at our school. It includes personal details, when SEN support began, their primary SEN need, outside agency involvement with dates and a personal progress tracker.

Personal Plan

These have individual targets which are reviewed at least termly. Pupils and parents/carers have their voice to discuss the pupil's strengths and weaknesses and have an input into the needs, next steps and monitoring of progress. Class teachers and support staff are responsible for evidencing progress against the targets and for liaising with the SENCo, parents, and pupils to set new targets.

If a pupil's progress indicates that SEND provision is no longer needed they will be removed from the register but all documents and records will be retained. The children will continue to be assessed and progress will be tracked alongside all other children.

SUPPORTING PUPILS AND FAMILIES

Telford and Wrekin is the Admissions Authority for Church Aston Infant School. Standard procedures for admissions are followed.

Children with EHCPs (Educational Health Care Plans) are placed by the Local Authority, with every effort to take account of parent and pupil's preferences.

The Information, Advice and Support Services (IASS) offer independent and impartial information and advice for parents of children who have or may have Special Education Needs or a Disability and live in Shropshire or Telford and Wrekin. <http://www.telfordsendiass.org.uk/#/independent-support/4590533528>

Maintained schools have a statutory duty to ensure that provision is made to meet the special educational needs of their pupils. When SEND children reach the time to take national tests we follow the appropriate guidance to ensure adjustments are made so pupils can access the Phonics Screening Check and Key Stage 1 tasks and tests.

The school engages parents in a full transition programme for the Reception Year children. It starts with a meeting in the Summer Term to inform parents about school information. We may arrange a specific transition meeting for pupils who need help with the move into school. These meetings may be conducted with the help of pre-school practitioner key workers and key members of staff who will be working with the child once they start school.

When children move classes within the school there is close liaison between teachers. Children have the opportunity to work in both classes and in vertical groupings at times so that all children are familiar with both classrooms and all the staff in school.

As children move onto the next school we liaise closely with the receiving school staff and arrange a transition meeting that is specific to the child. Parents and key professionals may also be invited.

Further information about what the LA offer provides can be found here:

<http://www.telford.gov.uk/send>

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. At Church Aston Infant School we pay regard to the statutory guidance '*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 pupils may also have special educational needs (SEND) and/or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases we make sure the SEND Code of Practice (2014) is followed.

We aim to provide a high level of care and social support for all pupils. We aim to provide personal care through the use of care plans which may be drawn up with the help of suitable professionals such as the school nursing team. We would always seek the advice of parents and carers when drawing up these plans.

Medications pupils need would be carefully considered and kept in line with school policy and procedures. Again, we may seek the support of parents and carers when making decisions about administering medication. Please see Administration of Medication in School Policy.

MONITORING AND EVALUATION OF SEND

There are continuous links with parents of SEND children so that they can input their views of provision in the school.

The Headteacher and SEND Governor have specific oversight of the school's arrangements for SEND. They regularly review how expertise and resources used to address SEND are used in whole school provision as part of the approach to school improvement.

TRAINING AND RESOURCES

Church Aston Infant School aims to provide high quality appropriate support from the school budget. The Local Authority, may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

The staff at Church Aston Infants have a wide range of qualifications which enable them to support pupils with SEND effectively. In order to maintain and develop the quality of teaching and provision

to respond to the strengths and needs of all pupils, further whole school and individual training is planned.

The SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND. This also enables close links with SENCOs from local schools to be set up, where good practice can be shared.

STORING AND MANAGING INFORMATION

At Church Aston record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEND is recorded accurately and kept up to date. There is evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

The Confidentiality Policy and Data Protection Policy can be viewed on the school website.

ACCESSIBILITY

At Church Aston Infant School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Church Aston Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our Accessibility Statement and Disability Equality Scheme can be viewed on our website.

COMPLAINTS

If parents are considering a pupil joining the school and they have concerns they should first contact the Head teacher. Parents/carers are informed about the Parent Partnership Service, so that they can obtain help, support and information, should they wish to.

http://www.telfordsend.org.uk/localofferservices/info/1/home/10/what_is_disagreement_resolution_and_mediation

If a child is in school, the initial point of contact would be the child's class teacher. Many issues could hopefully be resolved at this point with mutual cooperation from the parents/carers. If the issue needs to be taken further the Head teacher may be contacted and will meet with parents/carers to resolve the issue.

At this point other professionals may be called in such as the Educational Psychologist or Behaviour Support Team. Members of the Governing body may also become involved.

The first point of any contact for serious concerns or complaints is the Head teacher. We have a Complaints Policy that we would adhere to in the case of a formal complaint.

SUPPORTING DOCUMENTS

Link to Telford and Wrekin SEND offer <http://www.telford.gov.uk/send>
SEN Direct – www.sendirect.org.uk/

School SEN Information report
School Offer link
Equalities policy
Data Protection policy
Confidentiality policy
Anti-Bullying policy
Supporting pupils at school with medical conditions
Accessibility Statement
Disability Equality Scheme

The policies above can be viewed on our website: <http://www.churchastoninfantschool.co.uk/>