

Special Educational Needs Policy and SEND Information Report

Special Educational Needs Team

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Our Vision

Imagine a place, where together adults and children can flourish as highly successful learners; a place where discovery, exploration, creativity and challenge are embraced as chances to grow; where risks and mistakes are used as learning tools that are often gateways to successful learning. Our school is a place where we can all learn to be ourselves, be treated with respect and kindness. Everyone shares an enthusiastic love of learning, a desire to achieve their very best and a determination to work hard to achieve this. Each day there are smiles, laughter and celebrations of success as their dreams are actively followed. Listen to the buzz of excitement as people learn from each other, hear them asking questions, finding solutions and learning skills that will prepare them to make a positive difference in society. See that positive values, kindness and generosity are shown to people locally and worldwide and respect and care are given to our planet as we encourage others to do the same.

Our Aims:

- ❖ To be recognised as an outstanding school that provides a stimulating, creative and dynamic learning environment that strives for excellence and values achievement.
- ❖ To develop the skills of the learner within a happy atmosphere.
- ❖ To prepare children to play an active role in their community.
- ❖ To be a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted.
- ❖ To motivate and engage children as lifelong learners through inspirational teaching and creativity in the classroom ensuring all children are challenged to achieve their potential.
- ❖ To be a learning community in which individual needs and talents are valued and success is celebrated.
- ❖ To support our children in developing healthy lifestyles.
- ❖ To make our school a place where children enjoy being.
- ❖ Children should leave Warden Hill Infant School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

S E N D Policy and Information Report

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SENDD Code of Practice 2014

SI 2014 1530 Special Educational Need and Disability Regulations 2014

Part 3 - Duties on schools –Special Educational Needs Co – ordinators

Schedule1 - regulation 51 – Information to be included in the SEND information report.

Schedule 2 - regulation 53 – Information to be published by the local authority in its local offer

- Equality Act 2010
- Schools Admissions Code, DfES 1 Feb 2012
SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Statutory Guidance on supporting Pupils at school with medical conditions – April 2014
- The National curriculum in England Key Stage 1 and 2 Framework document- September 2013
- Teacher standards 2012

This policy should be read in conjunction with the following policies: Behaviour Policy, Single Equality Policy, Safeguarding Policy, Intimate Care Policy, Positive Handling Policy and Medical Policy.

This policy was created in conjunction with the schools SENDCO, SENDD Team, Headteacher, SEND or Leadership team, Governors and parents and carers of pupils with SEND.

This policy will be reviewed annually.

What is the definition of SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post -16 institutions *SEND Code of Practice (2014, p4)*

Definition of disability

Many children and young people who have SEND may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2014, p5)*

What kinds of special educational needs do we have at Warden Hill Infant school?

At Warden Hill Infant School (from here on in known as 'The School') we can make provision for every kind of frequently occurring special educational needs without a need of a Statement of Special Educational Needs/ Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum disorders, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs could be met.

The school also currently meets the needs of pupils with a statement of educational need / Education, Health and Care Plan (EHCP) with the following kinds of special educational need: Autism, ADHD, chromosome disorder.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

How do we identify and make an assessment of pupils with SEND?

Provision for children with SEND is a matter for the whole school. All teachers are teachers of children with SEND and teaching such children is therefore a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes into account of the wide range of abilities, aptitudes and interests of all children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's SEND as outlined in the SEND Code of practice (2015). The class teacher makes an initial identification and informs the SENDCO and parents or carers at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collects evidence (work samples, teacher assessments reports, test results etc.) and if lack of progress is evident their concerns are shared with the SENCO. The SENCO, together with the class teacher, uses the LA criteria to decide, whether it is appropriate to place the child on the SEND register and at which level of provision.

Wave 1

The majority of children at this level will have their needs met through high quality differentiated teaching within the classroom. This may involve the child working in either a small group or one-one support depending on the nature of the needs. Specific interventions may be used to meet the needs of each child and an individual or group provision map will be used to map the effectiveness of this. This will be explained to parents and carers at parent teacher consultation meetings. The progress of these children will be carefully monitored by the class teacher, SENCO and at regular whole class pupil progress meetings with the class teacher, Year Group and head teacher.

Wave 2

Children who are still not reaching expected levels will be placed on the SEND register and parents and carers will be informed. We would typically involve an external agency which would provide additional specialist support to further strengthen the help already provided, e.g. specialist behaviour support; health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services, and Educational Psychologists. Children on this wave of support would typically be discussed as part of our terms School Liaison Meeting (SLM) Representatives from professions previously stated attend the meeting as do the schools SENCO, head teacher, family worker and class teacher. Additional services may be invited as considered necessary in meeting the needs of each individual child.

Wave 3

This is the trigger for a formal request for a statutory Education, Health and Care (EHC) Plan through the process of statutory assessment.

Where a request for an EHC Plan is made by Warden Hill Infant School to the LA the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's SEND and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through Wave 1 and Wave 2. This information will include:

- Records of regular reviews and their outcomes.
- The pupil's health including their medical history where relevant.
- Assessment against National Curriculum objectives at 'P' levels if necessary.
- Educational and other assessments, including advice from an external agency, preferably from an educational psychologist.
- Views of the parents and carers of the child.

- Involvement of other professionals such as health, social services or education welfare service.

The EHC Plan process involves consideration by the LA, working cooperatively with parents and carers, the school and other agencies, as to whether a statutory assessment of the child's SEND is necessary. An EHC Plan will include:

- The pupil's name, address and date of birth.
- Details of all the pupil's special needs.
- The special educational provision necessary to meet the pupil's needs.
- The type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.

All children with an EHC Plan will have short-term targets set for them, which will be set out in a Smart Target (SMART) and will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will be the responsibility of the class teacher.

If additional teaching hours are awarded through the EHC Plans, then the support teacher/teaching assistant will also be actively involved in devising and implementing an appropriate SMART.

All EHC Plans must be reviewed annually with parents and carers, the pupil, the LA, the school and professionals will be invited to consider whether any amendments need to be made to the description of the pupil's needs.

What support / interventions do we currently provide?

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Fine motor skills: Handwriting support, Funky fingers and Dough Disco
- Gross motor skills: Writing slopes
- Social interaction: Play therapy, positive play session to help turn taking and personal interactions. Social stories can help explain or introduce a new situation/ activity
- Precision monitoring: Sessions to help with word and letter recognition
- Mathematical understanding: First class maths, easy maths, RM maths
- Phonics/ reading: Jolly Phonics, Phonics Play, Letters and Sounds, Phonics games, Read Write Inc., 5-minute box
- Literacy: Magnetic letters, Communication in Print, white boards, Yellow line writing, shared writing, modelled writing, cvc games, bean bag letters
- Concentration and listening: sound and word bingo, fillers and support cushions, work stations, brain gym

- Processing and following instructions: Now and next trays, seating plans, visual prompt cards, Kim's game.

How do we come to the conclusion that a child may have SEND and be placed upon our SEND register?

Some pupils may continue to make inadequate progress, despite high – quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools to determine the cause of the learning difficulty.

At Warden Hill Infant School, we are experienced in using the following assessment tools:

- Main Stream core standards
- P scales
- Early Excellence baseline assessment tool EYFS
- Development matters EYFS
- Early Learning goals EYFS
- BVPS
- We have access to external advisors who are able to use a range of more detailed assessment tools.

The purpose of these more detailed assessments are to understand what additional resources and different approaches are required to enable the pupils to make better progress.

These results will be shared with parents and carers. Should it be felt necessary then an SEND support plan will be created in the form of a SMART Target this will be developed jointly with the parents and carers and class teacher. (The SENDCO is available to provide support and advice) The plan will be reviewed regularly, refined and revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. Parents and carers will have become aware of this through meetings and discussions. Forms will also be completed to ensure that everyone involved is aware of the child's needs and required support.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without these additional and different resources he or she will no longer be identified as having SEND. When any change in identification of SEND occurs parents and carers will be notified.

At our school we will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC plans, including:

How do we evaluate the effectiveness of our provision for such pupils?

Each review of the SEND support plan or SMART will be informed by the views of the pupil, parents and carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2015) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body and led by the SENCO.

For children who are identified as SEND but who do not have an EHCP, a SMART will be created and reviewed three times a year in conjunction with the parents and carers, class teachers and SENCO. These meetings will additionally provide opportunities to set new targets.

Children who have been receiving regular interventions from the class teacher, teaching assistant or learning support assistant will have the progress monitored at the end of every session. At the end of the block of support the impact of the intervention will be assessed to see whether it has achieved the desired outcomes within classroom sessions.

What are our arrangements for assessing and reviewing the progress of pupils with special educational needs?

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of the impact of the interventions or support they are receiving. The assessments we use at Warden Hill Infant School are shown above under the section 'What provision and Intervention we use at Warden Hill'. By using these it will be possible to see if pupils are increasing their level of skills in key areas and see how they are progressing with specific targeted support in certain areas.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

What is the schools approach to teaching pupils with special educational needs?

High quality teaching, differentiated for individual pupils, is the first steps in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for lack of good quality teaching. At Warden Hill Infant School, we regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. *SEND Code of practise (2015)*

At Warden Hill Infant School, the quality of teaching was judged to be Outstanding in our last Ofsted inspection.

How does Warden Hill adapt the curriculum and learning environment for pupils with special educational needs?

At Warden Hill Infant School, we follow the advice in the SEND Code of Practice on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in ECHPs.

What additional support for learning is available to pupils with special educational needs?

As part of our budget we receive 'notional SEND funding' this funding is used to ensure that the quality of teaching is outstanding in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case.

This academic year we are providing 4 learning support assistants to help ensure that four children are able to receive a fully inclusive education through small group and 1:1 support. There are an additional 3 learning support assistants who work across the year groups to provide small group interventions.

How does the school enable pupils with special educational needs to engage in activities in the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to pupils at Warden Hill Infant School are available to pupils with special educational needs either with or without an EHCP or Statement of Educational Need. Where it is possible, the school will use the resources available to it to provide additional adult support to enable safe participation of the pupil in the activity or the parents and carers will be asked to stay and support the child. When clubs are run out of school hours in certain cases we will ask the parents and carers to support their child.

What support is available for improving the emotional and social development of pupils with special educational needs?

At Warden Hill Infant School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance;

- Social Emotional Aspects of Learning (SEAL)
- Class Circle Time
- Indirectly with every conversation adults have with pupils throughout the day.
- Small group interventions over a period of weeks

As an infant school all staff have a very unique relationship with the children and there is a strong sense of trust and compassion. The children are encouraged to value one another through our Values and British Values systems.

For some pupils with a high need in this area we can also provide the following:

- An external referral to CAMH
- A referral to our visiting play therapist
- A time out space for pupils to use when upset or agitated
- Positive play sessions
- Social stories

Pupils in the early stages of emotional and social development will be supported to enable them to develop and mature appropriately because of their special educational needs. This will usually require additional and different resources, beyond that required by pupils who do not need this support. This can be met through small group and individual sessions. Children's emotional needs are often assessed using the Boxall Profile.

What is the current expertise and training of staff in relation to children and young people with special educational needs?

All teachers and teaching assistants have had the following awareness training:

- Selective Mutism Awareness
- Attachment Disorder Awareness
- Child Protection Training
- Training of intervention strategies such as First Class Maths

In addition, a selection of adults have received

- First aid training

- Epi pen training
- Defibrillator training
- Sherwood training

How will specialist expertise be secured?

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:

Educational psychologists

Speech and language therapists

Occupational therapists

Physiotherapists

The cost of training is covered from the schools allocated SEND budget. All resources are also covered from this budget

What are the arrangements for consulting parents and carers of children with special educational needs about, and involving them in, their education?

All parents and carers of pupils at Warden Hill Infant school are invited to discuss the progress of their children on several occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress they are making indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated. Should progress still be slower or limited then the class teacher will share their concerns with the child's parents and carers and SENCO. Discussions will be had with the parents and carers about the use of internal or external assessments which will help us to address / understand their needs more fully. (See section on identifying SEND)

At this point, SMART targets will be devised to support above that detailed in class lesson plans. SMARTs will be reviewed on three occasions during the school year. These follow a 'plan do and review process' in which parents and carers, children and class teacher are involved.

In addition to this, parents and carers of pupils with EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents and carers.

What are the arrangements for consulting young people with special educational needs, and involving them in, their education?

When a pupil has been identified as having Special Educational Needs (SEND) because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person centred planning. Parents and carers will play a more significant role in the childhood years with the young person

taking more responsibility and so thus are able to act with greater independence in later years.

All pupils will give their opinion when reviewing individual support plan. The pupil will then be asked to think of a target to add to their new plan.

What are the arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the school?

Normal arrangements for the treatment of complaints at Warden Hill Infant School are used for complaints about the provision made for Special Educational Needs. We encourage parents and carers to discuss their concerns with the class teacher initially and then the SENCO and then the Head teacher to resolve the issue before making the complaint formally to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolutions service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First – tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND or an EHCP plan where there is a statutory right for parents and carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

What are the school's arrangements for supporting pupils with special educational needs in transferring between Pre- School and Warden Hill Infants and Warden Hill Infants and Key Stage 2?

At Warden Hill Infant School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will ensure the transfer is as seamless as possible. The Early Years Leader visits all children in their pre –school settings. Should there be a child about who there are concerns then further visits will be made. Discussions and visits will also be had by the SENCO. Parents and carers of new entrants are invited to meet the class teacher and share any concerns. The SENCO is also available during these meeting times and will liaise with the parent /new teacher and pre – school setting.

Transition sessions are provided for all children, additional transition booklets are provided for children who will find starting school a little more challenging and daunting.

The children transitioning to KS2 have several visits to the junior school, including Mini Olympics and a lunchtime visit. SEND pupils have extra visits to ensure a smooth transition. SEND leaders from both schools meet and the Year 3 teachers visit the infants.