

‘To be the best I can be’

Walter Infant School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

DOCUMENT HISTORY

Version	Action	By	Date
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Special Educational Need and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25, 2014.

Walter Infant School is an inclusive and supportive infant school with a belief that every child is entitled to a comprehensive, encouraging and balanced education. We provide a caring and nurturing environment for pupils to develop and grow which encourages the ethos of *'To be the best I can be'*.

We have five specific values which focus our behaviours for everyone: empathy, resilience, kindness, honesty and respect. All of our children are entitled to be treated in a way which fosters inclusion, individuality and equity. We are a fully inclusive school.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with Special Educational Needs and Disabilities (SEND).
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To work within the guidance provided in the SEND Code of Practice (CoP), 2014.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To enable pupils to have their voice heard.
- To communicate with the Governing Body to enable them to fulfil their monitoring role.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have had access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and Governors.

Definition of SEND

The SEND Code of Practice (2014) states that “a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.” A child or young person of compulsory school age has a learning difficulty 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 of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.”

The Code of Practice (2014) describes four broad categories of need. These four areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the whole child not just their SEND.

The four areas of need are:

1. Communication and Interaction
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. Cognition and Learning (when children learn at a slower pace than their peers, even with appropriate differentiation)
 - MLD (Moderate Learning Difficulty)
 - SLD (Severe Learning Difficulty)
 - PMLD (Profound and Multiple Learning Difficulties)
 - SpLD (Specific Learning Difficulties- e.g. Dyslexia, Dyspraxia, Dyscalculia)
3. Social, Emotional and Mental Health Difficulties
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit and Hyperactivity Disorder)
 - Attachment Disorder
 - A wide range of difficulties may manifest themselves in many ways. They may reflect underlying mental health conditions such as anxiety, depression, eating disorders etc.
4. Sensory and/or Physical Needs
 - Vision Impairment
 - Hearing Impairment
 - Multi-sensory Impairment
 - Physical Disability

Equal Opportunities and Inclusion

It is important that as a school we ensure an inclusive approach to meet the diverse needs of all pupils at Walter Infant School, therefore we also consider the following which may impact on progress and attainment of individual pupils but do not consider them special needs.

- Attendance and punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

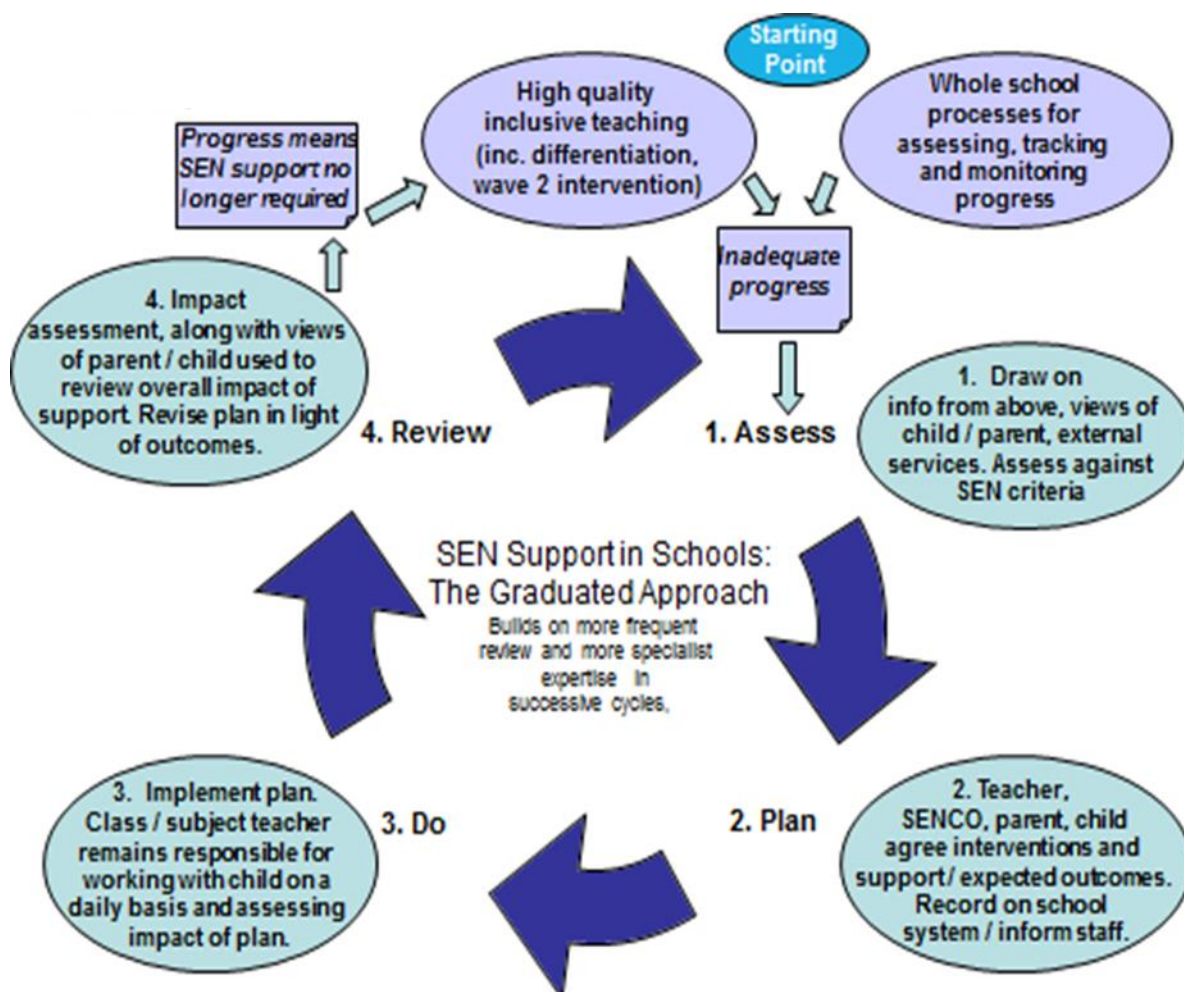
Through all subjects we meet the needs of pupils taking account of gender, ethnicity, culture, religion, language, age, sexual orientation, ability, disability and social circumstances to assure equal opportunities and access for all pupils to succeed within any given lesson.

A Graduated Approach to SEN support

All pupils receive a differentiated curriculum. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers and in discussion with the Inclusion Manager and the Senior Leadership Team.

The progress and attainment of all pupils is reviewed and discussed at termly pupil progress meetings. In addition to this, any teacher or member of staff can raise concerns about a pupil with the Inclusion Manager or Senior Leadership Team at any time. We involve parents /carers at every opportunity and, where appropriate the pupil, as soon as we identify a barrier to learning.

In line with the 2014 Code of Practice requirements the school will deliver a Graduated Response Model as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, Natalie Packer Educational Consultancy www.nataliepacker.co.uk/)



Pupils who fail to make adequate progress on the basis of accumulated evidence or pupils with a specific need/difficulty that are supported by an external agency are placed on the Special Educational Needs register.

The SEN Code of Practice, 2014 describes adequate progress as being that which:

- is similar to that of other children of the same age who had the same starting point.
- matches or improves on the pupils previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age.
- ensures full access to the curriculum.

Managing pupils needs on the register.

Once a pupil is included on the SEN register an Individual Learning Plan (ILP) is drawn up by the class teacher in consultation with the Inclusion Manager, parents/carers and the pupil, where necessary advice may be sought from external agencies to inform effective intervention.

The ILP allows for close monitoring towards short term outcomes, which are reviewed termly with the pupil and parents/carers.

If a child fails to make the expected progress then further advice may be sought from external agencies.

Although reviews are held termly parents are encouraged to contact the school whenever they have a concern or information to share.

We have allocated Educational Psychologist Support and can request support from Language and Learning Services, Behaviour Support, and Health Services including Speech and Language support and Occupational Therapy Support.

If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support. We will prioritise pupils, dependant on their individual need.

Criteria for exiting the SEN register

Following termly reviews it may be decided that the pupil has made significant progress and is no longer requiring such intensive support. We would consider recommendations from professionals and the views of parents before removing a child from the register. However after removal, any child would continue to be monitored closely by the Inclusion Manager and class teacher at termly progress reviews.

Education Health Care Plans

If a child is not making expected progress or is achieving at a considerably lower level than the national expectations for their age a decision may be made to request a statutory assessment of their need.

Once a request for assessment has been agreed all relevant evidence will be gathered about the specific needs of the whole child. This may result in the Local Authority issuing an Education Health and Care Plan (EHCP), which will identify outcomes to be met and additional provisions to be provided.

Once an EHCP has been issued it will be reviewed each term in addition to an annual review with supporting external agencies.

Children who currently have a Statement of Special Educational Need will have their statements converted into an EHC Plan in line with Wokingham Borough Council's rolling programme of conversion.

Supporting pupils and families

The Wokingham Local Offer can be found on the Wokingham Borough Council website and this will provide information on what support is available in the area. In addition to this, the school's Local Offer along with an electronic copy of the SEN Policy and the Child Friendly SEN Policy can be found on the website:

<http://www.walter.wokingham.sch.uk>. Parents without internet access should speak to the Inclusion Manager for support in accessing the information they require.

The schools admission arrangements can be found on the school's website or from the school office.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. Pupils are supported in transition; this may be internal transition between year groups, from schools and other educational settings and also to new schools.

Our Inclusion Manager is available to meet with parents: appointments should be made through the school office.

Supporting pupils at school with medical conditions

We recognise that pupils at Walter infant School with medical conditions should be properly supported so that they have full access to education including school trips and physical education.

We have members of staff who are first aid trained and all staff have an up to date paediatric First Aid qualification.

Most of the staff have been trained in administering pens for allergic reactions.

We have specific training to meet the needs of individual pupils as required.

Further details of how we support children with medical conditions can be found in the 'managing pupils with medical conditions policy' or from the school office.

Sensory Circuits

Some children will require support to develop balance and co-ordination (for a variety of reasons) or to help them focus at that start of each day; these children will receive additional support through our Sensory Circuits Programme before the start of the school day. The children will be identified by the staff or begin school with a recognised need. Progress will be monitored closely by the classroom teacher and the Inclusion Team.

A sensory circuit is a series of exercises that a child works through in a specific, structured order. It is intended to focus concentration to prepare the child for learning and support self-regulation throughout the day.

The circuit may be specifically tailored to an individual child if it is felt they need more stimulation in a certain area.

Children spend around 1-2 minutes in each area before moving on to the next area.

Monitoring and evaluation of SEND

The monitoring and evaluating of provision is an on-going process. Interventions and support programmes within the school are closely monitored and screened to guarantee their effectiveness. The Inclusion Manager meets with the SEND governor, who is involved in monitoring SEND within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

Training and resources

Each school is allocated from the Local Authority, funding which is to be specifically used to support the learning of children with SEND.

In order to maintain and develop the quality of teaching and the ability to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and learning support staff attend termly staff meetings with the Inclusion Manager to discuss the systems and structures in place around the school, SEND provision and to discuss the needs of individual pupils.

The school's Inclusion Manager regularly attends the LA and cluster Inclusion Manager network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this we will find a provider who is able to deliver quality training. Training is on-going within Walter Infant School and is responsive to an identified need. If required, specialist equipment will be considered on an individual basis.

Additional Funding

Where a child needs additional support over and above the core funding, the school may apply for Exceptional Needs Funding (ENF). With parental agreement the Inclusion Manager will present the case for additional funding to a panel of colleagues from the local cluster of schools as part of a moderation process. Once agreed by the cluster group a representative from the cluster will further present the case to a Borough Moderation group. If agreed the additional funding is made available in the school budget.

Funding is only allocated for short term, highly specific interventions and the school will report back the outcomes of the support to the cluster group.

Storing and managing information

Information within school is stored securely. The information regarding a supported child is shared with the staff working with the pupil. At the end of each year the information is transferred to the next class teacher and a discussion held to ensure transition is efficient and effective. When a pupil moves to another school the records are copied and archived. The originals are passed to the next school.

Accessibility

The school is on one level only with disabled access throughout the building. The school has a disabled toilet located at the front of the building. Pupils who use a wheelchair will have a Personal Emergency Evacuation Plan (PEEP) and Risk Assessment in place to ensure the safety of the child in any circumstance.

The school will have regard to the Equality Act, 2010, the Children and Families Act, 2014, and the Code of practice, 2014 in terms of admitting pupils with disabilities.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve. Parents contribute to the shared view of a child's needs and are treated as partners in their child's education. At all stages of the process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Pupil's input will be actively sought in designing support and monitoring provision through their ILP or EHC Plan. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Dealing with complaints

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through our school complaints policy and procedures. We encourage parents to discuss their concerns initially with the Class Teacher, Inclusion Manager, Deputy or Head Teacher to resolve the issue before making the complaint formal via the Chair of Governors.

Details of the schools Complaints Policy can be found on the website or from the school office.

Roles and responsibilities

The class teacher will be responsible for:

- reading the pupil's file
- identifying each pupil's needs and skill levels
- monitoring and assessing progress and maintaining appropriate records
- recognising the needs of parents/carers, giving clear and careful explanations at every stage and arrange for the parents/carers to see the Inclusion Manager if appropriate.
- annotating plans to show differentiation for pupils with EHCP or ILP

- writing ILP for pupils with additional needs
- sharing ILPs with parents/Carers and seeking their involvement/partnership
- involving the pupils in the writing and evaluating of their ILP.
- involving LSA's in the planning teaching and assessing of pupils with SEND
- ensuring that delivery of the curriculum allows each pupil to experience success
- providing reports for external agencies

The Inclusion Manager will be responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- 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 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 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

The Head Teacher has responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for children with SEN
- keeping the governing body fully informed
- working closely with the school's SEN team

The Governing Body has a duty to:

- in co-operation with the Head Teacher, make every effort to see that the necessary arrangements are made for any pupil who has SEND, including appropriate access to the buildings and school facilities as well as the curriculum
- ensure that school staff are aware of the importance of identifying pupils who have SEND and provide an appropriate education
- consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate SEND provision in an area

- Ensure that the Local Offer for Walter Infant School is shared on the website and with WBC so that parents are fully informed; in addition governors will ensure that the Policy for SEND is published on the school website
- take account of the Code of Practice when carrying out duties towards any pupil with SEND

Glossary of terms

Annual review: the review of an EHC Plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Compulsory school age: A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Individual Learning Plan (ILP) The Individual Learning Plan is a written plan/program developed by the schools special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term ‘parent’ includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Special Educational Needs and Disabilities (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 or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (INCLUSION MANAGER): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIASS): The SENDIASS is a statutory service which is run at ‘arm’s length’ from the Special Educational Needs decision makers and aims to provide free, confidential, impartial advice, guidance and support to parents of children with special educational needs, including the very young. It aims to promote good working relationships between parents, education settings and the LA, whilst seeking to empower parents to play an active and informed role in their child’s education. It provides a range of flexible services which include training, access to Independent Parental Supporters on request, referral to other statutory and voluntary agencies, access to local and national support groups, telephone support and face to face meetings.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.