

Christchurch Infant School



Special Educational Needs (SEND) and Disability Policy

Christchurch Infant school-Inclusion/SEND Policy

INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

This is the SEN Policy for Christchurch Infant School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- They require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on the Bournemouth.gov.uk website

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Christchurch Infant School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. The Governor with oversight of the arrangements for SEND and disability is: Mrs G Kemp (contact can be made via the school).

They, with the Headteacher, decide the school's general policy and approach to meeting the special educational needs of those with and without Educational Health Care Plans (ENCP). The Governing Body does its best to ensure that the necessary provision is made for pupils with SEND. This can include setting up appropriate staffing and funding arrangements. A governor with special responsibility is appointed to oversee SEND issues, such as the training of staff and governors, monitoring the quality of SEND provision, overseeing the inclusion of children with SEND, and reviewing resources. The Governing Body reports to parents on the implementation of the school's SEND policy on an annual basis.

The Headteacher The Headteacher (Mr Baxter) has overall responsibility for Special Educational Needs and Disability (SEND) in Christchurch Infant School. The Headteacher keeps the Governing Body fully informed and also works closely with the inclusion leader.

The Inclusion Leader The designated teacher responsible for coordinating the day to day SEND provision for children/young people is: Mrs D Darch (contact can be made via the school). This person is a member of the Senior Leadership Team.

The Inclusion Leader is responsible for the day-to-day operation of this policy and for co-ordinating provision for pupils with SEND. The inclusion leader works alongside and advises fellow teachers and helps manage the use of support assistants. They are also responsible for overseeing the SEND records and liaising with parents and external agencies when necessary. The inclusion leader can also be called upon to contribute to the training of staff. The inclusion leader works closely with the Headteacher on the strategic development of SEND policy and provision and to ensure records are kept up to date, children are regularly tested to ensure progress and where necessary appropriate support programmes are put into place.

The Inclusion leader tracks progress of children who are pupil premium ensuring that they are receiving the appropriate amount of support irrespective of their ability in order to reach their full potential.

The inclusion leader is also responsible for the monitoring of Looked after children by ensuring that a personal educational plan is in place and appropriate support is provided. The Inclusion leader attends base reviews to evaluate interventions being used in school.

The class teacher is responsible and accountable for the development and progress of the Children in their class, including where they access support from Teaching Assistants or specialist staff.

The class teacher is primarily responsible for those children with SEND in their class and for ensuring that any support plan is implemented. Ancillary helpers work under direct instruction from the teacher, and when necessary, from other agencies involved in the care of the child. Class teachers track the progress of pupils with SEND and review interventions on a regular basis.

CONSULTATION

This policy was developed in consultation with:

- Parents
- Governors
- School staff

VISION AND AIMS

Christchurch Infant School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The ethos of the school strongly supports the principles of 'inclusive education' whereby children with Special Educational Needs are given access to an appropriate education that affords them the opportunity to achieve their personal potential

AIMS

- We aim to offer all pupils, including those with SEND, full access to a broad and balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- To identify pupils experiencing learning difficulties, inform staff, monitor pupil progress and liaise with outside agencies, to ensure that suitable high quality provision is made.
- To provide resources and staffing which will enable each child to achieve his/her educational potential.
- Support strategies reviewed on a regular basis to assess their impact, the child's progress and take into account the views of all involved.
- We aim to involve parents in decisions made about their children's education.
- Pupils with physical disabilities whose parents request a place at the school are admitted, dependent on places being available, and the school makes reasonable adjustments to include them in the life of the school.
- To develop individual's self-esteem

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- For pupils with Special educational needs and disabilities to have full access to the curriculum and take part in all activities.
- For all pupils to make the best possible progress.
- To work within the guidance provided in the SEND Code of Practice, Sept 2014
- To employ an inclusion leader who will work within the bounds of the SEND Inclusion Policy.
- To provide support and advice to all staff who work with children with special educational needs.
- For effective partnerships to be in place between parents and school and outside agencies.

ADMISSION ARRANGEMENTS

Christchurch Infant School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Christchurch Infant School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the school web site.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- regularly assessing our pupils' progress and targeting areas of difficulty
- Adjusting work for pupils who need this.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this a variety of assessment tools are available to help identify pupils who may have additional needs. These include the following

- Speech and language screenings which help identify pupils who have difficulties with expressive and receptive language.
- DEST screener which is used to identify strengths and weaknesses in processing and whether a pupil has traits associated with dyslexia.
- Checklists are used with teachers and parents to help identify areas of concern relating to characteristics associated with autism, dyspraxia and ADHD.
- An ABC movement and coordination checklist is used to help identify pupils who have co-ordination difficulties.
- In addition the BCP toolkit for Gradual response is used to help identify children in need of SEND support.

This is a process involving the class teacher, SENCO, parents and the pupil.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN register under the category of SEN Support. Parents will be informed when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- Working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child by holding SEN Support meetings to discuss outcomes of assessments and to complete a 'support plan' and individual provision map. All support plans include short term targets which are reviewed on a termly basis. This involves additional meetings with parents to share targets and strategies in order to ensure a consistency in approaches.

The inclusion leader will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for Children identified with SEND.

Christchurch Infant School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the class teacher or Inclusion Leader if they feel their child might need an EHC Plan and this can be reviewed using the BCP Gradual response toolkit.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. Christchurch Infants will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on the Bournemouth.gov.uk website

Staff monitor the progress of all Children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.]

SUPPORTING PUPILS WITH SEN AND DISABILITIES

Where a Child is identified as having SEND and or a disability, Christchurch Infant School adopts a process of "Assess, Plan, Do, Review". This is also known as the graduated response. This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*)sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so

2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed

3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved

4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If despite class based interventions progress remains slow or if an identified barrier to learning is suspected referrals are then made to outside agencies such as the Educational Psychologist or speech and language therapy service. Advice and recommendations from outside professionals are then incorporated into a 'support plan'. The majority of children with special education needs or disability will have their needs met by the school.

The pupil's support plan should state the barrier to learning and contain SMART targets which incorporate recommendations and strategies from any outside agency involvement. Targets are reviewed termly by class teachers and staff responsible for the delivery of specific programmes including speech and language. A meeting is arranged with parents to share progress with targets and set new targets for the coming term. Where pupils have not made progress while on a specific intervention this is also reviewed and changes to provision and strategies may be made. Where a pupil continues to make less progress while following the system of plan do and review consideration is given to the initiation of an Educational Health Care plan. An action plan meeting will be planned to discuss appropriate outcomes.

Referrals to outside agencies are actioned by the Inclusion Leader. Decisions to refer Pupils to outside professionals are discussed with parents and key school staff.

The inclusion leader tracks pupil's progress from the beginning of Foundation to their current levels to help identify where pupils are not keeping up with their peers. Assessments are carried out on the school premises in an environment which is familiar to the pupil. Parent meetings are arranged between staff and professionals following assessments. Funding for access to the SEN Specialist Services for pupils with Educational health Care plans is provided through the High Needs Block and is accessed through the SEN Manager. The majority of referrals to outside professionals are a single agency referral.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Christchurch Infant school are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- Consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Further details about Annual Reviews can be found on the Bournemouth.gov.uk website.

COMING OFF THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

Christchurch Infant School is committed to ensuring that parents / carers have confidence in the arrangements for Children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

At the end of each year current teachers and new teachers will meet to pass on important information about a child's academic level, pastoral issues and medical needs. Children also have an opportunity to visit their next classes and additional times are made to meet their new teachers during the school's annual open evening. Additional visits are also arranged for children who require a higher level of support during this time and transition booklets are put together with photographs of key people and key areas. Similar visits and processes occur when pupils are moving to the next Junior phase. The inclusion leader meets with the main feeder Junior school to keep them up to date with pupils' changing support needs to ensure they are also prepared children with SEND to start their new school. If a child moves to an alternative school both settings will liaise together and share information and transition meetings are arranged.

When one to one specialist support is required Teaching assistants from both the feeder school and receiving school liaise to share information. Teacher assistants are invited to shadow current teaching assistants working with SEND children to learn the strategies which are being used to help them and to get to know the children before they start in their new school.

In the Summer term the School Pastoral Support Worker and inclusion leader will visit local preschools in the area who feed into the school. Information about special needs is shared with staff to help identify any support needs before they start school. The school provides a variety of opportunities for supporting children making the transition from preschool to Christchurch Infant school. This includes the following.

- Informal visits in the hall with parents and class teacher.
- Classroom visits to the classroom.
- Induction booklets for pupils with photographs of key staff and areas in the school.
- Additional visits for children requiring one to one support.
- Transition meetings between professionals, parents and school staff to discuss arrangements.

- Induction meeting for parents to gather information regarding school routines and to speak to the inclusion leader about any further needs.
- Invitations to school events such as sports day, school fairs, open evenings to enable children to become more familiar with the school.
- Home visits at the start of the Autumn term.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and Children as and when required. Training needs can also be identified through performance management.

The inclusion leader will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Governors attend some training which specifically relates to the needs of the school.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by Christchurch Infant School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) Increase access to the curriculum for our disabled pupils
- b) Improve the physical environment of the school to increase access for our disabled pupils and
- c) Make written information more accessible to our disabled pupils by providing information in a range of different ways.

The Accessibility Plan is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act. The Accessibility Plan can be found on the school website under the Equality Objectives Action Plan under Key Policies.

Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), Christchurch Infant school makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on the school web site.

The school has a range of specialist SEND facilities in place. A small number of pupils may require specialist support and equipment. The school has ramps to help wheel chair users to access the school from the car park and playground. A disabled car parking space is also available in the main car park. Resources are kept in 'Rainbow Room' and are available to teaching and non-teaching staff to use. A proportion of school budget is allocated each year for the purchase of new materials. Whenever possible, space is set aside to enable teaching assistants and visiting support teachers to work in a quiet area. Sound boards have been fitted in the hall to support pupils with hearing difficulties. The school is on one level with the only stairs being to the school library.

SEN Information Report and Local Offer

Christchurch Infant School presents its SEND information in three ways:

- i. by information placed on the school website which can be found under the local offer. Located under school information and special needs.
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

MONITORING AND EVALUATION

Our SEND Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years.

The progress of pupils is monitored closely by class teachers, base leaders (Senior leadership team), and the Inclusion Leader and Head teacher to identify pupils who are making less progress than their peer group despite a similar base line when they entered school. The SEND governor also supports the Inclusion leader in this process and tracks a selection of pupils through the school to identify support needs and to make recommendations to the governing body when needs arise.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation

- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEND Support and EHC Plans
- external evaluations or inspections

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion leader.

Christchurch Infant School publishes a leaflet for parents giving details on how to make a complaint to the school under the title 'What if I have concerns about aspects of my child's Education'. This can be found on the school website in the key policies section.

Inclusion/ SEND Policy October 2019

Agreed by the [Governing body/Board]

Date:

Signature: (Chair of Governors/Board)