

WESTFIELDS INFANT SCHOOL

SEND Policy

Special Needs education at Westfields Infant School is achieved through a whole school approach ensuring that all pupils have an opportunity to succeed. We believe in the importance of support and challenge for all children in their learning. All children including those with special educational needs have the right to make progress and fulfil their potential through Inclusive Quality First Teaching. In order to do this it is paramount that we identify any barriers to learning early and address them appropriately. Our policy is compatible with the school aims, its teaching and learning policy and with the equality of opportunity.

This policy covers children with Special Educational Needs and Disabilities and although the policy covers all these not every child with medical or disability needs will have an educational need. There may be instances where the child with the disability may not have an educational need which affects their learning.

Definition of Special Educational Needs

Westfields Infant School works under the guidance and principles set out in the Code of Practice 2014. This states that a child has a learning difficulty if a child or young person:

- has significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders him or her from making full use of the educational facilities within the school;
- requires educational provision that is in addition to or different from the majority of children or young people of the same age.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.

As part of our statutory requirement under the Code of Practice Westfields Infant School have produced a School Information Report which details many aspects of our provision and procedures and should be viewed in conjunction with this policy.

Areas of Special Educational Needs:

Under the new SEN Code of Practice 2014 special educational needs and provision are considered as falling under four broad areas. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

Arrangements for co-ordinating provision of pupils with Special Educational Needs

- The Governing Body and the Head Teacher have overall responsibility for special educational needs and the SENCo manages the framework of provision for pupils with SEN
- The SENCo is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the ongoing effectiveness of this policy.
- Every class teacher is responsible for meeting an individual's special educational needs and are they are aware of the schools procedures for identifying, assessing and making provision for these pupils. Teachers are responsible for implementing, monitoring and recording programmes of work for pupils experiencing difficulties and managing the work of the Teaching Assistants along with the SENCo.

Admissions

No child will be refused admission to our school solely on the basis that their needs cannot be met by the school. We will not discriminate against children with disabilities and will make all reasonable adjustments to provide inclusive educational provision for those involved with the school. The school will follow its Admission policy when considering applications for admitting pupils who have special educational needs.

Allocation of SEN resources

Our school uses a flexible and varied SEN resource allocation to reflect different levels of need, teaching/support for pupils with and without an Education, Health and Care Plan. Resources for SEN are allocated through the school budget share and current LA funding. Resource allocation is reviewed annually in line with the annual budget.

Identification and Assessment of Special educational needs

Early assessment and intervention is more effective, less disruptive and may prevent difficulties escalating. Children's needs are identified and met as early as possible through:

- the analysis of data including entry profiles and baseline assessments.
- classroom- based assessment and monitoring arrangements – Assess Plan Do Review
- consulting parents to gather information and following up any concerns
- tracking individual children's progress over time
- liaison with feeder pre-school providers on transfer
- home visits undertaken as children start our school
- information from outside agencies
- involvement of an external agency where it is deemed that the special educational need is significant

Within the Code of Practice 2014 levels of need are grouped into the following levels:

School Support

- Pupils are provided with additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014
- We recognise that IEPs are no longer prescribed in the SEN Code of Practice – our IEPs used as a planning, teaching and reviewing tool (Assess Plan Do Review) and enable us to focus on particular areas of development for pupils with SEN. They are seen as working

documents which can constantly be refined and amended to link interventions with classroom practice.

- Targets will address the underlying reasons why a pupil is having difficulty with learning based on an informed assessment and will include the input of outside agencies.
- Manageable time limited targets and agreed next steps are reviewed with parents every half term.

Statutory Assessment / Referral for and Education Health and Care Plan

Where a child has a significant, severe and sustained need and has not made progress with intervention support over time it may be necessary to enter a multi-disciplinary assessment process in order to consider the provisional support of an Education Health and Care Plan. A child may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plan

Following Statutory Assessment, an EHC plan will be provided by the LA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

Curriculum access and provision

Where children are underachieving or have identified special educational needs we provide for these additional needs in a variety of ways:

- It is the responsibility of all staff to meet the needs of all children through setting suitable learning challenges and responding to pupil's diverse learning needs.
- A wide range of teaching styles and strategies are used in order to motivate children and identify their preferred learning style.
- Teachers differentiate work as part of quality first teaching - differentiation forms a core in medium and short-term planning overcoming potential barriers to learning and assessment for individuals and groups. IEP targets should only be used when deemed to be in addition to or different from any differentiated curriculum.

- All special needs provision takes the form of in-class support, involving teachers working very closely with learning support assistants. Withdrawal from class activities is sometimes necessary but is carefully monitored to ensure full curriculum entitlement.
- Individual class support/individual withdrawal.
- Differentiation of resources
- As an inclusive school we do everything we can to ensure that pupils of all abilities are included in the life of the school

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observations
- ongoing assessment of progress made by the intervention groups
- work sampling
- scrutiny of planning
- teacher consultations
- informal feedback from staff
- SENDCo liason with SEND Governor
- pupil progress tracking using assessment data (whole school processes)
- monitoring IEPs and IEP targets evaluating the impact of interventions on pupil's progress
- regular meetings about pupils' progress with staff and parents
- Head teachers report to parents and governors
- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

Arrangements for considering complaints

Arrangements for dealing with complaints about the school's provision for children with SEN will follow the procedure recommended by Hampshire County Council as outlined in the school's complaint policy document.

Partnership within the school community and beyond

Staff Development

- Training and support for staff in areas of Learning Support is planned, taking account of resources available and the needs of the staff and school.
- The school is committed to training staff appropriate to their professional development.
- All members of the learning support team are entitled to SEN development and are encouraged to attend both internal and external training courses if appropriate.
- Regular new staff induction into the LS policy and procedures is essential.
- TA meetings arranged as necessary to discuss ideas, strategies, new policies

Partnership with parents

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education

- Keeping parents and carers informed and giving them support through assessments and any decision-making process
- Informing parents when special educational provision is made for their child and involving them in the target setting process.
- Involving children in the target setting process.
- Making parents and carers feel welcome and instilling confidence that we will listen and act appropriately.
- Making parents and carers aware of the Parent Partnership services available as a part of the Local Offer
- Providing all information in an accessible way
- Focussing on their child's strengths as well as areas of additional needs.
- Addressing initial concerns – if parents or teachers are concerned about a child's development or progress in learning, an initial informal meeting will take place to share views and discuss ways of supporting the child. The SENCo may or may not be involved at this stage.
- Meeting regularly - Once informed of placement on the SEN register, contact with parents is regular and ongoing through progress meetings and half termly IEP review monitoring. If outside agencies are involved parents are always informed of the visit and provided with a report.

Outside Agencies and Support Services

- Our school has developed positive working relationships with all the support services involved with our children. These may be requested to provide equipment, materials, staff support or medical, technical and professional expertise.
- The school has contact with health professionals such as the school nurse, speech and language therapists, occupational therapists and physiotherapists.
- We seek to respond quickly to emerging need and specialist expertise and advice can be sought for any child needing support in their learning and at any stage.
- Liaison and consultation is usually made by the SENCo but can also be initiated by parents via actively encouraged parental involvement.
- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school. For pupils with Education, Health and Care Plans, we will comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

School Links / Transitions

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

Arrangements for Transition

When children receiving learning support transfer to other schools, care is taken to forward all records, including assessment results, up-to-date IEPs and examples of work through phased transition meetings.

In order to make the Year 2 transition successful, the Year 3 teachers and junior school SENCO are invited to observe the SEN children at work during their final term with us. Progress, special needs and the preferred learning styles of SEN children are discussed during several liaison meetings with the SENCO and/or the Y2 teachers. Children with SEN will often make extra visits

to the school of transfer and make a book using digital photographs to aid transfer if deemed necessary.

Agreed by Governors: Autumn 2018

Review Date: Autumn 2020