

St. Michael's CE Infant School

SEND Policy

Aim

At St. Michael's CE Infant School we will ensure that all children, regardless of any special educational needs, and/or social, emotional or mental health difficulties are valued equally. All children are entitled to have a broad and balanced curriculum which is differentiated to meet their individual needs. This Policy has been written with regard to the Special Educational Needs (SEN) Code of Practice 2014.

Objectives

In partnership with parents we support vulnerable pupils and all staff within the school will work with these children so that they can become independent and confident learners.

Principles

Definition of Special Educational Needs and Disability (SEND)

Pupils have SEND if they have a difficulty accessing the curriculum, temporary or more long term, which requires for special educational provision to be made for them.

Many pupils find aspects of learning difficult. All SEND provision is underpinned by high quality teaching and is therefore compromised by anything less.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated scheme of work. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at significantly below age related expectations, particularly in communication and language, literacy or numeracy
- Presenting persistent emotional and/or mental health difficulties which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction requiring specific interactions and adaptations to access learning

Curriculum Support

This is achieved by:

- Consistent high quality inclusive teaching (Wave 1) for all pupils
- Identifying and assessing individuals pupils' needs
- Reporting of pupils' needs to school staff
- Providing an appropriate curriculum, taking account of the National Curriculum and continuity and progression
- Delivering an appropriate curriculum taking into account suitable teaching materials, effective differentiated teaching strategies, a supportive learning environment and encouraging a positive self-image
- Providing learning support through curriculum development, support teaching and bespoke training
- Using outside agencies where necessary and appropriate
- Monitoring individual progress and making revisions where necessary
- Ensuring that parents understand the process and involving them in supporting their child's learning
- Encouraging pupils with SEND to participate in decision making processes in an age-appropriate way
- Making reports to governors regarding SEND and ensuring that the SEND governor is fully aware of all matters concerning SEND
- Effective collaboration between support staff and teachers

Structural Arrangements

The Special Needs Co-ordinator (SENCo)

Karen Barnett - Wednesday, Thursday and Friday mornings

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines.

Governing Body

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Governors will review the SEND Information Report annually
- Through regular meetings with the SENCo, the SEND governor will have a more detailed knowledge of SEN provision in the school, and will report to the governing body accordingly

Headteacher

- Prioritising needs of SEND children, and ensuring that there are sufficient funds for provision within the school's overall financial resources
- Recruiting and deploying the schools learning support team
- Ensuring that the SENCo has sufficient time and resources to perform her role effectively

SENCo

The main responsibilities of the SENCO include:

- Disseminating information and raising awareness of SEND issues through the school
- Screening and identifying pupils
- Keeping accurate records of pupils with SEND
- Ensuring that Education, Health and Care Plans (EHCP) are maintained, including hosting annual reviews
- Preparing paperwork and liaising with other professionals for children who need assessments for an EHCP
- Liaising with professionals where children need external support
- Liaising with parents of children with SEND
- Ensuring that children's IEPs are updated regularly and that targets are appropriate
- In consultation with the Headteacher, ensuring that staff are adequately trained in matters relating to SEND
- Monitoring progress of pupils with SEND against agreed targets and objectives, and reporting to governors on this, including meeting with the SEND governor
- Discuss the range of support available with class teachers where the pupil is on a special needs register and/or requires Wave 2/3 provision
- Informing the Headteacher of any concerns about the progress of children with SEND
- Updating the annual SEND report for governors
- Maintaining the Special Needs Register and liaising with the Senior Admin Officer when the school census is due
- Being part of the school's Senior Leadership Team

Class Teachers

The main responsibilities of the class teachers regarding children with SEND include:

- Being the first point of contact for parents who have concerns about any aspect of their child's progress
- Always considering the needs of children with SEND when planning, and providing differentiated activities
- Alerting the SENCo to concerns about children who require Wave 2/3 provision
- Preparing IEPs for children with SEND
- Sharing IEPs with parents
- Providing evidence for the SENCO as and when required, for example when an EHCP is being applied for
- Liaising with professionals when required
- Closely monitoring progress of children with SEND and alerting the SENCO when there is a concern
- Liaising with Learning Support Assistants (LSAs) who are working with SEND children

Learning Support Assistants

The main responsibilities of learning support assistants regarding children with SEND include:

- The delivery or planning and delivery of individualised programmes where appropriate
- Monitoring progress against targets, and calculating rates of progress after interventions
- Contributing to reviews either in person or with a written report
- Working with small groups in or out of the classroom under the direction of the teacher
- Supporting pupils on educational visits as required

Admission Arrangements

Admission arrangements for children with SEND are outlined in the school's Admissions Policy. Additional meetings will take place before children with SEND are admitted to the school, to ensure that transition is as smooth as possible. For children with EHCPs there may be a delay in admission to the school if there is a need to recruit a member of staff with a specialism to support the child's needs. For example a child with hearing difficulties might need to be supported by a teacher of the deaf. In all cases the SENCO and Headteacher will liaise with Hampshire SEN Services to ensure that the child's needs can be met in the most appropriate way. For details of physical alterations to the school, please see the Single Equalities Policy.

Inclusion

At St. Michael's CE Infant School all pupils irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and arrangements for transition in and out of the school. Pupils with SEND are integrated and included fully into the life of the school as a whole. There may be very rare occasions when, in consultation with parents, it would be detrimental for a child to take part in an activity (for example a child who is very allergic to and afraid of animals not attending a farm visit), but we make every effort to ensure that all children are able to take part in every activity.

Complaints Procedures

The vast majority of concerns and complaints can be resolved informally. There are many occasions where concerns can be resolved straight away through the class teacher, the SENCo or the Headteacher depending on the nature of the complaint. However if a parent is not satisfied with the response given, the Complaints Procedure on the school's website may be followed.

Identification, Assessment and Provision

Identification

The school uses the graduated response as outlined in 'The Code of Practice' (2014). To help with this process a variety of screening procedures are used.

New intake pupils in YR

Liaison with pre-schools.

Feeder pre-schools are visited and/or contacted. The SENCo plans appropriate transition arrangements for those with additional needs. Children in YR complete a Language Assessment to assess their receptive language. Support is put in accordingly if difficulties with understanding are identified. Children about whom there is a literacy concern are assessed for early literacy skills using the COPs assessment.

Screening in other year groups

Other screening tests are administered when required, for example reading tests and BPVS test.

Staff Observation

- Class teachers will refer to the SENCo if they have any concerns about children in their class.
- The SENCo may then ask for additional diagnostic assessment to be undertaken from other professionals

Referrals by Parents

- A pupil's parents may express concern. Once information is gathered the process is the same as for staff referrals

Provision

Teaching pupils with SEND is a whole school response. Central to the work of every teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils at the school learn through these differentiated arrangements.

A graduated response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 – High quality inclusive teaching by all teaching staff

Wave 2 – is initiated where pupils have failed to make adequate progress as identified by the SENCo through the assessment arrangements as above.

Criteria for Wave 2 include:

- Low attainment in literacy/numeracy
- Teacher's observations
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include

- Additional learning programmes in literacy and numeracy
- Smaller group sessions
- Group support on a regular basis
- Additional staff training

Wave 3 – Short 1:1 sessions at least 3 times a week on specific programmes.

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school may seek advice and involvement from external support services.

They may be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials

- Provide short-term support or training for staff

Statutory Assessment/Education and Health Care Plans

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or parent may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an EHC plan.

The SENCo is responsible for providing support and mentoring and allocating pupils with a specified amount of support. The process of target setting, monitoring and reviewing remains the same as Wave 2 and support staff are fully involved.

IEPs

Targets for pupils together with actions and outcomes are recorded on IEPs which are written by class teachers and overseen by the SENCO.

Continuous Monitoring

In addition to monitoring outcomes of IEP targets, teachers and LSAs will monitor individual progress of children with SEND daily.

Withdrawal

Some pupils with SEND may be withdrawn for 1:1 or small group support, but this will be kept to the minimum possible in accordance with our inclusive ethos.

Partnership

In School

The SENCo liaises closely with other members of the SLT, the SEND governor, teachers and learning support assistants.

Parents

- We actively seek to work with parents and we value the contribution that they make
- Parental views are recorded as part of the Annual Review process
- Parents are actively encouraged to help their child in many ways, e.g. hearing their child read, learning spellings and number facts
- Parents are encouraged to attend Parent/Teacher meetings where their child's progress is discussed
- Effective communication is achieved through regular contact with home either through letters, telephone calls or meetings

External Support

The school aims to work in partnership with other agencies in order to provide support based on the needs of the child. The main external support agencies used include;

Educational Psychologist, School Nurse, Early Help Hub, Ethnic Minority and Traveller Support Service (EMTAS), Speech and Language Service, Occupational Therapy, Physiotherapy, Support4SEND (formerly Parent Partnership Service)

Transfer Arrangements

All documentation about special needs included in a pupil's record is transferred between schools, but details of support given is kept for 25 years.

Additional induction days are arranged as required for all pupils with SEND.

This policy should be read in conjunction with the Single Equalities Policy and all other school policies, including the St. Michael's CE Infant School SEND report.

Throughout the policy, 'parents' refers to anyone with parental responsibility.

Policy agreed: February 2019

Review date: February 2022