



The Federation of Elson and Gomer Infant Schools

POLICY FOR MEETING SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

This policy was drawn up by the Staff and Governors of The Federation of Elson and Gomer Infant Schools after due consideration of the Federation Vision and Mission statement. The individual school's policies for Teaching, Learning, Equal Opportunities, the Single Equality Policies and the Behaviour Policies have also been considered in forming this policy.

As defined in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015), a child has Special Educational Needs if they have a learning difficulty or disability which calls for additional educational provision to be made for him or her. A child 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special Educational Provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, and high quality inclusive teaching. However, if the pupil does not make the expected progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified using the Hampshire criteria as having Special Educational Needs. The school operates within the structure of Hampshire County Council Policy and the Code of Practice on the Identification and Assessment of SEND.

Aims

Our guiding principle is one of Inclusion allowing all pupils to join in the everyday activities of the school as far as possible.

The principles of the schools Teaching and Learning Policy apply to all our children and we aim to ensure that:

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- All children are encouraged, valued and accepted equally and have a right to learn and participate fully in the curriculum regardless of their abilities and behaviours.
- All children receive a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- The views of the child and parents/carers are sought and taken into account when making provision for the child.

Objectives of the policy:

The school's SEND Policy is written as a working document to enable the school to:

- identify early and assess those children who may have SEND.
- register, monitor and track the progress of children with SEND.
- evaluate the provision for SEND ensuring value for money.
- meet children's needs through flexible, varied, high quality provision or support.
- use its SEND resources/staffing efficiently.
- inform parents about the progress of their child. (Variety of opportunities provided including face to face, telephone. Progress reported to families using the most appropriate method for the family.)
- consult parents/guardians, the child and external agencies where appropriate.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole.

Governing Body

The named Governor for SEND is Emma Lindsay.

The school governors have specific responsibility to ensure that:

- a policy for special educational needs and disabilities will be published annually, with regard to the code of practice
- the necessary provision is made for any pupil who has special educational needs or disabilities
- a pupil with special educational needs or disabilities joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- procedures are in place to notify parents of a decision by the school that SEND provision is being made for their child.
- oversee that the budget is used appropriately and the qualifications of inclusion are managed.
- the SEND policy and the SEND information report is published on the school's website and reviewed annually.

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- to monitor and evaluate to ensure that inclusion is taking place.

In doing so Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015). Governors will report to parents annually on the implementation and success of the SEND policy.

The Executive Head teacher

The Executive Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Executive Head teacher keeps the governing body fully informed and works closely with the Inclusion Leader.

The School Staff

All teachers are teachers of children with SEND and will adapt the curriculum or provide additional support to meet their needs. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The Inclusion Leader

The Inclusion Leader for the Federation of Elson and Gomer Infant Schools is Mrs Claire Woollett.

Responsibilities include:

- Co-ordinating provision for pupils with special educational needs and disabilities and being responsible for the day to day running of the schools SEND policy.
- Liaising with the governors, Executive Head teacher, class teachers, teaching assistants, Junior schools SEND Leaders and external agencies where appropriate.
- Member of the Federation Senior Leadership Team
- Providing or co-ordinating training for learning support assistants which is relevant to the particular needs of the school at that time.
- Liaising with parents of pupils with SEND.
- Monitoring and tracking the progress of children on the SEND register.
- Monitoring and evaluating the impact of provision.

The Inclusion Leader meets regularly with SENCOs in other schools and attend training and briefing meetings which enable them to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admission and inclusions

Pupils with SEND are admitted to the schools on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Special facilities

The schools welcome applications for admission from the parents of pupils with mobility difficulties and have complete wheelchair access. Both schools are wheelchair accessible and have an easy access toilet with a changing table.

The governors would make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities.

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Allocation of resources

The LA provides the schools with funds in their school budgets towards meeting pupils' SEND. In addition, the schools plan and provide for pupils with SEND from their main budget.

The schools spend this money on:

- Learning Support Assistants
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Intervention programmes
- Special books, equipment and resources.

The details of how individual pupils receive support are recorded on the schools SEND register, year group provision maps and teachers weekly planning.

The schools may receive additional funding for pupils with EHCP plans.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe the need the more support is provided.

Safeguarding

The Federation recognises that some children with Special Educational Needs or Disabilities are more vulnerable and their interests need to be safeguarded actively. Such children are identified as vulnerable and are monitored more closely.

Personal SEND records are securely stored on a school computer drive and in a locked cupboard and are only accessed by members of staff.

Identification and assessment of pupils with SEND

All pupils will receive support through differentiation and high quality inclusive teaching but if a pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEND. The Inclusion Leader will work with staff to ensure that those pupils who may need additional or different provision are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are identified as having special educational needs or disabilities using the Hampshire criteria and additional or different action may be taken. The range of support that every pupil on the SEND register will receive is in accordance with their identified needs.

The SEND Code of Practice recommends a step by step graduated response to special needs. Following assessment, the pupil will receive support that is either additional to and/or different from the support that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the Inclusion Leader.

The Inclusion Leader will gather information from the pupil, parents, class teacher and teaching assistants. The information gathered will help the school to decide what help may be needed. This help will be recorded on a provision map, a child's profile, in the teachers planning and may involve a 1:1 or small group intervention. The provision map will only

record that which is additional to, or different from, the differentiated curriculum. The delivery of the interventions continues to be the responsibility of the class teacher.

The provision will be reviewed at least once every term and the outcomes will be recorded. Pupils will be involved in reviewing their targets according to their age and abilities. Parents will also be invited to participate in the review process during an extended, termly parent/teacher meeting with the class teacher.

Support available to pupils on the SEND register may include:

- Emotional support –for children experiencing behavioural, social or emotional difficulties.
- Speech and Language programmes
- Maths interventions - used daily for children experiencing mathematical difficulties.
- Read, Write Inc one to one tutoring–daily programme for children identified as having literacy difficulties.

If the pupil does not make adequate progress receiving SEND support, or if their needs are more complex the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Occupational Therapist and the Primary Behaviour Support Team. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEN support.

A number of pupils may have an EHCP (Education, Health and Care Plan). Their progress and the specific support outlined in their EHCP will be reviewed annually at the Annual Review meeting and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

Complaints procedures

The complaint procedures are set out in a policy available on the school websites.

Arrangements for training and development of all staff including Teaching Assistants and Lunchtime Supervisor

Each school makes an annual audit of training needs for all staff, through Performance Management, taking into account school priorities as well as personal professional development. We promote a whole school approach to Inclusion and believe that we should develop the skills and confidence of all staff to meet a wide range of needs. Particular support will be given to Newly Qualified Teachers and other new members of staff and Special Needs is included within all school training.

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Arrangements for partnership with parents

Parents will always be informed when their child is receiving support for their SEND.

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. It is recognised that parents hold key information and have knowledge and experience which contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in their pupil's education. The school will provide information about the Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) to all parents of pupils on the SEND register.

Parents of any pupil identified with SEND may contact Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). The class teacher will work closely with parents at all stages, if parents have concerns, they should first talk to the class teacher.

Hampshire SENDIASS contact details:

<http://www.hampshiresendiass.co.uk> or email: hampshiresendiass@coreassets.com or telephone 0808 1645504

Pupil participation

Pupils with special educational needs or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to make the most of their education. They will be encouraged to participate, as is appropriate to their age and abilities, in all the decision-making processes including the setting of learning targets and contributing to reviews of provision, discussions about choice of schools and transition processes.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school may seek advice from, amongst others, services such as Educational Psychology, Speech and Language Therapy and the Specialist Teaching Advisory Service. Links are also maintained with Safeguarding and Social Care and other organisations which work with children with Special Educational Needs or Disabilities.

This policy supersedes all previous published SEND policies. It will be reviewed annually and will be available for all parents to see.

Mrs Claire Woollett	INCLUSION LEADER
Mrs Emma Lindsay	SEND GOVERNOR
Mrs Sarah Duffy	EXECUTIVE HEADTEACHER

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