Telford Infant School

LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

SEND Policy

Manager:	Headteacher
Date of latest update:	December 2017
Date of next review:	January 2019

This Policy is available for Staff and Governors on the Learning Platform.
It is also available for parents on the school website and on request from the school office.

Introduction

Telford Infant School and Special Educational Needs and Disability (SEND)

As an inclusive school, we at Telford Infant School (TIS) believe that every child is entitled to a broad and balanced curriculum, regardless of need or ability. We aim to provide a caring environment, rich in experiences that will meet the needs of all pupils and foster their academic, emotional, social and physical development. At Telford Infant School, every teacher is a teacher of all pupils, including those with Special Educational Needs and Disabilities (SEND).

Aims

As an inclusive school we welcome all children to our setting. The SENDco works closely with pre- school providers, families, outside agencies and the educational psychologist (where appropriate), ensuring that children starting school with special educational needs and/ or a disability have individualised provision from their first day. The same is true of children with Special Educational Needs who move to our school from other schools.
In addition we aim;

- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to meet all of the needs of the pupils.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training and development for all staff.
- To establish positive home-school communication and relationships.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To regularly review needs and provision for planning and resourcing for all children.

SEND Policy and the Law

This policy is intended to ensure that, at Telford Infant School, every facility necessary for the development of individual children's potential is made available to them, and is also tailored to their specific need, their rate of progress and their level of achievement.

In conjunction with our school aims, we follow the fundamental principles of the Code of Practice which are;

- A child with individual educational needs should have his/her needs met.
- A child's individual needs will normally be met in the context of the child's class/Year group.
- The views of the child should be sought and taken into account wherever possible.

- Parents (including those with parental responsibility) have a vital role to play in supporting their child's education

The SENDco at Telford Infant School is Mrs Sue Penton

Contact can be made through the school office on 01926 423506 or via email; admin2326@welearn365.com

The SEND Governors are Mrs Cath Errington and Mrs Sue Corrick, also contactable through the school office.

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)

Definitions of Special Educational Needs and Disabiity (SEND) taken from section 20 of the Children and Families Act 2014

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) 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 schools.
Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Types Of Special Educational Need and Disability

As outlined in the SEND Code of Practice, SEND is divided into 4 types:

1. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4**. Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Slow progress and low attainment do not necessarily mean that a child has a SEN or Disability and should not automatically lead to a pupil being recorded as having SEND.

Disability
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
The school's **Equality Policy** and the **Accessibility Plan** can be found on the school's website.

SEND Procedures

In school

- All Teachers in school regularly assess and monitor the progress of all children in their class including where pupils access support from teaching assistants or specialist staff.

The Assessment Policy contains more detailed information on internal and external assessment and should be read in conjunction with this policy.

- Learning is continuously differentiated to meet learning needs of all pupils and next steps are planned for carefully.

- If a teacher is concerned about some aspect of a child's progress or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.
- All teachers report on children's progress (academic, emotional, physical) through half termly Pupil Progress meetings with the Head Teacher and Senior Leadership Team (including the SENDco), where children's progress is carefully monitored and discussed.

At TIS we recognise that at some point in a child's school life they may need some extra support. Following pupil progress discussions, intervention may be put in place to support the child's emotional, social, physical or academic development. Families are advised of any concerns and progress is shared during informal discussions over two terms. This only means the child needs extra support at this time in their lives, not that they have a diagnosed SEND.

On some occasions, where a child has already received continued quality first teach and access to in-school interventions, it is appropriate to refer a child to an outside agency where assessments can be carried out in order for specialist intervention to be put in place. Class Teachers complete a "SEND Referral form" outlining the child's

strengths, areas of concern, support already provided and impact. The assessments carried out are to enable school to further unpick any barriers to learning and to fully support the child in moving forward. Families will always be involved in this process and permission sought.

Barriers to learning may include:

- Visual skills
- Auditory skills
- Communication skills
- Language development
- Concentration
- Organisational skills
- Social skills
- Medical /physical
- Emotional concerns/ anxieties

At TIS Specialist assessments may be accessed through:

- Speech and Language Therapist. (SALT)
- Occupational Therapists (OT)
- Physiotherapists. (PT)
- Specialist Teachers employed to assess cognition and learning needs.
- Integrated Disability Service (IDS)

Following advice from Specialist teachers or therapists where assessments have been carried out, school will follow a system of **Assess, Plan, Do, Review** as outlined below

Assess –a child's needs are assessed by appropriate outside agencies. Information is fed directly back to parents, class teacher and SENDco.

Plan-an Individual Educational Plan (IEP) is developed to meet the child's needs. Specific, measurable targets are developed in consultation with parents, children and outside agency, highlighting strengths and areas to work on.

Do- The class teacher has the responsibility for working with the child on a daily basis and alongside the teaching assistants. Records must be maintained to monitor intervention, progress against the child's targets and the adaptation of intervention where necessary. Where the intervention and support involves group or 1:1 teaching away from the class the class teacher retains responsibility for the progress of the child.

Review- Assessments are made against the targets and reviewed during a meeting with parents, class teacher and SENDco . Actions are decided and if appropriate it may mean that new targets are set, level of intervention is increased or level of intervention is reduced.

If progress continues to be a concern, in consultation with families, SENDco and the child's Class teachers, the child will be referred to an Educational Psychologist. The

Educational Psychologist's report will provide recommendations for future support and next steps.

At home
Parents and Teachers will share targets and outcomes at termly review meetings and through an end of year report. However, if a parent has a concern about their child's development we would welcome them to arrange an appointment with their child's class teacher in the first instance. Class teachers will be able to discuss their concerns and provide support for the child as needed.

Education, Care and Health Plan (ECHP)

Where a decision is made that a child's needs are complex, long term and severe, despite the extensive support that the school and outside agencies have put in place, then a request will be made by the school to the Local Education Authority (LEA) for a formal assessment towards an Education and Health Care Plan. Under the Code of Practice (2014), a child's parents can make the request for a formal assessment towards an EHC plan. The school will make this decision based on the discussions with the parents and all the professionals involved in the child's education. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.
The evidence will include:
• Previous individual education plans and targets for the pupil.
• Records of regular reviews and their outcomes.
• Records of the child's health and medical history where appropriate.
• Assessments against National Curriculum year group expectations in English and Maths.
• Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
• Views of the parents.
Following a request for assessment of the child, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent.

Where a pupil has an Education and Health Care plan, the local authority alongside the school will review progress and provision on a yearly basis. Smaller review meetings will continue each term with all specialist teachers involved and parents.

Children in need of specific support, recognized by a diagnosis or through an Education Care and health plan (ECHP) may be identified prior to joining Telford Infant School by:

- IES (Inclusion Education Service) Early Years Team, Social services, an Educational Psychologist, Medical agencies.

- Results of pre-school assessments by an outside agency

All information provided before a child joins TIS will be acted upon by the class teacher and SENDCo , in consultation with the Head Teacher, families and outside agencies. Appropriate advice will be sought and an individualised programme will be developed to meet the needs of the child.

All parents of children who have a Special Educational Need and/or Disability are given details of the Local Authorities Local Offer;
www.warwickshire.gov.uk/send . The Local Offer provides information on education, health and social care services for 0-25 year olds with Special Educational Needs and Disabilities.

We also encourage parents to make use of Warwickshire Parent Partnership service and/or family information service which provides free and impartial advice. These services can be accessed via:

https://www.family-action.org.uk

http://www.warwickshire.gov.uk/fis
or telephone : Family Information service on 01926 742274

Responsibilities of the SENDCo

- Key responsibilities will include:
- Co-ordination of provision for children with SEND
- Liasing with fellow teachers
- Managing SEND teaching assistants and identifying relevant training opportunities
- Liaising with parents of children with SEND
- Contributing to in-service training of staff
- Liaising with external agencies including the LEAs support service and educational psychology services, health and social services and voluntary bodies
- Carry out a termly audit of children on the SEND register
- Timetabling of school and Round Oak support (linked to audit)
- Conduct IEP meetings with families and outside agency specialists (where appropriate).
- Collection and collaboration of documentation for statutory referrals to the LEA
- Arranging, chairing and reporting on annual reviews of statements, including contacting the relevant professionals and parents
- Monitoring and providing SEND resources
- Communicating with other inclusion leaders to share good practice in providing for children with a SEND through cluster meetings.
- To meet regularly with SEND Governor with specific actions linked to SEND provision at TIS.
- Report to governors via Head Teacher's report.
- Liaise with Head Teacher and SEND Governor on job description, recruitment, interviewing and appointment of TAs to support children with SEND.

- Liaise with pre-school settings and Junior schools to ensure smooth transition for pupils with SEND
-

Role of SEND Governors

- The SEND Governors are elected members of the Governing body, with a special responsibility to monitor and evaluate SEND policy and provision within the school.
- The SEND Governors will meet on a termly basis with the SENCo as part of their monitoring role.
- The SEND Governors may be contacted by parents if they wish to find out information or pursue a complaint.
- They will liaise with the Head Teacher and SENCo on staffing, recruitment, training and retention of staff, the annual audit, and issues arising from that.

Other Relevant Policies

- SEND Information Report
- Accessibility Policy
- Assessment Policy
- Equal Opportunities Policy
- Behaviour Policy
- English as an Additional Language Policy
- Complaints Policy

This Policy will be reviewed annually.