

Lowe's Wong Infant School

Special Educational Needs & Disability Policy

Adopted: January 2016

Review Date: January 2017

Definitions of special educational needs (SEND) are 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 education 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 or mainstream post-16 institutions.

A child under compulsory school age has special education needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The coalition government is reforming the way in which provision and support is made for children and young people with special education needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to families in

Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special education need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

Aims

At Lowe's Wong Infant School we aim to provide every child with access to a broad and balanced education. This includes the Foundation Stage Curriculum and the National Curriculum in line with the Special Education Needs & Disability Code of Practice.

Our aims are:

- To take into account the view of children and their families
- To enable children and their parents and carers to participate in decision making
- To collaborate with partners in education, health and social care to provide support
- To identify the needs of all children
- To make high quality provision to meet the needs of all children
- To focus on inclusive practices
- To help children prepare for the next stage of their education

Objectives

Identify the needs of pupils with SEND as early as possible. We will gather information from pupils, parents and carers, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. The close monitoring of all pupils will also form part of the identification process.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents and carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular reports on their child's progress. We will provide information annually on the provisions for pupils within the school, and the effectiveness of the SEND policy and the school's SEND work. We will also seek the views of parents and carers when establishing support and reviewing it for their child.

Work with and in support of outside agencies Pupils needs are best met by a multiagency approach.

Work with the Minster family of schools to share resources and training opportunities to ensure children receive the highest standard of support.

Create a school environment where pupils feel safe to voice their opinions of their own needs. This means class teachers and the SENDCo seeking the views of pupils when reviewing their progress. Pupil participation is a right, which will be reflected in decision-making but also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council).

Responsibility for the coordination of SEND provision

- The person co-ordinating the day to day provision of education for pupils with SEND is Aly Speed – SENDCo.
- The named governor responsible for SEND provision is Sara Priestley.
- All teachers and support staff are responsible for meeting the needs of all children.

Arrangements for coordinating SEND provision

The SENDCo will hold details of Provision Maps, IEPs, Behaviour Plans and any correspondence from outside agencies for individual pupils.

All staff can access:

The Lowe's Wong Infant School SEND Policy

A copy of the full SEND Register

Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)

Information on individual pupils' special education needs, including copies of their Provision Maps, Behaviour Plans and IEPs

Practical advice, teaching strategies, and information about types of special education needs and disabilities

Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents and carers (where appropriate) in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

See admissions policy

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition

All children identified as requiring additional transition plans may receive additional support to ensure a successful transition to the Junior School, their next class or new school. This may involve extra visits to aid familiarisation as well as work on appropriate skills in school in conjunction with the receiving school.

Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

- Some entrances are wheelchair accessible
- A new path was installed Summer 2015 to allow wheelchair access to the playground
- Disabled toilet facilities
- Disabled parking space in the school car park

- Assistance provided during examinations according to the current Assessment and Reporting Guidance.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of the school's budget which equates to £3458. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

If funding sources overlap (e.g. Pupil Premium and SEND) the allocation will be based on the needs of the child in consultation with the class teacher and parents.

Identification of pupil needs

At Lowe's Wong Infant School we take a graduated response to the provision for children with SEND.

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo will be consulted as needed for support and advice.
- It will then be possible to determine which level of provision the child will need going forward.
- Parents and Carers will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. Parents and Carers are encouraged to share information and knowledge with the school through a meeting with the class teacher.
- The child is formally recorded by the school as being as causing concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents and carers will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

This provision is regularly reviewed in order to support the pupil in achieving good progress and outcomes.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach is required.

The decision to make a referral for an Education, Health and Care Plan would normally be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- parents and carers
- teachers
- SENDCo
- Social Care
- health professionals

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

Further information about EHC Plans can be found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on

0115 9774012 or 0115 9773323

Or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council 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 or carers will be involved in developing and producing the plan.
- Parents and carers 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 carers, and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents or carers for other flexible arrangements to be made.

The monitoring and evaluation cycle used by the SENDCo and Senior Leadership Team includes:

- Keeping staff fully informed of the special education needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback;
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND;
- Making use of all class facilities and space;
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary;
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision;
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents and carers will be made aware of any circumstances in which changes have been made;
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

The Governing Body oversees the school's policies for curriculum, marking, teaching and learning, positive behaviour, child protection, and equal opportunities to ensure inclusion for all pupils. The Governing Body is responsible for ensuring that these policies are implemented effectively throughout the school.

Evaluating the success of provision

In order to ensure that the school continues to develop and improve its SEND provision, we encourage feedback from staff, pupils, parents and carers throughout the year. This information will be collected through a variety of ways such as informal conversations, parents' evenings, reviews of provision, Parent Carer Forum and School Council.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual, formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo in consultation with the Governor for SEND and information is gathered from different sources. This will be collated and published by the governing body of a maintained school (or the

proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise them on formal procedures for complaint. Please see the Complaints Policy.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents or carers.

Working in partnerships with parents and carers

Lowe's Wong Infant School believes that a close working relationship with parents and carers is vital in order to ensure early and accurate identification and assessment of SEND. This will lead to the correct intervention and provision for the child.

If an assessment or referral indicates that a pupil has additional learning needs, the parents or carers and the pupil, will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision or their child. The school's SEND Governor, Sara Priestley, may be contacted via the school office in relation to SEND matters.

Links with other agencies and voluntary organisations

Lowe's Wong Infant School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Early Years Support Service
- Education Psychology Service
- Behaviour Support Service (SBAP)

- School Nurse and Health Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services (e.g Physical Disability Team)
- CAMHS

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Signed
(Headteacher) _____ Aly Speed

Date _____

Signed
(SENDCo) _____ Aly Speed

Date _____

Signed
(SEND Governor) _____ Sara Priestley

Date _____

This policy will be reviewed annually