



*Helping each other to learn and grow*

### **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

<b>Approved By</b>	<b>Date</b>	<b>Next Review Date</b>
<b>LGB</b>	<b>28<sup>th</sup> November 2022</b>	<b>Autumn 2024</b>
<b>LGB</b>	<b>4<sup>th</sup> November 2024</b>	<b>Autumn 2025</b>

At Perryfields Infant School we encourage all children to achieve their best in a supportive environment. We celebrate difference and include all children in opportunities both inside and outside of school.

### Intent (What we learn)

At Perryfields Infant School we aim:

- To offer all children access to an inclusive, engaging creative curriculum which incorporates the National Curriculum and areas of learning from the Foundation Stage Curriculum.
- To offer all children an adapted curriculum, where appropriate, which is both challenging and motivating to encourage high expectations for all.
- To ensure all pupils are able to access the curriculum and ensure that their individual learning needs are being met.
- To encourage children to become independent learners enabling them to respond to new challenges and apply their learning to new situations.
- To develop enquiring minds in the children.
- To foster in the children a sense of belonging and promote acceptable behaviour in the school community.
- To encourage the children to value their achievements and to strive to improve on their personal best.
- These aims are for all children including those with identified Special Educational Needs.

### Implementation (How we learn)

At Perryfields Infant School we provide:

- Clear, achievable targets allowing all pupils to experience success as outlined in the child's individual One Plan.
- Access to the curriculum through adaption and identification of individual needs.
- A variety of teaching styles to meet the needs of different learning styles.
- Systematic procedures for formative and summative assessments.
- Opportunities for all pupils to become independent in their learning.
- A mixture of individual, pair, small group and whole class teaching opportunities.
- Support from Class Teachers, LSAs and Keyworkers.
- Resources such as wobble cushions, weighted lap cushions, blankets and sensory tool boxes are provided for those children who may need extra support.
- Sensory breaks and exercise programmes throughout the day.
- Overlays, pencil grips, adapted scissors are available in the classrooms.
- Small intervention groups to help with social, emotional, physical and language skills are provided
- All children with identified Special Educational Needs are given appropriate support to enable them to achieve in all areas of the curriculum, including personal development.
- Adapted equipment, ramps and toilets in parts of the school.
- Use of ICT resources where relevant.
- Health Care Plans and Personal Care Plans
- Carefully planned transitions between classes and schools.
- Visual aids and supports.

### Impact (What the children can do)

At Perryfields Infant School progress is measured by:

- Tracking from individual starting points across subject areas
- Tracking progress against long term outcomes from Education Health Care Plans
- Tracking progress against short term outcomes on One Planning
- Regular meetings with Class Teachers and support staff
- Meetings with Key workers
- Various assessment grids
- Meetings with Parents
- Regular observations

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| <ul style="list-style-type: none"><li>• Looking at the children’s work and Learning Journeys</li><li>• Pupil voice – talking to the children about their learning</li></ul> |
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## **SMSC**

At Perryfields Infants we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world.

In order to support children with Special Educational Needs in achieving these aims, we provide “quality first teaching” with the adaption of resources, support or tasks necessary to enable children to access objectives with increasing independence, as well as providing opportunities for children to work in small groups, pairs or as individuals when this is more appropriate.

## **BRITISH VALUES**

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decision are influenced through the pupils voice which is through the democratic process of the School Council.

## **THE SPECIAL NEEDS CO-ORDINATOR ROLE (SENCO)**

- Miss Williams – 1 day a week.

Responsibilities are to oversee SEND including:

- Day to day operation of the Policy and the Code of Practice September 2014.
- Advice to class teachers on approaches and materials.
- Offering support and advice in relation to children receiving Interventions, SEN Support, or EHCP’s.
- Taking the lead for managing provision, gathering and collating relevant information, ensuring that paperwork is up to date, attending consultations with parents, teachers and all relevant personnel, liaising with outside agencies. Tracking children’s progress through FFT and the Pre-key stage assessments.
- Working with Governors to plan, implement and evaluate the school policy.
- Keeping the Governing Body and the named Governor for Special Needs informed of any local or national initiatives and changes which are linked to SEND policy.
- Keeping the Special Needs Register up to date.
- Assessment of and provision for the pupils with Special Educational Needs.
- The Governors’ Annual Report will include the number of pupils identified as having Special Educational Needs. There will be a summary on the effectiveness of the SEND policy and this will highlight how any resources have been allocated.

## **ADMISSIONS**

The schools admission arrangements follow the policy and procedures set down by the Local Authority. Details of the Admissions Policy may be found in the School Prospectus.

## **BUDGET ALLOCATION**

A proportion of the school's Delegated Budget is allocated to fund children who have Special Needs and are being supported within the SEND Support Category. Governors allocate funds from the school's Delegated Budget to employ a part-time SENCO and Class Learning Support Assistants to support children with Special Educational Needs.

Children with an EHCP are partly funded by the local authority and partly by school. This additional funding depends on the band the individual child has been allocated by the Statutory Assessment Service (SAS). The bands are subject to change at each annual review. This funding, alongside the school delegated budget, employs Key Workers to support children to access the Class Curriculum.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

### **Definition of SEND**

- Pupils who are working significantly below those designated for their key stage in literacy and/or numeracy.
- Pupils identified by outside agencies (e.g. Speech Therapist, GP)
- Pupils requiring greater attention than the majority of their peers in the classroom, attributable to mild, moderate or specific learning difficulty or behavioural and/or emotional difficulties.
- Pupils with physical or sensory impairments.
- Pupils with specific speech or language difficulties.

### **Identification**

- Some children may have been identified at pre-school as having additional needs and will already have One Plans or EHCP's when they start school.
- Where possible, the school will attend any meetings in relation to the child's needs to outline what the school is able to offer and plan an enhanced transition for the child.
- Children with SEND are identified and assessed as soon as possible after their entry to school.
- Within the first half term in school all pupils are assessed.
- The school will refer to the Ordinarily Available (Provision Guidance) document to help determine a child's level of need and ways to support them in school.
- Referrals can be made to specific support teams such as Speech and Language, Educational Psychologist, Community Paediatrics etc.. with the consent of parents.
- Continuous teacher assessment and careful observation provide evidence for diagnosis.
- Pupils with Special Needs are monitored by the Class Teacher, SENCO and Headteacher.
- Liaison takes place on a regular basis between SENCO and all school staff and termly with parents.

## **SEND support**

- If a child is identified as working at a much lower level than their peers, parents will be asked to attend a One Planning meeting where a picture of the whole child will be recorded and outcomes identified for the term.
- Sometimes the child will work in an intervention as part of a small group, other times they may need more specific support from a trained adult.
- Where a child needs more specific support the SENCO will contact the Inclusion Partner or Educational Psychologist.
- Interventions may include; ELSA, Talk Boost, Precision Teach, Gym Trail, Musical Communication, Attention Bucket and Zones of Regulation.
- If sufficient progress has not been made then another intervention may be identified and more support and advice will be sought from specialists.
- One Planning meetings occur termly and if expected progress is not made then the school and parents may decide to apply for a Needs Assessment, the first step to applying for an EHCP.

## **EHCP (Education Health Care Plan)**

The school must provide sufficient evidence about the child's additional needs, any One Plans, paperwork from Paediatricians, including any diagnosis, therapists etc., as well as evidence of progress/lack of progress and the support the child is currently receiving. The documents will be analysed at a panel meeting and a decision made to assess or not to assess. When an EHCP is awarded, the school must be involved with planning the outcomes and provision to meet those outcomes to ensure they can meet the needs of the child. (This process should take up to 20 weeks and the school must have sufficient evidence that the child's needs are beyond the schools delegated budget for SEND Support).

## **INCLUSION**

- Children with Special Educational Needs are included in everyday school life and are a part of the class. Peer group praise, acceptance and encouragement for children with SEND are fostered.
- All children partake in all areas of the school curriculum with certain areas adapted to ensure access.
- Children with SEND are only withdrawn for short periods for intensive small group teaching. The rooms used are often part of the classroom so that segregation is avoided whenever possible.
- Children transferring from special schools are integrated gradually into the school. They attend for short sessions building up to a full week over an agreed period of time planned to suit the needs of the child.
- Children on the SEND register take part in whole school activities.
- If, at any point, parents feel the needs of their child are not being met, alternative provision may need to be considered. The SENCO is happy to accompany parents to local specialist provisions in this instance where possible.
- Children with personal care needs will have a care plan where identified adults will be timetabled to change children in the disabled toilet where there is an adapted toilet and step available. Spare clothes, nappies, pull ups and wipes must be supplied and replenished by parents.
- Children with social, emotional and mental health needs can access visual timetables, choice boards, sensory tool boxes, social stories and the Zones of Regulation resources.
- It is the school's policy to support children with EHCPs with more than one adult where possible, drawing on staff skill set and experience. However, if this does not suit an individual child's needs the school will aim to support the child with a key adult. Additional adult support is provided when the Local Authority agree that the child's needs

are beyond the schools delegated budget and an EHCP is awarded. The amount of support given will depend on the banding attached to the EHCP.

- See accessibility policy for more details.

## **EQUAL OPPORTUNITIES**

Children are all provided with equal access to the curriculum. They are provided with a fair curriculum regardless of special educational need or disability, gender, ethnicity and home background.

## **GOVERNING BODY EVALUATION PROCEDURES**

The Governing Body regularly evaluates the success of the education which is provided at the school for pupils with Special Educational Needs. The named Governor and SENCO meet regularly and the named Governor presents an annual report to the Governing Body. Governors monitor parental satisfaction, pupil behaviour and skills attained and the named Governor asks for evidence of progress against Education Plans. The SENCO provides termly reports to Governors on SEND Provision via the Headteacher's report.

## **COMPLAINTS PROCEDURES**

If at any time parents have a concern about any aspect of their child's education or well being, they are encouraged to discuss the matter with the child's teacher in the first instance and then the SENCO and then the Headteacher. Most problems are resolved in this way. Complaints are dealt with quickly in mutual discussion with the parents.

## **INSET/STAFF DEVELOPMENT**

- INSET for staff is arranged by the SENCO and usually takes place in staff meetings. The SENCO completes a needs analysis and plans training accordingly. External courses are used to train individual staff on specific issues/subjects.
- Support meetings are held for Learning Support Assistants.
- The SENCO works closely with Learning Support Assistants and identifies any training needs. External courses are used to train individual staff. If necessary class teachers and teaching assistants attend courses together to enable them to plan common strategies and structures.
- The Headteacher works closely with the Junior Headteacher to plan any joint INSET needed for staff cross-phase.

## **EXTERNAL RELATIONS**

- The school nurse carries out screening/medicals and any concerns staff have about children are investigated.
- Speech and Language Therapists visit the school and are contacted with concerns and queries.
- The SENCO meets with representatives from these and any other agencies as and when necessary.
- The SENCO can visit pre-schools in the local area to address any concerns for children who have, or may have, SEND starting in the foundation stage.
- Working with the allocated Educational Psychologist and Inclusion Partner.

## **PARENTS**

- At the pre-school meeting with the Head or class teacher, parents are encouraged to share any concerns or Paediatric reports they may have.
- This partnership continues with termly parent evenings and regular outcomes meetings for those children with EHCP's.
- The school actively promotes home/school liaison where parents, pupils and teachers work in close partnership in formal and informal meetings.

## **TRANSITION ARRANGEMENTS**

- When children transfer to the Junior School, the SENCO liaises with the Junior School SENCO to transfer information and individual records.
- Year Two and Year Three staff meet to discuss individual children.
- Copies of One Plans are put with the children's individual records.
- The Special Needs Register includes child's name, date of birth, SEND level and any relevant diagnosis.
- If any child requires an enhanced transition this will be discussed with the Junior School ahead of time to allow for arrangements to be made.