

Sandringham Infant and Nursery School



Special Educational Needs Policy

Policy approved	April 2016
Review period	Annual
Reviewed	October 2018
Next review	October 2019
Written by	Judith Kelly, Inclusion Manager

Vision statement

At Sandringham School we believe that every child matters. All pupils, regardless of their particular needs, have an equal right to a full and rounded education and to feel that they are a valued member of the wider school community.

Definition of SEND

At Sandringham, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

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 is long term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Key Roles and Responsibilities

The Inclusion Manager has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of the Inclusion Manager is to co-ordinate arrangements with the class teacher regarding those pupils with SEND.

Inclusion Manager: Mrs Judith Kelly

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Mrs Kelly is a member of the school Senior Leadership Team.

Role of the SENCO

The Inclusion Manager, in collaboration with the Head Teacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.

The Inclusion Manager's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Assisting in identifying and monitoring those children with SEN, whatever their need may be
- Writing, or assisting in writing reports for outside agencies
- Providing the necessary professional support for staff and training if necessary
- Maintaining an effective tracking system for SEN children
- Compiling and updating SEND register
- Developing, implementing and reviewing SEND Policy
- Co-ordinating provision for children with SEND

- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with early years providers and feeder schools to ensure smooth transition
- Being a key point of contact with external agencies especially the Local Authority and its support services
- Working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND.
- Reporting to and liaising with the SLT regarding Pupil Premium and funding for disadvantaged children.

The Inclusion Manager provides an annual report to the SEND Governor that includes changes to the SEND register and the impact of interventions. Our SEND Governor is Mr Dave Roberts and his responsibility is to oversee the school's SEND arrangements.

The Head Teacher, Mrs Katherine Money is the DSL (Designated Safeguarding Lead) and the Deputy Head Teacher, Mrs Gina Hylton, Nursery Assistant, Mrs Amanda Johnson and Out of school Club Manager, Mrs Anne Bellchambers are the Deputy Designated Safeguarding Leads.

Introduction

This policy was created in partnership with representatives from our parent body, teaching and support staff, the SEN Governor, Head teacher and Inclusion Manager.

The policy complies with the statutory guidance laid out in the SEND code of Practice 0-25 (September 2014) and has been written with reference to the following related guidance and documents:

- Our School SEN Information Report (which can be found on our website)
- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- Safeguarding policy

The policy is available to parents and carers in a number of ways:

- The school website
- A hard copy on request from the school office

Aims

The aim of this policy is to enable all pupils to make the best possible progress and to be fully included in the school community through a broad, balanced and fully inclusive curriculum. We will strive to give pupils with SEND the support they need.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to their highest possible standard
- To work within the guidance provided in the SEND Code of Practice 2014
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage all pupils to contribute to school life
- To work in partnership with parents
- To enable pupils to have their voice heard
- To communicate with the Governing Body to enable them to fulfil their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identification of Special Educational Needs

At Sandringham, we consider the needs of each pupil as a whole child, not just their special educational needs. Many children, at some time in their school career will have SEN of some kind. The difficulties that a child may experience can vary, and may involve problems in one area or several areas. Some children will need help and support for all of their time at school, whilst others may need help for a short time. Early identification of pupils with a SEN is considered a priority.

The Code of Practice 2014 describes four broad categories of need:

1. Communication and Interaction, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

2. Cognition and Learning, including:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)

- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. **Social, Emotional and Mental Health Difficulties**, including:

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. The difficulties may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. **Sensory and/or Physical Needs**, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

We recognise that there are needs which may impact on the progress and attainment of pupils but are **not** SEN, for example:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEND support

We believe that every teacher is a teacher of every child including those with SEND. All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible for, and accountable for, the progress and development of the pupils in their class, including any pupils receiving additional support. The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. Pupil Progress meetings are held every half term where the progress and attainment of all children is reviewed and discussed. Actions are agreed and put into place as necessary. Members of staff are able to raise concerns about a child with the Inclusion Manager at any time. Parents/carers (and the child) are also involved in discussion regarding any barriers to learning as appropriate. Feedback at parents’ evenings always

includes discussion about additional support or interventions being carried out. We use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, P Scales, Teacher Assessments, SATs results, RAISE online, Teaching Assistant assessments, reading/spelling/numeracy tests, behaviour observations, etc.

Identification of needs and placing pupils on the SEND register

These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rates of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap.

Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are always consulted before this decision is made.

We follow the *SEND Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- **Assess:** The class teacher (and when appropriate, Inclusion Manager), regularly assesses pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. A One Page Pupil Profile is created with the child/parents and school (usually the class teacher in the first instance but the Inclusion Manager may also be involved) to explore how best to support them. It also includes the child's opinions of their strengths and areas of difficulty. Parents will be consulted and specific interventions may be put in place and monitored for an agreed period.
- **Plan:** Following assessment it will be decided whether additional SEND support is required. Where SEND Support is required, the teacher and Inclusion Manager will agree a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected outcomes. All staff who work with the pupil will be made aware of this support. It may also be decided at this point to seek advice from outside agencies (educational, health and social). Parents/ carers will be involved from an early stage and will be encouraged to support progress through reading and other activities at home.
- **Do:** The class teacher will remain responsible for working with the child on a daily basis including where the interventions involve group or 1:1 teaching away from the main teacher. The Inclusion Manager will provide support, guidance and advice for the teacher. Interventions are monitored and evaluated using the school's Provision Management Tool.

Review: The effectiveness of the support will be reviewed in line with the agreed date. Individual targets and pupil profile, as well as the impact of any interventions, will be reviewed each term by the teacher and Inclusion Manager. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support.

<p>October: new targets are set by the class teacher and Inclusion Manager. These are shared with pupil and with parents/carers during Parents' Evening. Parents are invited to a meeting with the Inclusion Manager.</p>	<p>February: targets are reviewed and new ones set. These are shared with pupil and with parents/carers during Parents' Evening. Parents are invited to a meeting with the Inclusion Manager</p>	<p>July: targets are reviewed. Progress is shared with the pupil and parents/ carers will have an opportunity to discuss the targets with the teacher and with the Inclusion Manager.</p>
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Outside Agencies

Outside services may become involved if a child continues to make little or no progress despite considerable input and adaptations once being placed on the SEND Register. We have strong working relationships with many outside agencies including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Learning and Language Support
- Physical and Sensory Support
- Children and Adolescent Mental Health Service (CAMHS)
- Outreach services from other local schools

Managing pupils' needs on the SEN register

At Sandringham each pupil is seen as an individual and we endeavour to develop a programme of support to meet each child's specific needs. The Pupil Profile and targets allow for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress, then advice may be sought from external agencies which may include social as well as educational services. All class teachers have a summary of the needs of any pupil identified as having Special Educational Needs in the SEN file in each class. This file also contains a list of SEN pupils in the class and additional information on how to support pupils where appropriate. Pupil Profiles are also kept in the SEN files. The class teacher holds responsibility for evidencing progress according to the outcomes described in the plan.

Pupil's views are gathered using Pupil Voice and pupils are encouraged to record using a variety of media eg writing, drawing, tape recording. Termly reviews are held with parents and class teacher at Parents' Evenings and all parents of a child with SEN are offered an additional appointment with the Inclusion Manager at all Parents' Evenings. Parents are also encouraged to contact the school whenever they have a concern or information to share.

Education, Health and Care Plan (EHCP)

Where a pupil has a significantly greater level of need, even after putting in place a wide range of interventions and support, the decision to request a formal assessment for an Education, Health and Care Plan may be made with the parents/ carers, the school and any relevant outside agencies. An application is usually made following two full cycles of Assess, Plan Do and Review which will have covered two terms. However, there may be exceptional circumstances and an application may sometimes be made earlier. The SEN Team at Surrey County Council, together with the input of an EHCP Coordinator, will make the decision as to whether to issue an EHC Plan. This Plan will outline the outcomes being worked towards, and provision to be provided in order to meet the pupil's needs.

Criteria for exiting the SEN register

Following a termly review, it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the SEN register. However, if a child is removed from the SEN register, they would continue to be monitored closely by the Inclusion Manager and the class teacher.

Supporting pupils and families

Parents can access the Surrey Local Offer on the county's website: www.surreylocaloffer.org.uk. This provides information for parents/carers about what is available in the local area, including local agencies. Our School's SEN information can be found on our school website under SEND. We will make all reasonable arrangements to provide inclusive education for all children. The parents of a pre-school child with special needs are offered a meeting with the Headteacher before applying to the school.

Transition

We recognise that transition is extremely important and any pupil requiring additional support for this is identified and appropriate support is put in place. This may be support for transition from Key Stage 1 to new schools at Key Stage 2 as well as to new class settings each academic year. The Inclusion Manager meets with the SENCO from a pupil's new school in the summer term before transition. The Early Years team offer a home visit to all families before a child starts school in Reception and liaise closely with the Inclusion Manager should there be any concern.

Supporting pupils at school with medical conditions

We recognise that pupils with medical conditions at Sandringham School should be properly supported so that they have full access to education, including school trips and physical education as outlined in the statutory guidance 'Supporting pupils at school with medical conditions' DfE, September 2014. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In this case, the SEND Code of Practice (2014) is followed. All staff are first aid trained which is renewed on a regular basis. Many staff are Epi-Pen trained and some have had training in more specific areas e.g diabetes.

Monitoring and evaluation of SEND

The progress of pupils with SEND is analysed at half termly pupil progress meetings and appropriate interventions are agreed for the next half term. The Senior Leadership Team carry out regular Learning Walks focusing on SEN intervention, planning and differentiation. Intervention groups are also observed and progress of pupils who take part in intervention groups is tracked carefully. LSAs running intervention groups are given time to feedback to class teachers. Any observations are discussed and any gaps identified and training delivered. We hold regular INSETs and staff training sessions. The Inclusion Manager meets termly with the SEN Governor and the SEN Governor is involved in monitoring SEN within the school. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

Training and resources

We are allocated funding from the LA which is to be specifically used to support the learning of children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction training on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The Inclusion Manager is a member of the local SENCO Network group in order to keep up-to-date with local and national changes in SEND and has fostered partnerships with local schools in order to continue to develop best practice. We have an LSA trained in emotional literacy support (ESTA) who is able to support children with a variety of emotional needs. If a pupil requires specialist equipment eg adapted laptops, this will be considered on an individual basis.

Storing and managing information

Confidential information is stored in a locked cabinet in the Head Teacher's office. The information is shared with staff working with the pupil. Class teachers hold SEN files which are stored in the classroom. At the end of each year the information is transferred to the next class teacher and discussions are held to ensure that transition is efficient and effective. When a pupil moves to another school, the Inclusion Manager meets with the new school SENCO where possible and the records are passed onto the new school.

Reviewing the policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Accessibility

The school is on one level. There is disabled access throughout most of the building and one disabled toilet. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching in the Warren, the Den and the library. All members of the school community, including pupils, are invited to inform the school of any disability they have.

Dealing with complaints

We aim to work in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. We encourage parents to discuss their concerns initially with the class teacher, followed by the involvement of the Inclusion Manager if necessary. All complaints are taken seriously and are dealt with in line with the school's complaints policy and procedure. Further guidance can also be found on the Surrey County Council's website "Responding to Parental Concerns".

Anti-Bullying

At Sandringham School we take a robust approach to any bullying and we do not tolerate bullying or harassment of any kind. The school's anti-bullying policy can be found on our website. We have regular assemblies and class PHSE time to raise awareness of inclusion and to allow children to share their thoughts and feelings. All children receive e-safety teaching. Vulnerable children are supported through emotional literacy groups and through designated adults on the playground. School staff members have received training and relevant guidance on tackling bullying. The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

Glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health services
COP	Code of Practice
EAL	English as an Additional Language
EHC/EHCP	Education and Healthcare Plan
ELSA	Emotional Literacy support Assistant
INSET	In-service Training Day
LA	Local Authority
MLD	Moderate Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
PSHE	Personal, Social and Health Education
SEMD	Social, Emotional and Mental Health Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational needs and disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulties

