

Sandringham Infant and Nursery Academy



Special Educational Needs and Disability Policy (SEND)

Policy approved	October 2019
Review period	Annual
Reviewed	October 2020
Next review	October 2021
Written by	Mrs Judith Kelly, Inclusion Manager Mrs Katherine Money, Head Teacher

Vision statement

At Sandringham Infant and Nursery School, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We do our best to secure special educational provision for children for whom this is required. This is 'additional to and different from' that provided within the differentiated curriculum and is in line with the four areas of need identified in the SEND Code of Practice (September 2014). The Code of Practice defines SEND as:

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: Some children and young people who have SEN also have a disability. A disability is defined by the Equality Act 2010 as ***"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"***.

Key Roles and Responsibilities

The Inclusion Manager has day-to-day responsibility for the operation of the 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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01252 837538

(usual working days-Tuesday, Wednesday and Thursday)

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

Role of the Inclusion Manager

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 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.

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 Mrs Balraj Ryves.

The Head Teacher Mrs Money is the DSL (Designated Safeguarding Lead) and the Deputy Head Teacher Mrs Hylton, Inclusion Manager Mrs Kelly, Nursery Teacher, Mrs Wells and out of school Club Manager, Mrs 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 (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
- 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 either on the school website, or via a paper copy which can be obtained from the school office.

Aims

At Sandringham Infant and Nursery School every teacher is a teacher of every child including those with SEND. We believe in an inclusive education for all children ensuring they have the best opportunities to succeed and feel that they are a valued member of the wider school community. High expectations and challenging targets are set for all children.

Objectives

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To enable all children with SEND to meet or exceed the high expectations set for them based on their age and starting point
- To give children with SEND all of the support they need
- 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 enable all children to become confident individuals who will be able to make successful transitions on to the next phase of their educational journey
- 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. The difficulties that a child may experience can vary and may involve difficulties 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:

Communication and Interaction

- SLCN (Speech, Language and Communication needs) – children have difficulty in communicating with others. Difficulties can include one or more of the following:
 - not being able to say what they want to
 - not understanding what is being said to them
 - not understanding or using social rules of communication.
- ASD (Autistic Spectrum Disorder) – children are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

A range of needs are covered under cognition and learning, focusing on children who are learning at a slower pace than their peers, even with appropriate differentiation.

- MLD (moderate learning difficulties)
- SLD (severe learning difficulties) where children 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) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of difficulties that manifest themselves in many ways e.g. becoming isolated or withdrawn as well as displaying challenging or 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. This can include:

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children require specialist support and/or equipment to access their learning. This can include:

- Vision Impairment (VI),
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI) - a combination of vision and hearing difficulties
- Physical Disability (PD)

We recognise that there are other 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. 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. 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.

SEND Pathway Process

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue through Quality First Teaching that is appropriately differentiated. If there is still a concern or the child is not making sufficient progress despite effective differentiation we follow the graduated response as set out in the SEND Code of Practice 2014: 0-25 years. This is known as the 'pathway process' and relates to the identification, assessment and review of children with SEND. It follows an 'assess, plan, do and review' cycle and involves the school working with the child, their family and outside agencies where appropriate to make assessments, plan future learning, carry out additional support and review progress.



- **Assess:** The class teacher and Inclusion Manager regularly assess 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 to explore how best to support them. It also includes the child's opinions of their strengths and areas of difficulty. Parents are 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. In line with Surrey’s Graduated Response and Profile of Need, we identify if children need School SEND Support or Specialist SEND Support. The One Page Profile will be updated as necessary and a SEND support arrangements plan will be written by the class teacher and Inclusion Manager. This will detail person-centred outcomes and targets in place with an agreed review date. It may also be decided at this point to seek advice from outside agencies. All of this is shared with parents/carers.
- **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.
- **Review:** At the agreed date or earlier if there is an increase in concern, effectiveness of the support will be evaluated. Decisions will then be made regarding next steps - whether the child has made sufficient and sustained progress and no longer requires this level of support or if it should continue. If there continues to be limited progress made towards the outcomes then the Inclusion Manager will meet with parents/carers and the class teacher to decide whether specialist assessment is required with support from outside agencies and professionals.

<p>October: new targets are set by the class teacher and Inclusion Manager. These are shared with pupils 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 pupils 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 pupils 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 agencies 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
- Kite Inclusion Team

Education, Health and Care Plan (EHCP)

Using the evidence collected within the SEND Support Arrangements plan, all stakeholders will consider whether the current level of resourcing can be used effectively to support the

child's progress. We use Surrey's Profile of Need to support such identification. If it is felt a statutory assessment is required, a Notification of Request for an EHCP is sent to the Local Authority. This will be where a child is not making expected progress against agreed outcomes or is continuing to work significantly below the national expectation for children of that age despite a high level of support.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern – once they have completed at least two full Assess, Plan, Do, Review cycles via the child's SEND Support Arrangements. The LA will be given information about the child's progress over time, a record of involvement and arrangements and outside agency engagement. The LA have up to 20 weeks to decide whether to assess, complete this process and inform parents/carers and school of the outcome. The Inclusion Manager will guide parents/carers through this process.

If an EHCP is agreed then all stakeholders involved will meet to discuss long term outcomes. The EHCP will be reviewed on an annual basis and the short-term targets from the plan will be reviewed at least termly. If it is decided not to issue the EHCP there will be recommendations for next steps.

Adequate progress is described by the SEN Code of Practice (2014) as being that which

- is similar to that of children of the same age who had the same starting point
- matches or improves on the child's previous rates of progress
- allows the attainment gap to close between the child and children of the same age

Further information on this process with Surrey can be found through the link below.

<https://sendadvice.surrey.org.uk/>

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. 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

We 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 Inclusion Manager or Headteacher before applying to the school and we liaise closely with local Junior Schools. Our School's SEN information can be found on our school website under SEND. Parents can access the Surrey Local Offer on the county's website: <https://www.surreylocaloffer.org.uk/> This provides information for parents/carers about what support is available in the local area.

Transition

We recognise that successful transition is extremely important for all pupils 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 and may include extra visits to new schools or classes. 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 children at our school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All staff have received basic first aid training by a recognised body and many staff in EYFS have additional Paediatric First Aid training. We have an ongoing cycle of medical training to ensure it remains up-to-date. When required we arrange for additional training for staff (e.g. epi-pen administration, epilepsy training).

Monitoring and evaluation of SEND

Rigorous monitoring and evaluation of our provision for all children is an ongoing process, including those with SEND. A range of strategies are regularly used for this by leaders in the school to ensure a holistic view is gained. This includes:

- Learning walks by the Inclusion Manager/Leadership team focusing on SEND
- Observations of whole class teaching
- Observations of intervention group/1:1 teaching
- Meeting with children from the SEND Register
- Data analysis including regular Pupil Progress meetings
- Reviewing intervention records/work examples

Feedback is given to staff and any areas for development are identified and training delivered. SEND issues and training is included in the school's INSET and staff training cycle to ensure staff are up-to-date and have appropriate skills to meet the needs of our children.

Training and resources

We are allocated funding from the LA which is to be used specifically 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. We are continuously monitoring the needs of

all children in the school and identify current needs and make judgements about possible future needs.

The school's Inclusion Manager regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND. She also attends the Kite Academy Trust and the local Surrey Heath SENCO meetings to work in conjunction with our local schools.

Storing and managing information

Each child on the SEND Register has a record file which contains all master copies of information relevant to that child. These are stored in a locked cupboard. It is very important that this information is shared with the people working with the child. The Inclusion Manager shares relevant information with members of staff in school. This includes the up-to-date SEND Register, agency reports, records of meetings etc.

At the end of each academic year information about children with SEND is shared with the new class teacher as part of our transition programme. This helps ensure that transition is as seamless as possible. When children transfer to new schools all relevant SEND information is passed onto the new school.

Reviewing the policy

The SEN policy will be formally reviewed annually, though interim updates will be made as appropriate in light of revised legislation and guidance. The next review is due to take place in the Autumn term 2021.

Dealing with complaints

We aim to establish and promote a close relationship with all parents, in the interests of their children. We recognise that children will feel more secure when they receive consistent messages from both home/school. Parents'/carers' views about our school are welcomed, including the expression of any serious concerns. At the same time we undertake to inform parents as soon as possible about any issues of concern to the school so that we can work together to resolve them. The Kite Complaints Policy policy can be found on the school website or via the school office.

Anti-Bullying

We take a robust approach to any bullying and we do not tolerate bullying or harassment of any kind. 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. We believe that our pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.