

# Bournes Green Infant School

## Special Educational Need and Disability Policy

### Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Children with Medical Needs, Academically More Able, Curriculum, Assessment, Equal Opportunities and Race Equality, Early Years, Teaching and Learning.

### Introduction

This document is a statement of the aims, principles and strategies for supporting children with Special Educational Need and or Disability at Bournes Green Infant School.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, or by relevant early years providers.

### Disabled children and young people

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 provides a relatively low threshold and includes more children than many realise: 'long-

term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. 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.

Children will 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.

Special educational provision at Bournes Green Infant School means that individuals will have access to educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

### **Aims**

The aims of this policy are to ensure that all children make good progress in their learning by defining the role and practice of learning support at Bournes Green Infant School They are:

- We value all children in our school equally and every child is entitled to have his or her particular needs recognised and addressed
- To provide fully for diverse needs by giving high quality support in or out of the class to small groups or individuals as part of a graduated approach
- To improve achievement by setting targets
- To develop potential as fully as possible in class by matching tasks to abilities, setting suitable learning challenges and making effective use of a range of resources to support skills including information technology when appropriate
- To put in place strategies to enable children to independently face challenges and problem solve
- To develop concentration and resilience to enable independent learning
- To recognise entitlement to both good basic skills and to a broad and balanced curriculum for children with special needs and /or disabilities
- To value each child's strengths (all children are entitled to experience success) and to foster confidence and higher self esteem
- To work in partnership with parents and seek the views of the child
- To seek support from external agencies where necessary
- To develop links with child health services, social services, educational welfare services and voluntary organisations which work on behalf of children with special educational needs,
- To regularly review the SEND policy and its delivery with particular regard to the following criteria; that all children identified as having SEND are registered, parents are informed of their progress, children's progress is monitored by the class teacher and Inclusion Manager through Individual Support Plans (ISPs), provision of resources including teaching assistants where appropriate

This policy will contribute to achieving these aims by ensuring that provision for children with SEND is a matter for the whole school and is a part of the continuous cycle of planning, teaching, assessment and review.

### **Principles underpinning the Code of Practice**

Section 19 of the Children and Families Act 2014 makes clear that schools must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision-making
- the early identification of children's needs and early intervention to support them
- greater choice and control for children and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

### **Roles and Responsibilities**

- **The Governing Body**, in cooperation with the Headteacher, determines the school's general approach to the provision for children with SEND. They will maintain an oversight of this policy, our approach to the provision and our work with SEND, establishing the appropriate staffing and funding arrangements.
- **The Headteacher** has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The SEND budget and funding allocation is monitored by the Headteacher, who keeps the Governing Body fully informed.
- **All Classroom Teachers and Teaching Assistants** were involved in the development of the school's SEND policy and are aware of the procedures of identifying, assessing and making provision for children with SEND. In addition all teachers and teaching assistants have copies of ISPs and any other relevant information kept in SEND folders. Teaching assistants support children with identified needs throughout the school under the direction of the class teacher.

### **The Role of the Inclusion Manager**

The Inclusion Manager will:

- Ensure the school's SEND Policy is monitored and reviewed
- Co-ordinate the provision for children with SEND

- When applicable, act as intermediary in the communication of information between parties involved with the child - parents, class teacher, teaching assistants and support services
- Ensure evidence and information for outside agencies or statutory assessment is collated
- Ensure referral forms and ISPs are complete and that the school's SEND records are maintained
- Support and liaise with class teachers
- Liaise with parents and governors
- Monitor that the terms and objectives of children with an Education and Health Care (EHC) Plan are being met
- Provide advice and guidance for members of staff and parents where required
- Purchase or liaise with subject leaders in purchasing adequate resources to cater for special needs within school
- Contribute to the in-service training of staff to develop understanding and whole school approaches
- Identify and prioritise the training needs of staff to meet identified needs
- Involvement in the induction with new staff to inform them of School's SEND processes
- Attend appropriate INSET training and pass on knowledge to the class teachers and teaching assistants
- Liaise with the Junior School Inclusion Manager, Educational Psychologist, School Nurse, Speech and Language Therapy Service, Health Professionals and other support services
- Meet regularly with inclusion managers in other schools to enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice

### **Transition of a Child into Foundation Stage when already on the Graduated Approach**

If a child has an identified special educational need, this information should be communicated to us from the Early Years setting and the Inclusion Manager and the class teacher will use this information to:

- Provide starting points for the development of the appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach

### **Identification and Assessment**

At Bournes Green Infant School we aim to assess each child's current levels of attainment on entry in order to build upon learning.

Children who have been identified as having special educational needs at a previous setting will have a planned transition into the school involving all relevant professionals, Early Years Settings and the families of the children.

As children move through the school teachers will use their own professional judgement, termly monitoring of progress through the National Curriculum levels and regular assessments to make informed decisions about any children they consider to be performing at a level significantly different to that of their peers.

Teachers will strive to identify any potential barriers to learning and assessment for children with learning difficulties and /or disabilities.

Teachers will note their concerns on the relevant sheet and discuss them with the Inclusion Manager. Following these discussions or concerns voiced by parents, further investigation will take place to identify specific SEND using a range of assessments.

### **Identifying Adequate/Inadequate Progress**

The school's system for observing and assessing the progress of children will provide information about areas where a child is not progressing satisfactorily or progressing at a rate which exceeds their peers. For further information on children who are more able see our 'Academically More Able Policy'. Key evidence for low attainment will be that current rates of progress are inadequate.

Adequate progress may be defined as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

### **Provision**

Following the revision of the Special Educational Needs and/or Disability Code of Practice (September 2014), the school follows a graduated approach to providing for children with SEND. This approach recognises that children learn in different ways and can have different levels of need; thereafter help for the child can be gradually increased or decreased as the need arises and specialist intervention secured when needed. Records will be kept. These records may be used if a child is referred for statutory assessment. At this stage the school will provide the local authority with a record of the work completed with the child and arrangements of provision already in place.

## The Graduated Approach to provision for children with learning difficulties

### Quality First Teaching

High quality first teaching is differentiated and personalised and will meet the individual needs of the majority of children. All teachers constantly keep progress under review and pitch their teaching to meet the needs of the children in their class. Some children need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

### SEN Support

The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not resolved following the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

When a class teacher identifies that a child has SEND and moves onto SEN Support - the class teacher devises interventions **additional to or different from** those provided as part of the school's medium term planning.

The class teacher remains responsible for working with the child on a daily basis for planning and delivering an individualised programme - an Individual Support Plan (ISP) will be devised in liaison with the Inclusion Manager.

We will then:

- ask for help from external services
- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

The external specialist may act in an advisory capacity or provide additional specialist assessment. The delivery of interventions recorded in the provision map continues to be the responsibility of the class teacher. For most children, extra help will be provided within the classroom, managed by the class teacher. Where it involves spending some time outside the class in small groups or individually, it will nonetheless be in the context of the inclusive, broad and balanced curriculum.

### **School request for a Statutory Assessment**

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will be provided with information about the child's progress over time, and will be given documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support. This information may include:

- Individual Support Plans for the child
- Records of regular reviews and their outcomes
- The child's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or Speech and language Service

### **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LA, working co-operatively with parents, the school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the school when a child has failed to make significant progress over a period of time despite the school taking relevant and purposeful action, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education and Health Care (EHC) Plan.

### **An EHC Plan will include:**

- The child's name, address and date of birth
- Details of all of the children's special needs

- Identify the special educational provision necessary to meet the children special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with EHC Plans will have targets identified in their plans; these will be broken down into short-term targets that will be recorded on Individual Support Plans (ISPs). They will be discussed with parents and children, as applicable. This work will take place in the classroom setting wherever possible. The delivery of the interventions recorded in the ISPs will be the responsibility of the class teacher.

### **Annual Review of an EHC Plan**

All EHC Plans must be reviewed at least annually with the parents, the child, the LA, the school and other professionals involved invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the transition between the Infant and Junior School the Inclusion Manager of the Junior school will be invited to attend the final annual review of children with EHC Plans. This will allow the Junior School to plan appropriate provision to start at the beginning of the new school year and enable the child and the parents to be reassured that an effective and supportive transfer will occur.

### **Individual Support Plans**

Individual Support Plans will contain:

- The nature of the difficulties which a child is experiencing
- Any additional information e.g. medical requirements, which may have an effect on a child in school
- A child's strengths
- Parental and child views
- Who will be working with a child, what the adult child ratio will be and the frequency of the intervention
- It may include the materials, equipment, activities, rewards etc. which will be needed
- How parents can support their child (This will be discussed with them)
- Termly progress updates
- The date of the next review of the child's progress, to which parents will be invited

At Bournes Green Infant School we see the ISP as a planning and reviewing tool. The aim is it will underpin the process of planning intervention for the individual needs of SEND children.



All interventions and resources available are presented on an ISP for each child receiving SEND Support. Any interventions that have taken place are included and dated in order to record provision made for each child.

### **Review Meetings**

Meetings are held termly to discuss provision for support and to review progress. If necessary, other professionals and the child may be invited to these meetings. The outcome of these meetings usually determines whether the child requires the ISP to be continued. If so the targets will be discussed with the parents.

### **Working with Parents**

Parents with children already identified as having particular learning needs or disabilities will be invited to discuss those needs with the school prior to admission.

If a child is identified as having special needs and /or disabilities, parents will be consulted at each step. The school will always tell parents when their child is receiving help for their SEND through a meeting arranged by the class teacher or Inclusion Manager. Following consultation parents of children with learning difficulties will receive a copy of the ISP.

We aim to work in partnership with parents to enable them to play a more active and informed role in their child's education. At Bournes Green Infant School we believe that such a partnership is key in enabling children with SEND to achieve their potential. Parents of any child identified with SEN may contact the Parent Partnership Service for independent support and advice.

### **Child participation**

At Bournes Green Infant School we recognise the importance of the child's own point of view. They are encouraged to participate in their learning wherever appropriate by taking part in the process of setting learning targets, contributing to ISPs, discussing their strengths and progress.

### **Transition to the Junior School**

Children who have been identified with SEND have a carefully managed transition to the Junior School appropriate to their own individual needs. Close liaison between us, the Inclusion Manager from the Junior School and Year 3 teachers takes place during the children's time in Year 2 in order to enable a smooth and happy transition between the schools. Children with SEND are also given the opportunity to voice any particular concerns they may have.

### **Queries & Complaints**

The school is very happy to respond to queries. The LA Parent Partnership Service is also available if you have any queries or concerns on 01702 215658.

The school responds to complaints in line with our general complaints procedures.

More complex problems which cannot be resolved in this way will be referred to the LA Parent Partnership Service.

### **Curriculum Access and Inclusion**

Bournes Green Infant School strives to be an inclusive school with a sense of community and belonging through its inclusive ethos. This is achieved by having a broad and balanced curriculum for all children and systems for early identification of barriers to learning. High expectations and suitable targets are in place for all children. Every attempt is made to provide resources that reflect the cultural mix of our school. We always aim to avoid the use of gender or racial stereo-typical images.

### **Disability**

We recognise and support the rights of children as outlined in the Disability Discrimination Act (DDA). We will take all reasonable steps to ensure that disabled children or prospective children are not placed at any disadvantage compared to their non-disabled peers. The range of needs and requirements of our children and parents, current and future are reviewed on an on-going basis.

### **Children with Medical Needs**

Children who are unable to attend school because of medical needs will be referred to the Southend Tuition Service for Children and Young People with Medical Needs. Further information regarding this can be obtained from the LA. The school will work in partnership with the LA home teaching staff or the appropriate hospital staff. See our policy for Children with Medical Needs. The teacher responsible for children with medical needs is Mrs C Sheern.

### **Resources**

The partnerships between the Inclusion Manager, class teachers and teaching assistants are our most valuable resources. Specific additional resources for SEND children stored centrally. Subject Leaders will also take into account the needs of all abilities when purchasing new equipment.

### **Use of IT for Learning Support**

IT is used to enhance access to the curriculum and we aim to develop the use of IT to target more specific learning difficulties.

### **In-Service Training**

Arrangements for whole school training in SEND are included in the SEND Development Plan following Self Review. The Inclusion Manager will attend relevant training, meetings and cluster groups in order to maintain and develop professional knowledge.

### **Monitoring and Evaluation of Policy and Provision**

The policy is monitored by the Inclusion Manager and Governors. The information is used to inform annual policy review.

## **Funding**

The LA provides the school with a budget, which contributes towards meeting special educational needs. In addition the school plans and provides for children with SEND from their main budget.

The Special Needs budget contributes towards TA salaries. It also finances support from other agencies where necessary and appropriate.

## **Evaluating Success of the SEND Policy**

The success of the school's SEND Policy and provision are to be evaluated through:

- The early and accurate identification of children' learning difficulties and needs.
- Children achieving the targets set which indicates targets are specific, achievable and appropriate.
- Appropriate movement of children through the graduated approach.
- Close working links with outside agencies and Governing Body.
- The positive involvement of, and feedback from, parents and children.
- Monitoring of classroom practice by the Inclusion Manager, subject co-ordinators and the SLT
- Analysis of child tracking data and test results
  - for individual children
  - for cohorts
- Termly monitoring of procedures and practice by SEND Governor
- School Self Evaluation
- Using LA SEND data/ Specialist and Link inspector visit information.
- School Development Plan (SDP) and SEND Audit and Development Plan.

## **Review of the Policy**

This Policy was reviewed and revised by staff. It was approved by the Governing Body in Autumn 2017.

The SEN policy will be reviewed annually.

## **Appendices:**

Information for Parents

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### The Graduated Approach to provision for children with learning difficulties

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