

Emmbrook Infant School



Special Educational Need and Disability (SEND) Policy

Approved by:	Children & Learning Full Governing Body	Date: Summer 2017	
Last reviewed on:	Leadership and Management 4 th July 2017		
Next review due by:	Summer 2019	Frequency of review:	Annual
Changes made on Review	Date April 18	Removed reference to statements of SEN	

Responsibility of: Children & Learning, SENCo & SEN Governor

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25, 2014.

In the spirit of current reforms it was created by the schools SENCo, Mrs Grace Massarella, in liaison with other schools within our cluster, Senior Leadership Team, all staff, Governors and parents of children with SEND.

Emmbrook Infant School is an inclusive and supportive school.

We believe that every teacher is a teacher of every child including those with SEND.

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 the highest possible standard.
- To work within the guidance provided in the SEND Code Of Practice (COP), 2014.
- To enable all pupils to participate in lessons fully and effectively as is possible.
- To value and encourage the contribution of all pupils to the life of the school.
- 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 had access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and Governors.

Definition of SEND

The SEND Code of Practice, 2014, states that “a child or young person has SEND if they have an learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- have a significantly greater learning difficulty in learning than the majority of others of the same age.
- or
- 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 school or mainstream post-16 institutions.”

The Code Of Practice, 2014 describes 4 broad categories of need. These four areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the whole child not just their SEND.

The 4 areas of need are:

1. Communication and Interaction
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. Cognition and Learning (when children learn at a slower pace than their peers, even with appropriate differentiation)
 - MLD (Moderate Learning Difficulty)
 - SLD (Severe Learning Difficulty)
 - PMLD (Profound and Multiple Learning Difficulties)
 - SpLD (Specific Learning Difficulties- e.g. Dyslexia, Dyspraxia, Dyscalculia)
3. Social, Emotional and Mental Health Difficulties
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit and Hyperactivity Disorder)
 - Attachment Disorder
 - A wide range of difficulties may manifest themselves in many ways. They may reflect underlying mental health conditions such as anxiety, depression eating disorders etc.
4. Sensory and/or Physical Needs
 - Vision Impairment
 - Hearing Impairment
 - Multi-sensory Impairment
 - Physical Disability

We also consider the following which may impact on progress and attainment of individual pupils but do not consider them SEND.

- Disability.
- 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.

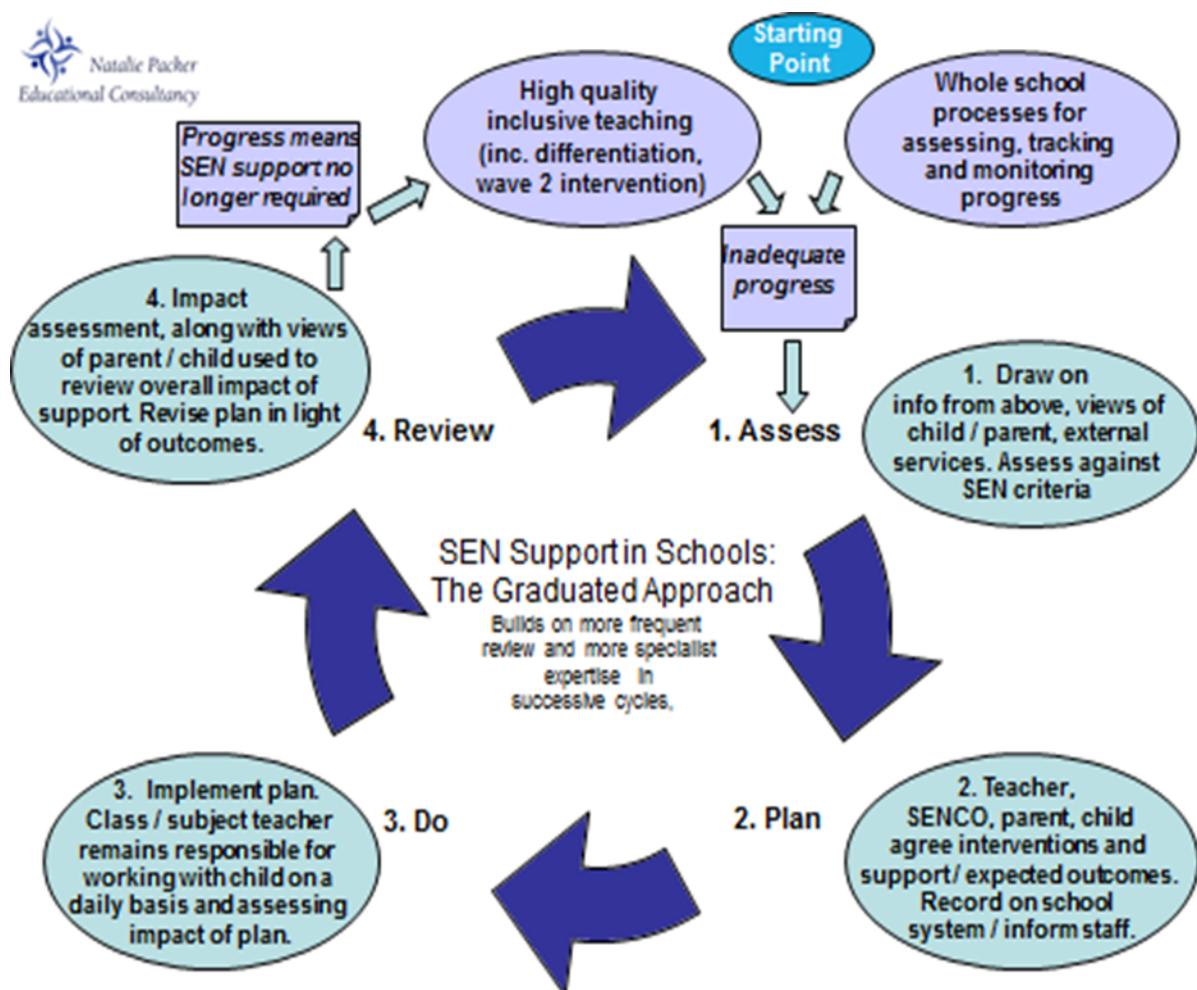
A Graduated Approach to SEN support

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers and in discussion with the SENco and Senior Leadership Team at Progress meetings.

The progress and attainment of all pupils is reviewed and discussed with the senior leadership team at termly intervals. In addition to this, any teacher or member of staff

can raise concerns about a pupil with the SENco at any time. We involve parents /carers at every opportunity and where appropriate the pupil as soon as we identify a barrier to learning.

In line with the 2014 Code of Practice requirements the school will deliver a Graduated Response Model as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, Natalie Packer Educational Consultancy www.nataliepacker.co.uk/)



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

The SEN Code of Practice, 2014 describes adequate progress as being that which:

- ***is similar to that of other children of the same age who had the same starting point.***
- ***matches or improves on the pupils previous rate of progress***
- ***allows the attainment gap to close between the pupil and children of the same age.***

Managing pupils needs on the register.

Once a pupil is included on the SEN register a Yearly Provision Plan is drawn up by the class teacher in consultation with the SENco, parents/carers and the pupil, where necessary advice may be sought from external agencies to inform effective intervention.

The Yearly Provision Plan allows for close monitoring towards short term outcomes, which are reviewed termly with the pupil and parents/carers.

If a child fails to make the expected progress then advice may be sought from external agencies.

Although reviews are held termly parents are encouraged to contact the school whenever they have a concern or information to share.

We have allocated Educational Psychologist Support and can request support from Language and Learning Services, Behaviour Support, and Health Services including Speech and Language support and Occupational Therapy Support.

If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support. We will prioritise pupils dependant on their individual need.

Criteria for exiting the SEN register

Following termly reviews it may be decided that the pupil has made significant progress and is no longer requiring such intensive support. We would consider recommendations from professionals and the views of parents before removing a child from the register. However after removal, any child would continue to be monitored closely by the senior leadership team and class teacher at termly progress reviews.

Education Health Care Plans

If a child is not making expected progress or achieving at a considerably lower level than the national expectations for their age a decision may be made to request a statutory assessment of their need.

Once a request for assessment has been agreed all relevant evidence will be gathered about the specific needs of the whole child. This may result in the Local Authority issuing an Education Health and Care Plan (EHCP), which will identify outcomes to

be met and additional provisions to be provided. If an EHCP is not issued a support plan will be put in place as advised by the Local Authority.
Once an EHCP has been issued it will be reviewed at least annually.

Supporting pupils and families

The Wokingham local offer can be found on the Wokingham Borough Council website and this will provide information on what is available in the area. Parents without internet access should speak to the SENco for support in accessing the information they require.

The schools admission arrangements can be found on the schools website **Admissions at Emmbrook** or from the school office.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. Pupils are supported in transition, this may be internal transition between year groups, from schools and other educational settings and also to new schools.
Our SENco is available to meet with parents, appointments should be made through the school office.

Supporting pupils at school with medical conditions.

We recognise that pupils at Emmbrook Infant School with medical conditions should be properly supported so that they have full access to education including school trips and physical education.

We have several members of staff who are first aid trained and several staff who have an up to date paediatric First Aid qualification.

Most of the staff have been trained in administering JEXT pens for allergic reactions. We have specific training to meet the needs of individual pupils as required.

Further details of how we support children with medical conditions can be found in our Medical Policy or from the school office.

Monitoring and evaluation of SEND

The monitoring and evaluating of provision is an on-going process. The Senior Leadership Team carries out learning walks regularly focussing on SEND planning and differentiation. Intervention groups are also observed. Observations are discussed and any gaps identified and training delivered.

The SENco meets termly with the SEND governor and the SEND governor is involved in monitoring SEND within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

Training and resources

Each school is 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 ability 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 on taking up a post. This includes a meeting with the SENco to explain the systems and structures in place around the school's SEND provision, and how to discuss the needs of individual pupils.

The schools SENco regularly attends the LA and cluster SENco network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this we will find a provider who is able to deliver quality training, training is on-going in response to identified need.

Specialist equipment will be considered on an individual basis.

Additional Funding

Where a child needs additional support over and above core funding the school may apply for Exceptional Needs Funding (ENF). With parental agreement the SENco will present the case for additional funding to a panel of colleagues from the local cluster of schools as part of a moderation process. Once agreed by the cluster group a representative from the cluster will further present the case to a Borough Moderation group. If agreed, the additional funding is made available in the school budget.

Funding is allocated for short term, highly specific intervention and schools will report back the outcomes of the support to the cluster group.

Storing and managing information

Information is stored in a locked cupboard in the Headteacher's office. The information is shared with staff working with the pupil. Class teachers hold SEN folders, which are stored in the classroom. At the end of each year the information is transferred to the next class teacher and a discussion held to ensure transition is efficient and effective. When a pupil moves to another school the records are copied and archived. The originals are passed to the next school.

Accessibility

The school is on three levels. There is disabled access throughout the building and a stair lift into the hall. The school has a disabled toilet and access to showering facilities. The school will have regard to the Equality Act, 2010, the Children and Families Act, 2014, and the Code of practice 2014, in terms of admitting pupils with disabilities.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve. Parents contribute to the shared view of a child's needs and are treated as partners in their child's education. At all stages of the process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Pupil's input will be actively sought in designing support and monitoring provision. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and our [local offer](#).

Dealing with complaints

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through our school complaints policy and procedures. We encourage parents to discuss their concerns initially with the Class Teacher, SENco, Deputy or Head Teacher to resolve the issue before making the complaint formal via the Chair of Governors.

Details of the schools [complaints policy](#) can be found on the website or from the school office.

Appendix 1

Roles and responsibilities

The class teacher will be responsible for:

- reading the pupil's file
- identifying each pupil's needs and skill levels
- monitoring and assessing progress and maintain appropriate records
- recognising the needs of parents/carers, give clear and careful explanations at every stage and arrange for the parents/carers to see the SENco if appropriate.
- annotating plans to show differentiation for pupils with EHCP or at School Support
- writing Annual Provision Plans for pupils with EHCP or at School Support
- sharing Annual Provision Plans with parents/Carers and seek their involvement/partnership
- involving the pupils in the writing and evaluating of their School Support plan.
- involving LSAs in the planning teaching and assessing of pupil's with SEND
- ensuring that delivery of the curriculum allows each pupil to experience success
- providing reports for external agencies

The SENco will be responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 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
- ensuring that the school keeps the records of all pupils with SEN up to date

The Head Teacher has responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for children with SEN
- keeping the governing body fully informed
- working closely with the school's SEN team

The Governing Body has a duty to:

- in co-operation with the Head Teacher, make every effort to see that the necessary arrangements are made for any pupil who has SEN, including appropriate access to the buildings and school facilities as well as the curriculum
- ensure that school staff are aware of the importance of identifying pupils who have SEN and provide an appropriate education
- consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate SEN provision in an area
- report to parents annually on the school's policy on SEN and ensure that communication with parents/carers is effective
- take account of the Code of Practice when carrying out duties towards any pupil with SEN

Appendix 2

Glossary of terms

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Compulsory school age: A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Disagreement resolution: This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order

Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.