



Thorpe Acre Infant School

Reaching high, learning and growing together

Special Educational Needs and Disability Policy (SEND) Policy

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Section 1: RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

- The SENDCo is responsible for overseeing the provision for students with SEND. The SENDCo

is: **Miss V Bowman**

- The SEND Governor is responsible for ensuring there is a qualified teacher designated as SENDCo for the school and that they hold the National SENDCo Award. They must also ensure that the school provides the SENDCo with sufficient time and resources to carry out their functions. They will work with the SENDCo to ensure the school meets its responsibilities under the 'Equality Act 2010'. In particular, with regard to reasonable adjustments and access arrangements. They will also consider their strategic approach to meeting SEND in the context of resources (including financial) available, such as the Pupil Premium. They will carry out pupil and parent interviews to gather their views and report their findings to the governing body.

The SEND Governor is: **Mrs A. Bademosi**

- The DSL (Designated Safeguarding Lead) in school is: **Ms. J Beaumont**, Deputies include: **Mrs Shaw**
- The member of staff responsible for managing PPG (pupil premium grant) and LAC (Looked after child) funding is: **Ms. J Beaumont**
- The member of staff responsible for managing the medical needs of pupils is: **Ms. J Beaumont**

The related policy is available on the school website.

Our mission statement:

The vision of Thorpe Acre Infant School, is to provide an excellent early years education in a stimulating and supportive environment. We challenge all to cultivate a love for learning, to strive to fulfil their potential, and to be inspired to explore the wider world. We aim to develop a culture of inclusion in which all those connected with the school feel proud of their identity and able to participate fully in school life.

Section 2: AIMS AND OBJECTIVES

We are an inclusive school and aim to provide *every child* with access to a broad and balanced education- this includes the National Curriculum, in line with the 'Special Educational Needs and Disability Code of Practice 2014'.

Our aims are to:

- provide children with high quality teaching through regular training at staff CPD sessions;
- have high expectations that each child will reach their potential in all aspects of school life;
- develop independent learners who can transfer these skills to future life;
- educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms;
- assess pupil data regularly and provide appropriate support where it is needed;
- undertake effective assessment and provision that will be secured in partnership with parents/carers, children and external agencies.

Objectives:

1. To identify and provide for pupils who have special educational needs and disability needs;
2. To work within the guidance provided by the current code of practice;
3. To operate 'whole school, whole pupil' approach to the management and provision of support for special educational needs;
4. To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND inclusion policy;
5. To provide support and advice for all staff working with special educational needs pupils.

Section 3: SEND CATEGORIES AND IDENTIFICATION PROCESS

What are special educational needs (SEND)?

The term 'special educational needs and/or disabilities' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Our school aims to provide support for children, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork - reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- personal organisation;
- a sensory or physical need(s) which may affect them in school.

More specifically, the *Special Educational Needs and Disabilities (SEND) Code of Practice*, sets out four main areas/ headings:

- **Communication and Interaction**

A child may...

- have speech sounds difficulties;
- find it difficult to communicate with others;
- have difficulty understanding others;
- have an autism spectrum disorder/condition (ASD/ASC).

- **Cognition and Learning**

A child may...

- learn at a slower pace than others of the same age;
- have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia.

- **Social, emotional and mental health difficulties**

Children may...

- show emotional difficulties such as withdrawn or challenging behaviour;
- have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs**

This may include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

Section 4: A GRADUATED APPROACH TO SEND SUPPORT

High Quality Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based upon building on what a child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge, or that they are not making the progress that is expected, they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

Thorpe Acre Infant school uses a variety of monitoring methods to promote and ensure High Quality Teaching which include:

- Lesson observations
- Work scrutiny
- Planning scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Learning walks
- Performance management meetings

The Graduated Approach

The process for implementing SEND support is in four stages (Refer P86, 100 SEND Code of Practice)

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This information gathering usually includes the child, teacher(s), SENDCO, parents/carers and any outside agencies (Health, Social and Educational).

Plan

Personalised (SEND) records will be kept to outline children's starting point, needs and development. This may include for example, targets drawn from speech and language therapy input, small steps trackers for English and Boxall profiles for SEMH. An IEP (individual educational plan) may be written to outline what will be put in place to achieve specific targets or outcomes. A SEND support plan may also be written to outline what has been put in place to achieve these outcomes.

The records may include:

- Interventions/strategies that will be used to achieve specific targets and how they will be delivered;
- Details of any focussed support from a teacher/teaching assistant;
- Resources deployed, used to ensure the child has access to the curriculum;
- Suggestions about how the parent and or pupil can contribute to their targets

Do

Personalised records are working documents to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustments and annotations will be made to the trackers, IEP'S and SEND support plan to reflect progress. If the child's class teacher has any concerns they will discuss this with the SENDCO and seek further advice.

Review

The effectiveness of the support and interventions will be reviewed half termly. The impact and quality of the support will be measured and evaluated as well as the views of the pupil and their parents will be sought. This will inform our next steps. The class teacher working with the SENDCO will revise the support in light of the pupils' progress and development. A decision will be made about any necessary changes in consultation with the parent /carer and pupils, and the IEP's may be updated to enable the child to achieve their next steps in learning.

Section 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Children may be removed from the SEND register based on their individual context and where they have:

- a) made rapid progress and consistently achieves their targets;
- b) raised their attainment so as it is closer to Age Related Expectations;
- c) closed the gap between themselves and their peers;
- d) resolved any concerns which were identified upon transition from the previous setting
- e) demonstrated that their disability no longer hinders their progress academically, socially and/or developmentally.
- f) If they have been discharged from an outside agency and teachers alongside parents believe that they do not need any additional support.

The process of being removed from the record will be done through a graduated approach and in consultation with pupils, parents and relevant professionals. A letter of confirmation that a child will be removed from the record will be signed by the both the parent and SENDCO.

The child will continue to be closely monitored by their class teacher and the Headteacher through pupil progress meetings, to ensure progress continues.

Section 6 : HOW WILL THE SCHOOL SUPPORT A CHILD WITH SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Where concerns arise, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment. Support may be provided in class, through intervention programmes, booster sessions or with specific resources. Please refer to our SEND information report for more detail on how the curriculum and environment is adapted for SEND children as well as how we provide additional support to aid their learning.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in termly pupil progress meetings that are undertaken between the class teacher and the Headteacher or a member of the Senior Leadership team and if appropriate, the pupil themselves.

Action relating to SEND support will follow an **assess, plan, do and review model**:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

3. **Do:** SEND support will be recorded and will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed half termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Speech and Language Therapy Service

3. Specialist teaching service: Hearing support team, Vision support team, Assistive technology for Education support team, Autism outreach team, Learning support team.

4. Educational Psychologist Service

5. School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority for SEND intervention funding or to conduct an assessment of education, health and care needs. This may subsequently result in an Education, Health and Care (EHC) plan being provided.

A child identified with SEND may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 1 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks.

Section 7: Parents/Carers

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school. We have an open-door policy where teachers are happy to arrange informal meetings with parents to update or share information.

Attainments towards the identified outcomes will be shared with parents at least termly at parents' evenings or in SEND reviews. Official parents evening appointments are extended for parents of children with SEND so that there is enough time to dedicate to informing parents about their child's progress or next steps. The SENDCO is also often included in these appointments.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCO, a member of the Senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

Please look at the school website <http://www.tais.leics.sch.uk/> which includes links to other websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENDCO may also suggest additional ways of supporting your child's learning. Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home. The school organises a number of parent workshops during the year.

These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning;

If you have ideas concerning additional help that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

Parent and carer views

The school acknowledges the importance of parent/carer views and pupil voice, therefore throughout the process, their views will be sought through discussions and in review meetings. Parents are invited to attend meetings on the occasion of a relevant outside professional, such as a Educational Psychologist, reporting to school.

Support services for parents of pupils with SEND include:

SENDIASS (Special educational needs and disability information advice and support service) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest SENDIASS hub can be located via the website <http://www.SENDiassleicester.org.uk/> or, via *SENDIASS 0116 2575027*

SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Information on where the Local Authority's Local Offer can be found at:

http://www.leics.gov.uk/index/children_families/local_offer.htm

Information on the school '**SEND Information Report**' can be found on the school website.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September as well as the transition to other year groups/classes within school. This also includes EYFS teachers visiting preschools.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.

These opportunities are further enhanced for pupils with SEND.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCo's of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred when the school is notified that the child has been enrolled at another school.

Section 8 : SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Thorpe Acre Infant School recognises that pupils at 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 pupils may also have special educational needs (SEND) and may have a SEND Support Plan or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Please refer to the Medication policy for further information.

Section 9: MONITORING AND EVALUATION OF SEND

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/ carers and any outside agencies.

Working documents such as IEP's (Individual education plan) may be set up to target the individual needs of a specific pupil. This will present specific targets for the child to work towards. Children will receive individualised support by either the class teacher, LSA or SENDCo. This will be reviewed at half termly. Parents and carers will be informed of their child's progress and informed of their new targets. Where appropriate children may also have a small steps tracker to track every step of progress they have made, which is updated each term. They will also be able to make an appointment, if required, to see their child's teacher and/ or the SENDCo in order to discuss the pupil's progress.

In school, written records will be used as a working document to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. During termly pupil progress meetings, teachers will discuss the progress of children identified as SEND with the Headteacher and/ or SENDCo. If the impact of these interventions on learning is viewed by all as being insufficient then we may seek advice from external agencies.

Education, Health and Care Plan [EHCP]

If a child has an EHCP then we will put provision in place as outlined in the plan and follow advice from specialist agencies. These children on an EHCP, will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to attend, to discuss and review the progress of the named child, set new targets and amend the EHCP where necessary.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programmes/ groups will be evaluated through half termly/ termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Governors

The school will appoint a Governor with responsibility for SEND. Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND. The SEND governor will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, SENDCo and staff.

Section 10: TRAINING AND RESOURCES

Thorpe Acre Infant School receives an additional amount of money to help make special educational provision to meet children's needs. This is called the "notional SEND budget". The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of

special educational provision per child. If a student with SEND requires more than £6,000 worth of special educational provision, the local authority can be asked to provide 'top up' funding.

Some students with an EHCP may be allocated a personal budget by the local authority. A SEND personal budget is a sum of money made available where not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends upon the needs and outcomes identified in the plan, and can alter as they change.

Skills audits may be carried out during the academic year, allowing training needs to be identified. A rolling programme of training can then be delivered. As part of the induction programme and relevant to an appointment for new staff, all members meet with the SENDCO to explain the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual students.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Regular CPD sessions related to pupils with additional needs and classroom strategies.
- SENDCO and/or Learning Support Staff attend training and disseminate to the rest of the school;
- SENDCO attends SENDCO-Net meetings to be updated on important National and Local initiatives and to provide an opportunity for SENDCOs to share good practice;
- The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Section 11: STORING AND MANAGING INFORMATION

The school's record keeping is in line with the requirements of the 'Data Protection Act 1998' and also takes into account the provisions of the General Data Protection Regulation (GDPR). The provision made for pupils with SEND is recorded accurately and kept up-to-date.

Provision maps, IEP'S, pupil profiles and SEND plans provide accurate information to evidence the SEND support that has been put in place over the pupil's time in school as well as its impact. As these are working documents therefore teachers need regular access to their SEND file. These are stored in a location to restrict access as appropriate. More detailed and personal documents are held by the SENDCo in a secure location.

When a child makes their transition to a new school, it is important that the information is passed on. The SENDCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school. Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

Section 12: ACCESSIBILITY

When a child starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the child, their parents, teachers and other relevant professionals. Facilities currently in place are:

- ✓ The main building is accessible through the main entrance or classroom doors at the back of the school.
- ✓ We have accessible toilets on the ground floor.
- ✓ Hand rails are installed to aid entrance in and out of the school.
- ✓ The dining room is accessible on the ground floor, via ramps and a surrounding path;
- ✓ There is a separate medical room;
- ✓ There is a disabled toilet facility
- ✓ There are designated parking spaces in the drop off zone outside the main school reception.
- ✓ Flexible timetabling is arranged according to need.

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers can be made available as necessary. Alternative forms of recording are encouraged such as oral presentations, mind maps and ICT.

Written information can be provided in preferred formats to enable everyone to access it.

Pupils are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a TA, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with the SENDCo.

If needed, we ask various outside agencies to help with assessing the needs of pupils to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

Our school has an 'open door' policy and if parents and carers require information about accessibility to the grounds and/or curriculum they can make an appointment by calling our school office to arrange a meeting.

For any other information please refer to our 'Accessibility plan'.

SECTION 13: DEALING WITH COMPLAINTS

Wherever possible, we seek to discuss and come to agreement about a child's education. The SENDCo, class teacher, Head teacher and SEND Governor can be contacted to discuss any concerns. The school's Complaints Policy is available on the school's website or from the main school office. In addition, SENDIASS is available to support parents if necessary when dealing with complaints, appeals or general advice.

<http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/>

SECTION 14: BULLYING

As a school, we take necessary steps to ensure and mitigate the risk of bullying of vulnerable learners. The SENDCO oversees the school's policy for ~~inclusion~~ SEND and is responsible for ensuring that it is implemented effectively throughout the school. The safeguarding of all pupils within the school is the utmost priority of all staff.

We help our children with SEND to develop socially and emotionally through:

- PSHE – following the school's own PHSE scheme;
- Monitoring and development of social and friendship groups;
- Raising children's awareness of an adult(s) in school who are available for children to talk to;

If parents have any concerns in relation to bullying, a copy of the school's Bullying Policy is available from the school's office or on our website.

Section 15: REVIEWING THE SEND POLICY

The SENDCo will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.