

# Polesden Lacey Infant School



## SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY (SEND)

Status	Statutory
Review Cycle	Yearly
Revision	4
Date written/last review	November 2020
Date of next review	November 2021

Signed Chair of Governors:

Date:

Signed Headteacher:

Date:

## **1. Aims of Policy**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## **2. Ethos Statement**

At Polesden Lacey Infant School all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. However, some children will need additional support in order to achieve their true potential and if/where appropriate may benefit from additional support. Polesden Lacey Infant School is committed to the successful inclusion of pupils with Special Educational Needs (SEND). We respect the unique contribution which every individual can make to the community and we seek to place this contribution within a clear structure which embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At our school, every teacher is a teacher of all pupils, including those with an SEND.

## **3. Definition of SEN**

**At our school we use the definition of SEN and of disability from the revised SEND Code of Practice (2014).**

This states:

**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 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. Special educational provision means educational provision that is different from or additional to that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which 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.

## **4. Key Roles and responsibilities**

### **SENCO**

The SENCO has day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual mainstream pupils with SEN, including those who have an EHC Plan. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities and communicate with parents.

**SENCO name:** Emily Binding. Emily Binding is also the Deputy Head and therefore represents SEND on the Senior Leadership Team.

**Contact details:** (via school office) [info@polesdenlaceyinfant.surrey.sch.uk](mailto:info@polesdenlaceyinfant.surrey.sch.uk) 01372 456533

**SEN Governor** – Viv Kyte is a member of the governing body of the school and has specific responsibility for overseeing the school's provision for pupils with special educational needs.

**Designated Teacher with specific Safeguarding responsibility:** Ms Rebecca Mole (Headteacher) Mrs Emily Binding (Deputy Head) Mrs Amanda Scott (Bursar)

**Member of staff responsible for Looked After Children (LAC):** Ms Rebecca Mole (Headteacher)

**Member of staff responsible for managing Pupil Premium (PP)/LAC funding:** Ms Rebecca Mole (Headteacher) Mrs Kerri Blunden (Bursar)

## **5. Introduction**

### **How was this policy put together?**

- This policy was created in partnership with the SEN Policy Forum, which includes the Headteacher, the SEN Governor, representative staff and parents. The policy reflects the statutory guidance set out in the SEND code of practice: 0 to 25 years (July 2014).

### **How is this policy evaluated?**

- This policy is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, SENCo and SEN governor, and is approved by the Full Governing Body.
- The SENCo, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

### **How can parents access this policy?**

- You can see a copy of our policy on the school website (<http://polesdenlaceyinfant.surrey.sch.uk/documents/>) and a hard copy can be requested from the school office.
- Please let us know if you need the policy to be made available to you in a different format, e.g. an enlarged font

## **Context**

This policy complies with the statutory requirement laid out in the SEND code of practice: 0 to 25 years (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Children and Family Act 2014

## **6. Aims and Objectives**

### **Aims**

- At Polesden Lacey Infant School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress within school and to ensure that they are a valued member of the wider school community.
- We expect that all pupils with SEN will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEN the support they need
- Ambitious educational and wider outcomes will be set for them together with parents and child at the centre.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

### **Objectives**

- To develop effective whole school provision management of Waves 1, 2 and 3 support for pupils with SEN and disabilities (see appendix for definition of the Waves provision)
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEN and disabilities with their parents/carers at the centre
- To provide a curriculum that is broad and balanced to engage all children at all levels and to promote an inclusive culture of learning
- Training needs of staff will be identified and met as far as possible with regard to:
  - a. General awareness of and provision for special educational needs.
  - b. Specific and practical support/training for identified special educational needs and/or specific difficulties e.g. speech and language

## **7. Identification of Needs**

The SEND code of practice outlines four broad areas of need:

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding and processing what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder 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**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), 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 social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children may have sensory processing issues which may distract them from their learning or make it hard to focus. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Polesden Lacey Infant School, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the SEN of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

## **8. A Graduated response to SEND Support – A Whole School Approach** **Provision for children with SEND is a matter for the school as a whole.**

Every teacher is a teacher of children with special educational needs. Teaching all children is therefore a whole school responsibility. The revised Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is *additional to* or *different from* the provision made as part of the school's usual differentiated curriculum and strategies.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. The '*SEND Support arrangement plan*' is used to record additional provision for pupils on the SEND register.

At Polesden Lacey Infant School, we provide quality first teaching. The key characteristics of quality first teaching are;

- highly focused lesson design with clear, defined objectives
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.
- high expectations

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching,

differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching.

### **Assess**

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. We keep track of pupils' progress through termly tracking meetings, weekly year group meetings and pupil progress meetings. We quickly identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

### **Plan and Do**

Where it is decided to provide a pupil with SEND support, we will talk to the parents and child. We will agree with you what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head/SENCo
- analysis of pupil tracking data
- SEND Support Plan targets
- Wave 2 targets and evaluations
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document

### **What does Additional Support mean?**

Additional support does not necessarily mean that the child will have TA support. SEN support can take many forms:

- a special learning programme for the child
- extra help from an adult
- making or changing materials or equipment

- working with the child in a small group
- observing the child and keeping records
- helping the child to take part in class activities
- supporting the child with physical or personal care difficulties

### **9. Managing pupils needs on the SEND register**

All children on the SEND Register will have a *SEND Support Arrangements plan*, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the plan and is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating the plan, with support from the SENCo. This are then shared with everyone involved with the child. The SENCo reviews all School records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding.
- Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil

### **10. Supporting families and pupils**

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. Parents with concerns about their child should discuss these first with the class teacher who will inform the SENCo if necessary.

The child and family is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Further support and help can be found in the following ways:

- The Polesden Lacey Infant School SEND Information report (SIR) – which can be found on our website
- Surrey's Local Offer which can be accessed via their website [surreycc.gov.uk](http://surreycc.gov.uk)
- Our transition arrangements. We have excellent links with local junior schools. When the child makes the transition to their new school or class; we have transition plans in place to support their move.

- In the case of children with more complex needs, we are experienced in supporting families in choosing the best provision for the child.

### **11. Supporting children with a medical condition**

The 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 may also have special educational needs (SEN) and may have a statement, or 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. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the “Policies” tab on the school website.

### **12. Training and development**

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 on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school’s SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school’s SENCo regularly attends the Effingham Partnership’s and Surrey SENCO network meetings in order to keep up to date with local and national updates in SEND and has attained the National SENCO Award qualification.

### **13. Monitoring and Evaluating SEND**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

#### **The Head Teacher is responsible for:**

- the management of all aspects of the school’s work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools’ SEND policy and the effects of inclusion policies on the school as a whole

#### **The SENCo is responsible for:**

- overseeing the day to day operation of the school’s SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems



- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that They are aware of the strategies that are being used and are involved as partners In the process
- liaising with outside agencies, arranging meetings and providing a link between These agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers are responsible for:**

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, Parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND

**Learning Support Assistants (LSAs) and Teaching Assistants (TAs) are responsible for:**

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the SENCO
- Providing feedback to the class teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher and/or the SENCO as appropriate, regarding children's progress in achieving individual targets
- Keeping records of their work with individuals or groups as appropriate
- Delivering (and reporting back on) specific intervention programmes under the direction of the SENCO and/or class teacher

**Governors will ensure that:**

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school selfreview
- termly meetings between the SENCO and the SEND Governor are held, which are reported back to the Governing Body by the SEND Governor

- the SEN Policy is subject to a yearly cycle of monitoring, evaluation and review by the SEND governor and approval by the Full Governing Body

#### **14. Storing and Managing SEND Information**

Information relating to SEND is stored on the school server or in locked cupboards in the Head Teachers office.

When a child leaves Polesden Lacey Infant School their SEND information is passed onto their next school and signed for by the receiving school.

#### **15. Complaints**

Parents who are dissatisfied with the school's provision for special educational needs should in the first instance report this to the class teacher - if they remain dissatisfied, they should make an appointment to see the SENCo/Head Teacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for special educational needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, the parents should contact the LA for advice, support and information.

#### **16. Reviewing the SEND Policy**

In line with school and government policy, the SEND policy is reviewed annually by the SEND Governor in collaboration with the SENCo and approved by the Full Governing Body.

This policy has been ratified by the full governing body in November 2020

This policy will next be reviewed in November 2021