

Emscote Infant School

SEND Policy

What is SEND?

At Emscote Infant School we are dedicated to offering an inclusive curriculum to ensure the best possible progress for all of our pupils (whatever their ability or needs.) Not all pupils who have disabilities have special needs and equally, not all pupils with SEN meet the definition of disability, but this policy will cover all students and their needs. A child has special educational needs if they have a learning difficulty, or a disability, which means that they require a special provision.

A child has a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of children the same age or:
- a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority, or:
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

These difficulties may arise from:

- cognition and learning difficulties.
- social, emotional and mental health difficulties.
- communication and interaction difficulties, which include speech and language difficulties and also difficulties along the autistic spectrum.
- sensory and / or physical needs such as hearing impairment, visual impairment and physical impairment.

Pupils are entitled to a complete education in accordance with their assessed needs. Children must 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. At Emscote we also recognise that a number of children may be capable of working at a level which is significantly in advance of their chronological age.

Identification and assessment of need

At Emscote we recognise the paramount importance of identifying and assessing needs **EARLY**. As a school, we operate early identification and assessment of need in accordance with the stages set out in the Code of Practice and the agreed county criteria used in the Local Authority (LA) Annual Audit of special educational needs.

Children can be identified by:

- parents
- a teacher (or teaching assistant)
- a medical officer
- a therapist (for example a physiotherapist or speech therapist.)
- a social worker

- any other person who has close and regular contact with the child.

Termly liaison takes place between the SENCO, Mr Queralt, and the educational psychologist Sarah Owen. On these occasions pupils indicated as a cause for concern are discussed and observations or assessments, if appropriate, arranged and planned for.

Provision

Where it is determined that a pupil does have SEN parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- assess
- plan
- do
- review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Monitoring

In order to ensure children are assessed as early as possible our initial phase starts at class level, where the teacher will take action to provide a differentiated and personalised framework of planning and organisation in the classroom.

SEN Support

If a child continues to be a concern despite a framework of differentiated and personalised planning, identified by triggers such as:

- Child is making little or no progress even with specifically tailored teaching approaches
- Child is showing signs of difficulty in developing literacy or numeracy skills resulting in poor attainment
- Child is showing persistent social, emotional or mental health difficulties that are not improved by the techniques employed by the class teacher
- Child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Child has communication and / or interaction difficulties and continues to make little or no progress despite the provision of differentiated curriculum.

At this stage there is a need to collate other relevant information, including information from sources beyond the school, for example medical agencies or social services. The class teacher is responsible for working with the child on a daily basis and for planning and delivering a personalised programme. A wide range of provision may be put into place both in class and as intervention. This provision will be additional to and different from the general curriculum provided. Children will have targets agreed by their teachers in consultation with SENCO, parents and carers.

Discussions will agree:

- The short term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and or exit criteria

These will be recorded in a 'My plan' document.

If there is still a concern regarding the child's progress, further support will be triggered.

Further support

The support offered at this stage is still provided by the school but quantifiably over and above that offered to pupils at targeted support. External specialists are involved in assessment, planning and reviews for pupils and progress will be reviewed by a range of professionals on a termly basis.

Statutory Assessment / Educational healthcare plan (EHCP)

If a child continues to be a concern it might be necessary to consider formal assessment of a pupil's needs. After a range of evidence has been collected through the usual assessment and monitoring arrangements (including pupil progress meetings where forensic analysis of a pupil's progress is unpicked) if this suggests that the learner continues to make less than expected progress, the class teacher will consult again with the SENCO to create an action plan for further assessment.

As of September 2014 the new Children and Families Act became law; the education, health and care plan (EHCP) will be a legal document. If an EHCP is issued the school will hold an annual review meeting in order to consider the child's progress over the last year, to recommend any adjustments necessary in the nature of the provision. Children and parents will be kept fully involved and informed about the involvement of external agencies and proposed interventions. Under the UN convention, Children have a right to their own opinions to be taken into account and therefore at All Saints' all pupils are asked to fully participate in the review process discussing their progress.

Roles and responsibilities

Governors

The SEN governors are Margherita Finney and Pat Daly. The All Saints' CofE Junior School and Emscote Infant School Federated Governing Body will:

- do its best to ensure provision is made for any pupil with needs
- ensure parents are notified of any extra provision for SEN for their child
- ensure that the nominated governor is involved in the development and monitoring of the SEN policy and ensures that SEN is a regular agenda item at governors meetings
- ensure that the school has a named person for the implementation of the Code of Practice
- ensure SEN funding is used appropriately
- ensure staff training for SEN is provided (including SENCO)
- ensure effective assessment procedures are in place
- ensure that all pupils' needs are made known to all who are likely to teach her / him.
- ensure that all staff are aware of the importance of identifying and providing for the needs of those pupils with SEN

- ensure that pupils join in the activities of the school together with pupil's who do not have SEN (so far that is practical and compatible with the pupil receiving the necessary educational provision, the efficient education of other children and the efficient use of resources.)

Headteacher

Mrs Cossins, the executive headteacher, has overall responsibility for the child's education and for providing the necessary resources. She will ensure that the governors are kept informed of how the SEN policy is working in practise. The headteacher will contact the LA when it is felt that an EHCP should be issued.

Class Teacher

A graduated approach - 'Every Teacher is a Teacher of SEN' Quality First Teaching - 'The baseline of learning for *all* pupils'

At Emscote the class teacher is responsible for the child's learning to ensure good progress is made. The class teacher will liaise with the SENCO to identify needs and appropriate interventions that are additional to and different from those which are already part of the differentiated curriculum. At all levels of support the class teacher is still responsible for the delivery of any interventions that are additional to and different from the curriculum. Through the class teacher's knowledge of the child's skills and range of abilities they can identify appropriate ways for all children to make progress.

SENCO

The SENCO, Mr Queralt, is responsible for:

- ensuring that staff are aware of their responsibilities in narrowing the gap for our pupils, and that the progress of SEN children is closely monitored to ensure continuous progress is achieved.
- day-to-day operation of SEN policy
- liaising with and advising fellow teachers
- co-ordinating provision
- maintaining the SEN register and overseeing all records
- contributing to in-service training of staff
- liaising with parents of identified children
- liaising with external agencies
- with the support of class teachers, conducting a special needs audit for the LA when requested to do so
- reporting annually to the governors and regularly to the SLT
- regular attendance at meetings re: Special Needs and subsequently keeping the school informed of any changes in regulations

Teaching Assistants

At Emscote TAs work alongside class teachers supporting their planned learning objectives. TAs will support the implementation of any interventions when necessary and deliver high quality intervention using plans and strategies directed by the class teacher and SENCO. The TAs will keep records of their work as requested and liaise closely with the class teacher about the child's progress in relation to the targets set. The TA may be asked to withdraw individuals and small groups to support learning – it is vital that they follow planned interventions faithfully to ensure best possible progress and outcomes.

Pupil participation

Pupils' views are sought and recorded as part of the Statutory Annual Review process for children with EHCPs.

Parents / carers / families

All parents and carers or families are to be informed when their child is placed on the SEN register, which is updated each term. Targets are shared with parents and the child by the class teacher.

School transfers

When children are due to transfer to another school advanced planning will allow appropriate options to be considered. The SENCO at Emscote will liaise with the SENCO of the school to which the child is moving to ensure that effective arrangements are in place to support the pupil at the time of transfer. When children move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the LA.

Links to admission policy

The federated governing body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Links to safeguarding policy

Here at Emscote we recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff who support these pupils will be made aware of the need for vigilance for signs of abuse. The school therefore has a separate Safeguarding Policy and identified lead governor for safeguarding.