

# Clarendon Infant School



SPECIAL EDUCATIONAL NEED AND  
DISABILITY (SEND) POLICY

<b>Policy agreed (date):</b>	<b>Oct 2021</b>
<b>Policy published (date):</b>	<b>Oct 2021</b>
<b>Next review (date):</b>	<b>Oct 2023</b>

## Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. 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, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(SEND Code of Practice 2014)

## ***Special educational provision means:-***

“Educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.”

(SEND Code of Practice 2014)

## Aims

At Clarendon Infant School we believe in providing every possible opportunity to enable children to reach their full potential. All children will have the right to a broad and balanced curriculum and full access to the National Curriculum. We strive to provide equity of treatment whereby all children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs and/or disabilities participate in activities compatible with the efficient education of other children and the efficient use of resources.

## Objectives

The objectives of the policy are:

- To identify and monitor children's individual needs at the earliest possible stage so that their attainment is raised;
- To link with Early Years settings and Early Years SENCOs and Inclusion Advisors to ensure a smooth transition into school;
- To link with SENCOs and appropriate staff at other schools to ensure a smooth transition out of our school;
- To plan an effective curriculum to meet the needs of children with special educational needs;
- To ensure that SEND needs are covered within school strategic planning;

- To monitor and evaluate the use of whole school provision mapping against children's progress and ensure effective use of resources;
- To involve children in the identification and review of the support they are receiving including, where appropriate, targets that have been set that are additional to our usual school practice;
- To work in close partnership with parents/carers of children who have special educational needs;
- To ensure children make progress and to adapt the teaching methods, learning environment or resources available to enable this;
- To raise the self-esteem of children identified as having special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching children with SEND;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs, including Local Authority SEND Lead Workers.

## **Roles and responsibilities**

### **Governors' Role**

The Governing Body must:

- Ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that teachers are made aware of the SEND policy and that the responsible Governor monitors its implementation, and provision in support of this, throughout the school;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Report to parents/carers on the implementation of the school's policy for children with special educational needs and disabilities in the school's prospectus;
- Have regard to the school's Single Equalities policy.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process;
- The quality of SEND provision is continually monitored;
- In addition as part of the Special Education Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school. The act says that a responsible body for the school discriminates against a disabled child if:
  - For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
  - It cannot show that the particular treatment is justified.

## **SENCo**

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the special educational needs policy;
- Maintaining the school SEND register;
- Providing advice to staff, supporting and liaising with them on the completion of SEND records and paperwork, and school provision mapping;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources and planning for special educational needs;
- Liaising with outside agencies, including making referrals to appropriate external professional support;
- Contributing to the in-service training of staff, identifying current training needs and arranging provision of training in liaison with the Head;
- Monitoring, evaluating and reporting on provision for children with SEND to the governing body;
- Monitoring and evaluating classroom practice and SEND procedures in school to ensure consistency of identification and provision. Tracking, monitoring and evaluating the progress of children on the SEND register;
- Co-ordinating the range of support available to children with special educational needs;
- Liaising with parents of children with special educational needs, in conjunction with the class teacher.

## **Admission arrangements**

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, the governors will make every effort to ensure the child's needs are fully met. If a child is transferring into the school with an Education, Health and Care Plan or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Liaison with the previous education provider will take place prior to admission if possible.

## **Specialist facilities**

There are no specialist facilities or special unit in the school.

## **Arrangements for co-ordinating provision for children with special educational needs**

The needs of the majority of children will be met in the classroom. Teachers are responsible for planning, delivering and evaluating the provision that is made for SEND children in their classes. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their IEP, Support Plan, EHCP or as recorded on the class provision map. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCo will oversee this provision to ensure it meets the objectives of this policy.

## Resources

The school's SEND resources are located either within classrooms, in the SENCo's office, or in the learning pod. Any requests for additional resources should be made via the SENCo. An amount from the total school budget will be allocated to the purchase of SEND resources.

School has a quiet room called the Treehouse. This is used for work such as Speech and Language interventions, and for 1:1 small group learning or emotional support.

SEND staffing is decided by the Head Teacher and Governors. Where judged reasonable and appropriate, Named Pupil Assistants are employed to support specific learners.

## Identification and assessment arrangements and review procedures

Class teachers use the following to help determine whether a child has SEND:

- Performance in core areas of learning against age-related expectations and individual ability;
- Tracking rates of progress in core areas of learning over time;
- Effectiveness of short-term interventions in closing attainment gaps;
- Where sought or available, reports from external professionals;
- Wiltshire Graduated Response to SEN Support (WGRSS) documents;
- Discussion with the SENCo;
- Observation and knowledge of an individual child in the context of a primary classroom.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:-

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, emotional and mental health (which may manifest as a range of behaviours)
- ❖ Sensory and/or physical and/or medical

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are appropriate to the needs of the majority of the children in our school. However, where a concern first arises, planning and provision in class will be further adapted by the teacher to include specific interventions if judged necessary, and the child's progress will be closely monitored. The teacher will make a record of their concern.

If a child continues to make no or limited progress despite cycles of intervention and high quality differentiated teaching and learning, the school will, following discussion between teacher, parent and SENCo and completion of the WGRSS<sup>1</sup> where appropriate, place the child at SEN Support. SEN Support is appropriate when:

- Involvement from outside agencies is required/already in place;
- A child is significantly behind age-related expectation and/or is making limited or no progress in one or more of the four areas of need as outlined above despite cycles of intervention and support;
- More detailed tracking of progress with additional individualised short-term targets is required. This will take the form of an IEP (Individualised Education Programme).

---

<sup>1</sup> Wiltshire Graduated Response to SEN Support documents

If evidence continues to build of a higher level need, or where a high-level need is quickly identified, school will create a Support Plan. If a child has a Support Plan, parents/carers can expect the following:

- An initial meeting with the class teacher/SENCo to set up the Support Plan. This enables parents/carers and children to be at the heart of the process and set desired outcomes for the child;
- At least three meetings a year with the class teacher/SENCo to review the Support Plan;
- Contact with your child's class teacher through parents' evenings, informal discussions or written notification to inform you of progress and ways in which your child is being supported.
- An IEP to track progress through short-term targets.

A Support Plan will also be put in place when it is considered that evidence needs to be gathered towards an application for an Education, Health and Care (EHC) needs assessment.

### **Education, Health and Care Plans (EHCP) – Wiltshire My Plan**

Where, despite all our best endeavours, a child continues to make little or no progress in their area(s) of need, or there is sufficient evidence of a high level need, we will discuss with parents/carers the need to approach the Local Authority to request an assessment for an EHCP. Where a request is made, the Local Authority will then follow process to decide whether or not to assign a SEND Lead Worker and to issue a My Plan. This process will be clearly communicated to parents/carers at all stages of the application.

Where a child has a My Plan, school will carry out an annual review to which all involved parties, including the child where appropriate, will be invited. Progress towards the long-term outcomes specified on the My Plan will be supported and measured by short-term targets that are regularly evaluated and updated through an IEP.

### **Individual Behaviour Improvement Plans**

Where the area of need manifests itself through challenging or high-level behaviours, the class teacher, in conjunction with the child, parents, and, where appropriate, SENCo or Headteacher, will write an Individual Behaviour Improvement Plan (IBIP). This is reviewed as necessary. Please refer to the school's Behaviour Policy for further information.

### **Provision Mapping**

Provision Mapping is used across the school to show additional support available to children, the frequency of the support and who it is delivered by. Class teachers are responsible for producing and evaluating a provision map for each short term which reflects the needs of learners and provision in their classroom. The SENCo uses the provision mapping as part of tracking and monitoring SEND across the school.

## **Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives stated on page one by:

- Transition into School Meeting (TISM) records evidencing meetings that take place for children with SEND, attended by the Early Years co-ordinator or the SENCo, to ensure that appropriate provision is in place for the child when entering FS2;
- An analysis of all teachers' planning by subject leaders/head teacher/SENCo, shows that a differentiated approach is taken and that learning objectives for children with SEND are reflected in planning;
- Parents/carers are involved in all aspects of the SEND process through discussion with class teachers and, where appropriate, SENCo, receiving written communications and having their views recorded;
- As far as possible, children are involved in discussing, constructing, reviewing and having their views recorded;
- Monitoring and evaluating classroom practice and SEND procedures in school to ensure consistency of identification and provision;
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded and are involved in the development of provision and support in school;
- The school improvement plan which includes the provision for SEND;
- Regular meetings between the SENCo and SEND Governor;
- Tracking of interventions to ensure that they are appropriate to children's needs and that progress is being made, including an evaluation of provision maps against progress indicators at key times in the school year;
- Any external evaluation or inspection.

## **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or Head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved. Finally, if the complaint is still unresolved it should be taken to the Local Authority and/or Secretary of State.

## **Assessment arrangements**

Attainment and progress of children with SEND are assessed in line with whole-school procedures. Where it is felt that a child is unable to participate in national assessment screens or checks i.e. Year 1 Phonics Screen or End of Key Stage 1 test papers, school will follow government guidelines on disapplication and parents will be informed. In such instances, the Headteacher will make the final decision as per statutory guidelines.

## **Partnership with parents/carers/children**

Parents'/carers' contribution to their child's education is valued highly by the staff of the school. The school will keep parents informed at all times.

We will encourage children to be aware of their SEND targets and to develop positive self-esteem to improve their learning and achieve their goals.

## **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision, the SENCo, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feed back on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEND provision.

## **Transitions**

Links are maintained to ensure a smooth transfer on school entry through liaison with local Early Years Settings and the Early Years Inclusion Officer where necessary. Pre-school children with SEND are invited to visit us for additional induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEND who transfer in from other schools are supported through their induction to the school by the class teacher, SENCo and by classroom buddies to ensure that they have a smooth transition. Wherever possible, the SENCo will liaise with the previous SENCo or Class Teacher to ensure needs are understood and met. Wherever possible, new children and their parents/carers will be invited to visit the school prior to their start date. Where a child with SEND is leaving our school, the SENCo ensures that all special needs records are updated and transferred to receiving schools.

Close links are maintained with Clarendon Junior School to ensure smooth transition between Year 2 and Year 3. General transition arrangements include a visit to the new teacher, a link session with Year 3 children and a discussion between Year 2 and Year 3 teachers. A meeting is also held between the SENCos of both schools at which information is shared and additional transition arrangements are put into place for children with SEND. Where children are moving out of area in Year 3, wherever possible the SENCo will contact the receiving school to inform of current need and provision, and will forward the SEN file.

**This policy will be reviewed annually by the Governors (or as required by Legislative changes).**