

SEN policy and information report

Downs Infant School



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| Approved by: | Dr Hildi Mitchell | Date: |
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Downs Infant School is an inclusive school where we ensure all children work towards our values of **Ambition, Belonging, Creativity, Diversity, Empathy and Flexibility**. It aims to be a learning community for all, fostering positive partnerships with parents and the community. It is a vibrant and caring school where children are happy, where diversity is valued and successes are celebrated. All children matter and should be enabled to achieve through dynamic leadership, quality teaching, excellent resources and support for their individual needs.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and positive learning environment. We believe that all children have a right to an education that meets their needs. We are committed to reducing the barriers to learning for all pupils, not only those defined as having Special Educational Needs (SEN). We recognise that creating an inclusive school requires time, commitment, support and reflective practice. We also recognise that many children will have additional needs at some point in their childhood.

Our Equalities Statement

Downs Infant School is a learning community for all, where children and adults are valued equally and unconditionally. We will not tolerate and will challenge discrimination on the grounds of gender, race, sexuality, religion, culture, social backgrounds, special educational needs, or disability.

Our Safeguarding Children Statement

Downs Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Aims

Our SEN policy and information report aims to:

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

Our School Aims

We aim to provide every child with equal access to a broad and balanced education, and to enable each individual to reach their full potential through appropriate planning, support, provision and by working closely with children and parents/carers.

Objectives

- **Early identification and monitoring:** To ensure all children's needs are carefully monitored and additional needs are recognised as early as possible to enable necessary intervention. This will include gathering information from parents, education, health and care services and from early years settings.
- **Every teacher is a teacher of SEND:** To ensure a high level of staff expertise to meet individual needs through targeted continuing professional development.
- **All pupils have full access to the curriculum:** With very few exceptions the needs of the pupils will be met primarily in the mainstream classroom (i.e. alongside their peers in their usual teaching groups) with the addition of some specific withdrawal times set aside for focused support where necessary. Reasonable adjustments will be made to enable pupils to participate in all class and school activities.
- **Work with Parents and Carers:** To work closely with parents or carers and involve them in all stages of their child's education. This includes supporting them in understanding SEN procedures and practises and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies:** To ensure there is a multi-agency approach to meeting the identified needs of individuals through cooperation and productive partnership with the Local Education Authority and other outside agencies.
- **Pupils contribute to their own learning:** To create a school environment where pupils can voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

2. Identifying Special Educational Needs & Disability

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"A child or young person has SEND 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 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 post 16 institutions*

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND 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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have

SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.”

2.1 Identification of Special Educational Needs & Disability

Children's additional needs may be identified prior to admission and some children will arrive at the school with their support requirements already identified. All children's needs are regularly monitored and assessed as additional needs can emerge at any stage of children's schooling. Class teachers meet the Special Educational Needs and Disability Co-ordinator (SENDCo) each term to discuss the progress of every child's learning. Children who are working below age expected level or who are not making the expected progress are identified and strategies and actions are planned. Any barriers to learning are taken into account, including children's pastoral or physical needs.

The learning and development of children in the Early Years (Nursery and Reception) is tracked against the Early Learning Goals. Children who are well below the age expected level in any of the three prime areas will be identified and support will be planned accordingly. These three prime areas are: communication and language; physical; and personal, social and emotional development.

Downs Infant School has an 'open door' policy and parents/carers are welcome to meet with the class teacher or SENDCo at any point in the year to discuss concerns or progress. All concerns are taken seriously and are always discussed with the child's parents/carers at an early stage. Permission from a parent/carer is obtained before involving any outside agency. At early stages of concern the emphasis is on careful observation and assessment with accurate record keeping.

In addition all children's needs are monitored and assessed throughout their schooling and the SENDCo regularly examines these assessments. This ensures that any child who develops a need later in their schooling will not be overlooked and also provides a format for monitoring progress of all children. Information is also used by the SENDCo to track progress as well as to identify trends.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from', within the four areas of need identified in the new Code of Practice (September 2014).

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

SECTION 3: A Graduated Approach to SEND Support

The SEN Code of Practice that accompanies Part 3 of The Children and Families Act 2014 states: *'all children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilled lives*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Downs Infants is committed to providing a broad, balanced and inclusive curriculum for all pupils. In order to do this we:

- set suitable learning challenges

- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The needs of the majority of pupils will thus be met through high quality teaching. The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's monitoring system uses information from the following:

- Baseline assessment on entry
- Progress measured against national criteria (and/or other assessment criteria where appropriate)
- Progress towards targets
- standardised screening and assessment tools
- observations of emotional and social development (and the impact of this on a child's behaviour for learning)
- an existing Statement of SEN or Education and Health Care Plan (EHCP)
- assessments by a specialist service such as educational psychology, identifying additional needs
- another school or LEA which has identified or has provided for additional needs
- consultation with locality SENCO group
- Strengths and Difficulties Questionnaires
- Reports from services commissioned by Downs Infant School.

Once a child is identified as possibly having SEN the teacher will take steps to provide differentiated learning opportunities that will aid progression. The SENDCo will be consulted as needed to support and advise and may wish to observe the child in class. If following a suitably differentiated curriculum is not sufficient to accelerate progress, this may indicate that the child requires SEN support.

SEND Support

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.

Assess

The teacher and SENDCo and SEN Team will use assessments, observations, details of previous progress and attainment and pupil and parent views to analyse the child's needs. This analysis will require regular review to ensure that support and intervention is matched to need. Barriers to learning are clearly identified and the interventions being used are developing and evolving as required. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Specialised provision which the school can access are:

Brighton and Hove Inclusion Support Service (BHISS) BHISS provides Local Authority SEN/D support through the following services; Educational psychologists, Primary Mental Health workers, specialist teachers and practitioners for early years, language, Autism Spectrum Condition (ASC), sensory needs, and behaviour.

Ethnic Minority Achievement Service (EMAS) EMAS is the support given to children who have English as an Additional Language to support and celebrate our cultural and ethnically diverse families and community.

We work closely with a specialist teacher from this service. They support us using the direct model, working with us weekly with Year 1 and 2 children. The service provides bilingual support workers for children in Reception, if required.

Speech and Language (SALT) A Speech and Language audit is carried out termly by the Inclusion Leader, Speech and Language Therapist and a Specialist Language Teacher from BHISS. Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.

Occupational Therapy Service (OT) The Occupational Therapy service support children with difficulties with sensory awareness and motor skills development. They provide advice to school staff in terms of resources and activities.

Physiotherapy Therapy Service (PT) The Physiotherapy Service support children with difficulties with their physical skills, such as gross motor delay, ASC and Developmental Co-ordination Delay (DCD), through intervention plans and advice to school staff; so that children can reach their full physical potential.

Child Development Centre The Child Development Centre in Brighton and Hove is called Seaside View and is based at Brighton General Hospital. It is part of the Children and Families integrated Children's Development and Disability Service and works with children who have a range of developmental needs. They accept referrals for known and suspected neurological disorders (e.g. Downs Syndrome, Cerebral Palsy), social communication disorders, significant motor coordination difficulties and significant global learning difficulties.

School Counselling Service The school offers a therapeutic Counselling Service for children and our Counsellor currently works with a range of children identified as requiring counselling by school staff or their parents/carers. She works weekly with children at school. Class Teachers and parents/carers access this service for children by liaising with Inclusion Leader and completing a referral form.

Sensory Needs Service (SNS) We are supported by the SNS service who help and advise us on working with children with hearing and visual impairments.

Educational Psychologist The Educational Psychologist visits the school to advise and assess children as requested; they can also attend annual reviews for EHCPs where appropriate.

Plan

Additional provision will be planned to meet the needs identified and provision overviews or Individual Education Plans will be shared with parents. Timings of provision will be carefully planned to ensure optimum inclusion in class. Where a child has a number of differing needs, provision will be prioritised to avoid them being withdrawn too much from their whole class learning. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible and accountable for every child's progress and is responsible for ensuring the interventions are delivered and monitored. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Pupil progress through the planned intervention will be reviewed in line with the agreed time frame. The review process will evaluate the impact and quality of the support and interventions. Further review will take place at termly pupil progress meeting. The class teacher and SENDCo will revise the support in light of pupil progress and development. Necessary amendments will be made in consultation with parents.

SECTION 4: Managing Pupils Needs on the SEND Register

The progress of every child is monitored termly for Reading, Writing and Numeracy. In addition to this, progress of individuals receiving SEND support is monitored through targeted interventions. Different interventions use specific forms of assessment to track progress. Most interventions have an entry and exit level assessment to monitor the relevant progress against the desired outcome within the agreed time frame. The impact the intervention has on learning across the curriculum is tracked both during and after the intervention has been delivered.

The SENDCo has regular discussions with class teachers and specialist support staff in school and from outside agencies, to plan and monitor interventions.

In some cases, the intervention delivered is sufficient to accelerate the child's learning and remove key barriers. If this is the case, it may be decided this child no longer needs SEND support, but they will continue to be closely monitored and provided with an appropriately differentiated curriculum.

If a child continues to experience difficulties following targeted intervention, further advice may be sought from external agencies such as the Literacy Support Service, the Educational Psychologist or Speech and Language Support Service.

If a pupil has lifelong or significant difficulties they may undergo a **Statutory Assessment** Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an **Education, Health and Care Plan** will be taken with the parents, SENDCo and the class teacher. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Education professional
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Following Statutory Assessment, an EHC Plan will be provided by Brighton and Hove Education Authority if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

SECTION 5: Supporting Pupils and Families

Admission Arrangements

Admission arrangements for pupils with SEND are the same as for all other pupils. If a child has an Education, Health and Care Plan (EHCP) then the requirements outlined in the document will be adhered to. All children with SEND will have their needs addressed in consultation with parents/carers, appropriate agencies and previous schools.

Facilities and Resources

Each financial year the school is allocated a notional SEND budget. This is used to provide additional support or resources to support the additional needs of identified groups and individuals. Pupil Premium funding is allocated to the school for children from disadvantaged backgrounds. Part of this funding is used to provide additional learning support or intervention to identified individuals.

We have invested in a range of interventions including Talk Boost, White Rose Maths, Busy Hands, Better Reading Partnership, Speechlink, Just Right as well as working closely with external agencies and professionals such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and Educational Psychologists to make tailor made plans and resources to support our children.

Within each classroom there is a sufficient level of adult support to ensure that every child is well supported. There is also regular training for staff on various aspects of Special Educational Needs & Disability depending on the current needs of the children. As well as classroom teaching assistants, we have an experienced and highly trained SEN team who work with individual children and run interventions in reading, writing and maths as well as nurture groups. All additional provision and training is monitored by the SENDCo.

Some of our children, particularly those with Education, Health and Care Plans (EHCPs), need to work on some very bespoke targets, and others need support to develop essential learning and self regulation skills away from a busy classroom. With the support of SEND experts within Brighton and Hove, we have developed a team of skilled SEN teaching assistants and support staff who are able to deliver some interventions within 'The Hive'. In the Hive the children have access to sensory circuits, direct input teaching based on their own individual targets and continuous provision learning through play which mirrors that of their base classroom. The children are supported on a ratio of 1 adult to 2 children and they are taught skills within the Hive that they can then transfer back into their main class to support them throughout the day. The children work in the Hive for an hour in the morning and 40 minutes in the afternoon.

Accessibility

There is an accessible toilet and changing facilities which are on the same level as the school entrance. We endeavour to ensure that Downs Infant School is as accessible as possible using current resources.

Access to School Exams and Assessments

Each term, children's attainment is assessed using teacher observations and formal assessments. Appropriate adaptations are made to ensure barriers to learning do not alter the accuracy of these assessments. A small number of pupils may need additional arrangements so they can take part in the key stage 1 tests.

Transition Arrangements

A move of schools or between year groups can be particularly challenging for children with SEND so appropriate preparation work needs to take place. Clear communication and preparation are planned according to individual needs. The SENDCo and other relevant staff members will work with parents and the new teacher or school to ensure they are fully aware of the child's additional needs. They will pass on all relevant paperwork to the SENDCo of the new school. Some children will have individual needs based

transition planning e.g. extra visits, transition books, and in some cases, the SENDCo may have a meeting with the new SENCo and the parents/ carers.

SECTION 6: Supporting Pupils at School with Medical Conditions

Downs Infant School is committed to properly supporting pupils with medical conditions so they have full access to the same education as their peers, 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 with a medical condition may also have SEND and may have a statement of SEND or an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

SECTION 7: Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. A formal evaluation of the effectiveness of the school SEND provision and policy culminates in the SEND Information Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and link SEND governor.

SECTION 8: Training and Resources

Staff Development

Training needs are regularly evaluated and planned in line with the school policy for Continuing Professional Development. These aim to meet identified whole school, group and individual needs. Training needs are highlighted, planned and reviewed through Senior Leadership's termly School Improvement Planning meetings.

The SENDCO regularly meets other SENDCos/SENCOs at the local SENCO forums and at SENCo City Centre Partnership Meetings. Through attending these groups, as well as appropriate SEND courses, the SENDCo keeps up to date with all National and Local expectations and keeps the rest of the school staff informed of developments.

Resources

Class teachers use their year group budget to provide appropriate resources to meet individual needs within whole class situations. Resources for specific subject areas are usually provided through the subject budget. There is also an SEND budget which is used to provide whole school resources for SEND.

The SENDCo is responsible for monitoring the effective provision and use of specific resources for children with SEND.

SECTION 9: Roles and Responsibilities

SENDCo

The SENDCo co-ordinates day to day provision for pupils with SEND at the school. The role involves

- Training
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Liaison with parents/carers and outside agencies
- Administration
- Assessing and Monitoring

The Governing Body

The school's governing body must fulfil its statutory duties towards pupils with SEND (as outlined in the Code of Practice). Alongside the Headteacher, the governing body determines the schools general policy and approach to provision for the children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general overview of the schools work.

The SEN link Governor works closely with the SENDCo, meeting formally annually. The school provides an annual report to the SEND Governor detailing the number of children with SEND, outside agency involvement, support provided by the school for the individual needs and details of the success of the SEND policy. The governor then reports back to the full governing body.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including the provision for children with SEND. The Headteacher keeps the governing body fully informed and works closely with the SENDCo. When the SENDCo is not in school the Headteacher is responsible for overseeing SEND provision and the day to day operation of the policy. The Headteacher and SENDCo meet regularly to liaise over SEND issues and termly to discuss financial arrangements and support allocation.

Teachers and Education Assistants.

Teachers are responsible and accountable for the progress of every child in their class. All teaching and support staff have been involved in the development of the schools SEND policy and will be regularly monitoring and evaluating its implementation. There will be regular opportunities to review the SEND policy. Staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND, it is their responsibility to ensure that all the procedures outlined in this policy are adhered to.

SECTION 10: Storing and Managing Information

Information about children identified as having SEND is kept on the secure school Network and on our SEN management system – Provision Mapping. The SENDCo and Headteacher are the only people in the school who have full access to all files on children with SEN. Class teachers have access to information on the children they work with.

Staff who deliver the interventions keep records of progress against set targets. This information is stored on Provision Mapping software.

SECTION 11: Reviewing the Policy

The SEND Policy will be reviewed and updated annually to reflect any changes at a national, local or school level.

SECTION 12: Dealing With Complaints

It is in everyone's best interests in our school and community to communicate well with one another and to ensure that any concerns and complaints are dealt with as quickly and appropriately as possible. In addition, concerns and complaints brought to the attention of the school can be an opportunity to inform, review and help improve school procedures.

If parents have a complaint or concern in respect of the SEND provision at the school they may initially contact:-

- The class teacher
- The SENDCo
- The Head Teacher

If a problem is still not resolved, parents may then contact:

- The governing body of the school to request a meeting.

This in turn could lead to:

- A formal complaint to the LEA and Chief Education Officer
- A Disagreement Resolution meeting arranged through parent support services.
- An appeal to the SEND tribunal.

The school will respond by:

- Class teacher and SENDCo providing evidence of work undertaken and discussing further targets for the child.
- Referring the parents to the Head Teacher.

The governors holding a special meeting with the parents to discuss the complaint

SECTION 13: Bullying

At Downs Infant School staff, parent/carers and children work together, to create a happy, caring and safe learning environment. The ethos of the school is one of inclusion, openness and honesty. Bullying, either verbal, physical or indirect will not be tolerated. All forms of bullying are taken equally seriously and dealt with appropriately. It is everyone's responsibility to take action to prevent occurrences of bullying and to deal with any incidents calmly, quickly and effectively.

At Downs Infant School's 'Anti-bullying Policy' can be accessed through the school office to give further information on how we work to prevent bullying and how bullying is dealt with.