Glenfield Infant School

SEND Policy

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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

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Section 1- Purpose and intent

This policy accords with the following legislation:

- SEN Code of Practice 2015
- SEN and Disability Regulations 2014
- Children and Families Act 2014
- Equalities Act 2010

Aims:

Our school aims to provide a welcoming, inclusive environment which realises each child's potential providing equality of opportunity and high achievement for all children. Best endeavours are used to secure the highest possible attainment for the child and ensure the pupil is ready for the next stage of education. To achieve this, we provide a variety of support tailored to the needs of children with Special Educational Needs and Disabilities ("SEND") to increase their participation in learning and their entitlement to the curriculum.

Our school values are 'ready, respectful, safe' this is at the forefront of all members of the school community's mind. When children come to our school, we want them to develop a love and thirst for learning. Our curriculum offer aims to encourage critical thinking, problem solving and independence whilst also ensuring personal, social and emotional wellbeing of our children. We encourage children to foster positive relationships and a respectful environment that promotes inclusivity and celebrates diversity. We are committed to promoting a culture of inclusivity throughout all strands of school life.

This SEND policy outlines how we ensure all pupils with SEND are supported to flourish during their education at Glenfield Infant School.

Person with overall responsibility for SEND in our school:

Olivia Spinney- SENCo
ospinney@glenfieldschool.co.uk 023 8022 7966
Glenfield Infant School, Rossington Way, Southampton, SO18 4RN

Section 2- School ethos to inclusion and SEND pupils

At Glenfield our provision ensures that:-

- children with SEND, experience success in learning and are fully included in school life.
- children with SEND, like all other children, are admitted to school after consultation with parents and previous settings.
- all children are enabled to access a broad, balanced, relevant and effective education suitable to their age, ability and aptitude.
- parents and children are actively involved in their SEND provision.
- pupils are supported to manage their own behaviour.
- a full range of advice, resources, services and outside agencies is offered where appropriate.

- our school policies and practices show regard to the DfE Revised SEN Code of Practice and will be revised and updated to reflect changes in school priority or legislation and the School Development Plan.

- we are identifying SEND as early as possible.

- in accordance with the Disability Discrimination Act 2006 we will strive to enable disabled children and parents to access the school services

- children will not be regarded as having a learning difficulty/SEND solely because the language of their home is different from the language in which they will be taught.

Our provision is interwoven through our other existing policies to ensure that pupils with SEND are a priority for all members of staff. The following policies have been reviewed and taken into account when writing this policy. The policies below can be found on our school website:

- Admissions policy
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Children with medical conditions that cannot attend school policy
- Intimate care policy
- Child protection and safeguarding policy
- Equality policy
- Exclusions policy

Universal provision and quality first teaching

We follow the SEND Code of Practice (2015) and also follow the graduated approach to SEND learners. As a school we recognise that all teachers are a teacher of SEND and that quality first teaching is vital to supporting all learners within school, especially those with special educational needs.

It is the teacher's responsibility to assess and monitor the progress of all the children within their class. It is also the responsibility of the teachers to then support the needs of the children, especially for those that have been identified by the parents, class teachers, SENCo or external agencies. This can be accurately achieved through use of quality first teaching as well as reasonable adjustments being made within their classroom provision.

Reasonable adjustments

All pupils should be helped to fulfil their potential. Reasonable adjustments can help level the playing field by minimising the disadvantages that pupils with disabilities might face compared with their peers (Gov.uk, 2023) Through making reasonable adjustments we ensure:

- The learning needs of all children are considered, ensuring support and challenge for learners with high expectations for all.
- Teachers use a variety of teaching approaches to support all learners within the classroom.
- Prior learning is taken into consideration when planning new units/skills.

- Support staff are deployed appropriately and know how to support learning, adding value to the lessons delivered by the class teacher.
- Questioning is used appropriately to further develop understanding.
- Teachers provide clear explanations of teaching points.
- Teaching is based on clear objectives that are shared with the children and reflected upon; vocabulary is clearly explained; interactive teaching styles are employed that make maximum. use of visual and kinaesthetic as well as auditory/verbal learning.

Early identification

The definition of SEN as set out in the SEND Code of Practice (2015) is as follows:-

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 of compulsory school age or a young person 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.
- 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.

All children may experience some difficulties at any stage of their school life, and these are usually short term. This policy is specifically concerned with those children experiencing significant, longer term or more complex difficulties in learning.

The four broad areas of SEND include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental Health Difficulties
- Sensory and/or Physical Needs

These give an overview of the needs that may need to be planned for. An individual may often have needs in multiple areas for example a child with an ASC (Autistic Spectrum Condition).

As set out in the SEND Code of practice (2015), we accept the principle that pupils' needs should be identified and met as early as possible. We ensure that we have a collaborative approach and discuss each child with parents/carers, feeder schools and external agencies. We work together to gain an understanding of any provisions already in place to ensure we are appropriately reviewing the progress of the child.

The SENCo and inclusion leader co-ordinates and oversees the support and involvement of external agencies. They also work closely with the parents and teachers to ensure that all recommendations and provisions are in place. External agency support can vary depending on the service being accessed and the support that is needed; this support can include educational advice, guidance and intervention support.

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health in Schools Team (MHST)
- Educational Psychologists
- Occupational therapists
- Speech and language therapists

- Social Care
- School Nurse service
- Paediatricians
- Specialist advisory teachers

At Glenfield, we recognise that parents are the experts on their children and we aim to work collaboratively to ensure the children are receiving appropriate support to allow them to thrive at school. This process includes meetings with the class teacher and the SENCo to discuss the needs of the child and their needs and observations of the child within the classroom. We can then, discuss together, appropriate provision that can be put into place and what the purpose of the provision will be to support the child in the classroom.

Pupil voice is gathered at every stage of supporting pupils with SEND. We ensure that we are taking into account the views and aspirations of the children as individuals. We recognise and understand that every child has the right to share their opinion and exercise control over the support they receive. To gather the views of the children, we have regular discussions with them and ask how we can further support them, as our children are still young, we also liaise with the parents to discuss provision and the discussions that are had at home. This way, we can further tailor and support the children within school.

Section 3- Leadership and management of SEND

The SENCo and inclusion leader work closely with all teachers and support staff to ensure that a culture of high expectations is established and maintained, which expects all pupils with SEND to be supported and included in all opportunities available to all others within the school.
The SENCO/Headteacher are informed and kept up-to-date with SEND issues. Updates for staff are given at regular staff meetings.
The senior leadership team discuss key issues regarding the needs of the children in the school. staffing levels, resources and curriculum provision.

The role of the SENCo
The SENCO oversees the daily operation of the school's SEND Policy, co-ordinating the provision for children, liaising with and advising teachers, managing assistants, overseeing SEND records, liaising with parents, contributing to in-service training of staff and liaising with outside agencies.
At EHCP and school support level, the SENCO manages support from outside agencies (where applicable), supports assessment and planning, monitoring and reviewing actions taken. An annual review meeting for the individual child will also be held annually if the child has an EHCP.

The role of the headteacher
The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND, the allocation of resources and the School Development Plan, and keeps the Governing Body well informed.

The role of the governing body
The Governing Body, in co-operation with the Headteacher, determine the school's general policy and ensures that the necessary provision is made for any pupil with SEND.

Appropriate staffing and funding arrangements are established and a general overview of the school's work is maintained. There is a named Governor for Special Educational Needs and Disabilities called Louise Piggin.

The role of the class teacher

Class teachers (alongside the SENCo) initially identify children who may have SEND through our graduated approach. They plan and implement the delivery of the National Curriculum flexibly to meet the needs of children in the class, including children who access interventions or a bespoke curriculum. These are monitored termly by the SENCo.
The class teachers manage, plan for and support assistants in working with children on a daily basis. Teachers remain responsible for working with the children on a daily basis. The SENCo and class teacher meet regularly to discuss the children's needs and impact of interventions. This is in addition to school pupil progress meetings.

The role of the teaching assistant

(Sometimes known as Learning Support Assistant (LSA) or Teaching Assistant (TA) or Classroom Assistant (CA) or 1:1 assistant).
Teaching assistants work with individuals and groups of children with and without SEND on a daily basis. They help to plan, implement and evaluate these learning programmes, and they also support the learning of all abilities of children in the class. Teaching assistants consult with each other, school-based staff and outside agencies.

At Glenfield we follow a distributed leadership model where as a senior leadership team, we empower and support staff to identify any patterns in the identification of SEND, to make regular assessments, both within school as well as in comparison to national data.
For those who are identified as being on the schools SEND register, their progress is closely monitored and evaluated through their individual education plans. The individual education plans follow the Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice. This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs. These are reviewed regularly and new targets are written termly. These will be shared with parents and once agreed, signed by class teachers, parents and the SENCo.
All staff regularly receive training by either the SENCo, senior leadership team or external agencies on specific areas of SEND. This follows evidence-based research and practice. Through working closely with external agencies, Hamwic Education trust and other experts within the field of SEND we ensure we utilise effective, quality staff development and training.

The governor responsible for SEND at Glenfield Infant School:

- Louise Piggin

Section 4 - A graduated response

Overview of the graduated response

The SEND Code of Practice (2015) states that pupils are identified as having SEN if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions, alongside quality first, personalised teaching have been made.
At Glenfield Infant School, we aim to provide consistent Quality First Teaching in every lesson for every pupil. Class teachers are responsible and accountable for the progress and development of the children within their class, including providing pupils access to additional provisions and support, where appropriate.

By following the Graduated Response to SEND, the support for all pupils is categorised into waves, which is separated into different stages. We regularly monitor and assess all pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done collaboratively with the SENCo, SLT, teachers and teaching assistants.

Stage 1: Universal Provision.
This is what any child in a class will receive as standard. These include: quality first teaching, adapted/ scaffolds for learning, visual timetables, word banks, whole school behaviour system.
Stage 2- Early Intervention Support
In addition to stage 1:
This is where the children receive more personalised support with more adaptions in place to be successful. They may have access to: safe spaces, social stories, wobble cushions, headphones and brain breaks.
Stage 3: Targeted Additional Support
In addition to stage 1 and 2.
This is where the children are taken for daily interventions, booster groups, bucket therapy, ELSA support.
Stage 4: Targeted Intensive Additional Support
In addition to stages 1-3:
This is the stage where a child is placed on the SEN register. This means that they are regularly receiving additional support that is tailored to their needs. This will be a child with a more individualised curriculum, personalised support from external agencies such as SALT. They will have an Individual Education Plan in place to support their needs and progress.

Stage 5: Provision Over and Above stage 4.
This is children with an Education Health Care Plan (EHCP). In the EHCP it will have provisions and strategies set out to support the child within school. There will be annual review meetings to monitor progress.

Exiting the SEND register
Following the Graduated Approach, if the needs of the child change dramatically, and their needs can be met with reasonable adjustments and good quality personalised teaching then they will be removed from the SEN register. (SEND Code of Practice 2014)

Education Health Care Plans (EHCP)
Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan.
The SENCO in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, specifically targeted, long term support in order for the child to make progress. We will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.
Once an EHCP is obtained and in place, the SENCO will work closely with class teachers and support staff to ensure the provisions as set out in Section F of the EHCP are in place and support the child to meet the annual steps as set out in the plan as well as proceeding to meet the end of Key Stage targets.

Their progress will be reviewed annually in a formal Annual Review meeting to which all parties, including the pupil, parents, local authority and external agencies, are invited to attend. The local authority must complete a review of all EHCPs a minimum of every twelve months.
Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with local Southampton City Council policy and guidance - particularly with regard to the timescales set out within the process.

The Assess, Plan, Do, Review cycle

The Assess, Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice (2014) for all learners with SEND and the principles of this are applied to the SEND provision at Glenfield Infant School. Those children who still show significant need despite close mapping and monitoring of their provision are provided with Individual Education plans that set specific targets and outlines any amendments to provision that are necessary. These plans also follow the assessment cycle outlined in the Code of Practice and are shared regularly with parents to share successes and ensure priorities are in line with the wishes of parents.

Section 5- Interventions

Additional interventions may be necessary for all children throughout their time at school to ensure that the expected progress can be maintained. At Glenfield, we use a range of specific, evidence-based interventions to support children within school. The interventions are delivered by our support staff, who are highly skilled in delivering them.
We offer a range of different interventions that address a wide range of needs within the graduated response. These include:

- Pre-teaching
- Booster groups
- ELS phonics
- TalkAbout
- Precision teaching
- Sensory circuits
- Attention Autism (Bucket therapy)
- ELSA
- Lego Therapy
- Narrative therapy

Section 6- Assessment of SEND Pupils

The SEND Code of Practice (2015) and Graduated Response sets out for stages of action: Assess, Plan, Do, Review (ADPR). The ADPR cycle is completed once a term.
Glenfield Infant School regularly monitor and evaluate the quality of the provision provided for all pupils. This is done through walk arounds, lesson observations, book looks, review days, pupil progress meetings. At the end of each year, parents and staff are invited to give their feedback and views on school life. In addition to this, the governors and trust meet regularly with the senior leadership team to monitor, challenge and support the school at a strategic level.
Key Performance Indicators (KPIs) are used to assess pupil's progress against the National Curriculum. Where a child is working below Age Related Expectation (ARE), they will be assessed against the appropriate KPI, which in some cases may require working below the Key Stage. If a child is assessed as working Below Key stage (BKS),

teachers may use the Pre-Key Stage Standards and Engagement Model to form accurate assessments, to monitor their progress and set appropriate targets for their next stages in learning.

Individual Education Plans

Individual Education Plans (IEPs) are required when a child is placed onto the SEND register. The child is set personalised targets, usually, no more than three targets are set a term. The targets support the Assess, Plan, Do, Review cycle and allow for progress to be closely monitored. When the target has been set, the teachers clearly identify the baseline data of the child and the expected level of progress. They also clearly set out the strategies and provision that will be used to support this progress which is overseen by the SENCo. A 'know me' page is also created which is made in collaboration with the child, this allows all professionals working with the child to see the wants and aspirations of the child as well as outlining what is important to the individual child.
Parents are kept informed of their child's progress using the IEPs. These are discussed and shared with the parents when they have been updated and during parent consultation meetings.

Section 7- Supporting pupils with medical conditions

Glenfield Infant School recognises that a medical need is not necessarily a Special Educational Need or Disability and are experienced in supporting children with a variety of requirements.
The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and individual healthcare plans are used where needed to specify the type and level of support required to meet the medical needs of such pupils. It is important to recognise that some medical conditions do not constitute a SEND need.

Pupils at school with medical conditions are supported so that they have full access to all elements of the school curriculum, including school trips and physical education. As part of Quality First Teaching, all teachers make necessary arrangements to help pupils manage any medical conditions and overcome any potential barriers to getting the most from their education.

Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010.
Where a pupil with medical conditions is identified as also having a SEND need, their provision is planned and delivered in a co-ordinated way along with their healthcare plan.

Section 8- Admission and Transitions for SEND Pupils

No pupil can be refused admission to school based on a special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision. 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.
We support the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities. Our admissions policy has due regard for the guidance in the Code of Practice. Section 14.

Transition Arrangements

We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure:

- Early and timely planning for transitions for the next phase of education.
- Offer additional transition times.
- Meet with SENCo from new preschool/new school to handover notes and provision.
- Where appropriate and necessary, provide transition times to new school with key adult.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- Social stories for the new school or year group will be provided.

The SENCo (Olivia Spinney) at Glenfield Infant School will liaise with the SENCo from the new school and parents/carers will be given a reliable named contact at the next phase provider.

Section 9- Accessibility

Upon entry to our school there is a disabled parking bay at the top of the car park. This bay is closely located to the ramp to enter the school office. When in the school office we have a disabled toilet available.
The school building is separated by stairs. Access to the current year one area is accessible via the main corridor from the school office. Access to the year R area can be gained via the school playground. Access to the school halls can be gained by entering via the car park. Our current year two is only accessible by stairs and there is currently not a lift in place to enable access to this area.

Section 10- School Trips, School Clubs and extra-Curricular Activities

Reasonable adjustments will be made to ensure full participation in wider school life is accessible to all children with SEND to ensure equal opportunities are provided and offered. Where necessary, external advice and support may be sought to ensure this is possible.
Teachers complete risk assessments ahead of particular practical lessons and any extracurricular activities including trips and residentials to ensure adequate planning and consideration is made in order to achieve full participation and engagement. Parents will be consulted were necessary about additional provision regarding trips and residentials to ensure this is a successful and enriching experience.

Section 11- Local Offers

The Southampton City Council Local Offer sets out details of information, advice and support related to SEND can be accessed and how it is resourced. For further information about the Southampton City Council local offer please follow the link below:
https://www.southampton.gov.uk/localoffer

Section 12- Support for Families

We are aware that some children may lack readiness to learn within a classroom environment due to their social, emotional and behavioural needs. To ensure that we meet the needs of these children, our school has Mrs Spake our Family Support Worker, who is also ELSA (Emotional Literacy Support Assistant) trained as well as Miss Guy, to help support the children with their social, emotional or behavioural needs. Mrs Spake/ Miss Guy may work with children 1:1, in a small group or in a classroom environment to address these needs and help to ensure they are ready to learn in the classroom. Mrs Spake also works with families in school to support behaviour, attendance and access to other services. Please speak to the school office if you wish to book a meeting with Mrs Spake.

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) aims to empower parents/carers, children, and young people to play an active and informed role in making decisions about their education, health, and social care. Their role is to provide information, advice, and support service (IASS) is to help parents/carers, children, and young people build their knowledge, understanding, and confidence in SEND procedures, policies, practices, and law, and enable them to communicate their own needs, wishes, aims, and rights.
Further information regarding SENDIASS can be found here:
https://www.southamptonsendiass.info

Section 13- Monitoring arrangements

The SEND policy and SEND information report is updated annually.
The Hamwic Education Trust Standards Officers hold termly reviews which evaluate the practise of all staff with a focus on monitoring teaching practise which includes SEND provision.
The board of governors meet half-termly and visit the school on a regular basis to work with the senior leadership team to ensure that the school meets it's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Section 14- Dealing with complaints

If you have a concern or complaint, in the first instance this is shared with the class teacher. If you feel that the situation needs further involvement, you can talk to the SENCO/Headteacher. If parents are not satisfied by the way the school is addressing the problem, they may appeal to the Chair of Governors, or the Governor responsible for Special Needs and Disability and/or the Trust. This is best done in writing.
Please see the school Complaints Policy in the Prospectus and be aware that the SENDIASS Service can offer information and advice relating to Special Educational Needs for parents.

Contacts: Chair of Governors/SEND Governor Name: Belinda Cone/Louise Piggin