



SUDLEY INFANT SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Version	Date	Action
Signed: Ms Sue Milan Chair of Governors	Summer 2017	
Reviewed:	Summer 2018	SENCO details amended
Next review due:	Summer 2019	SENCO details amended Reference to disabilities added

Special Educational Needs and Disabilities Policy

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SEND Governors: Ms S Milan & Dr S Shaw

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This policy was produced in September 2018 following a review of the existing policy. It will be reviewed no later than September 2019. This policy is published on the school website www.sudleyinfantschool.co.uk and should be read in conjunction with the Local Offer.

1. Overview of Special Educational Needs and Disabilities at Sudley Infant School

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child and is based upon high aspirations for each individual child.

2. Aims and objectives of Sudley Infant School in relation to SEND provision

- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to make progress and succeed in their education.
- To reflect the Code of Practice (2014) in stating that 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.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school.
- To encourage and engage the participation of children, parents and outside agencies in decision making and the planning and review of outcomes with regard to provision.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

3. Admission and identification of pupils with SEND

We recognise the definition of SEND as stated in the Code of Practice 2014: *"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"*. (p94 para 6.15)

The school reflects what the Code of Practice states in that pupils are only identified as SEND if they do not make adequate progress once they have had all the

interventions/adjustments and good quality personalised teaching. This is known as **'SEN Support'**.

We are alert to emerging difficulties which may not be evident at an early age; these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

Some pupils who are admitted to the school have previously been identified by their previous setting or specialist agencies as having a Special Educational Need. In these cases the school SENDCO will contact all previous educational settings and outside agencies involved to gather information and if necessary work with parents to establish a personal transition plan for the child. The SENDCO will request to attend any official meetings taking place in the term prior to the child starting school.

The four broad areas identified within the SEN Code of Practice 2014 are **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties** and **Sensory and/or Physical needs**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. Arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents with due regard to the general duties to promote disability equality.

We also use a number of indicators to identify pupils' special educational needs, such as:

- Close analysis of data including: EYFSP, termly and yearly assessments, reading skill development and regular teacher assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools and pre-school settings on entry to school.
- Close liaison at the outset with EYFS staff, the SENDCO and parents.

What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- Looked After Children
- Being a child of servicemen/women (Service Child)
- English as an Additional Language

4. Teaching pupils with special educational needs

Differentiated quality first teaching is a priority for all pupils in the school including those with SEND. This is part of all classroom teaching for all learners and ensures that all learning activities are pitched appropriately to enable progress to be made.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum activities. Such children may need additional or different help from that given to other children of the same age. This may include access to specific intervention groups led by school staff or more specialised support from outside agencies where appropriate. Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

5. Adapting the curriculum and the learning environment for pupils with special educational needs

All children have an entitlement to a broad and balanced curriculum which is differentiated to allow all pupils to access teaching and learning.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Personal Learning Plans and Individual Education or Behaviour Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets we ensure that children experience success.

Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The school is proactive in removing barriers to learning. Following specialist training we have implemented many ASD friendly practices and systems into school such as visual timetables in all classrooms.

The school increases and promotes access for disabled pupils to the school curriculum. Resources such as slanted writing surfaces, various styles of scissors and pencil grips aid access to the curriculum. Individual pupil needs are always considered when planning school trips, sporting events, after-school clubs and enrichment activities to encourage participation of pupils regardless of their individual needs.

The school has improved access to the physical environment of the school in several ways, which are specified in the Single Equality Policy and Accessibility Plan, published on the school website.

6. Assessing and reviewing the progress of pupils with Special Educational Needs

We follow a graduated approach as outlined in the Code of Practice 2014.

ASSESS:-In assessing a child an analysis of their needs will be carried out which draws on the teacher's assessments and experiences of the pupil, as well as their previous progress and attainment. This is put in the context of the individual's development compared to the school's general expectation of pupil's progress, attainment and behaviour. The pupil's own views are sought as are those of external support services if involved. Any concerns by parents are actively listened to and recorded. If our assessments show that a child may have a particular difficulty, we use a range of strategies that make full use of available classroom and school resources. The child's class teacher will liaise with the SENDCO and offer interventions that are different from or additional to those provided as part of the school's usual working practices. Assessments and concerns are reviewed every term by class teacher and SENDCO; the class teacher will keep parents informed about this concern and draw upon them for additional information. If the teacher and parents feel that the child would benefit from further support, the SENDCO will then take the lead in further assessments of the child's needs and the child will be entered onto SEN Support on the school Special Educational Need list.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN Support despite prior involvement and communication. The teacher and SENDCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a date for review. We may record the strategies used to support the child within an Individual Education/Behaviour Plan (IEP or IBP) or Personal Learning Plan (PLP). The IEP/IBP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. The PLP will record the strategies used to support the child in school. These plans are formally reviewed once a term with children and parents.

DO: - The SENDCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve small group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching

assistants or specialist staff to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Some children have an EHC (Education, Health and Care Plan) which must be reviewed by the local authority in partnership with the school at least annually. SEND and EHAT (Early Help Assessment Tool) reviews are carried out once per term. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made. If the review identifies that support is needed from outside services this may lead to additional or different strategies to those already in use. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting. We strive to provide clear information to parents about the impact of support and interventions provided, enabling them to be involved in planning next steps.

EXIT STRATEGY: - Following a period of SEN Support a child may make sufficient progress to be removed from the SEND Register. This will be discussed at the review and there will be continued close monitoring by the class teacher. Some interventions may continue.

7. Managing the needs of pupils who qualify for SEN support

The graduated step tools produced by the local South Liverpool 1 Consortia for accessing support for literacy and behaviour difficulties are followed. In many cases the pupil's needs are effectively met within school.

Where a pupil continues to make less than expected progress despite classroom support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. In most cases, children will be seen in school by external support services. The Local Offer sets out what support is available and how it can be accessed. Support Services used in Sudley Infant School currently include Valley High Learning Outreach, Liverpool Autism, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Occupational Therapy.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate. This is produced in consultation with parents. In some cases the school may apply to the Local Authority for 'High Needs Top-up funding' to contribute to the costs of support required. In applying for this the school presents evidence of the action taken as

part of SEN Support. This will be only be done with agreement from parents and a school SEND Governor.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have still not made expected progress, the school or parents should consider requesting from the Local Authority an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

In transition to another setting, information to be passed on will be shared with the SENDCO of the next school and if necessary a personalised transition plan will be devised to support the transition process.

8. Working with parents and carers in planning for provision and reviewing progress

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs. We value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views in addition to regular parents' evenings. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

9. Enabling pupils with SEN to participate in all activities together with pupils who do not have SEN

Children are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities. The attendance of those with Special Educational Needs and disabilities is monitored to ensure that there is good representative participation from these groups.

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments and also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage.

10. Support offered for improving the emotional, mental and social development of pupils with special educational needs.

We recognise that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)
- Autistic Spectrum Disorder (ASD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as trauma or neglect.

We have clear processes to support children and young people and this is linked to behaviour and anti-bullying policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

11. Monitoring and evaluating the impact of the school's SEN provision by Leadership and Governing Body.

The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers involved in drawing up Individual Education Plans or Personal Learning Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area.

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully by the Leadership Team through:

- Consideration of each pupil's success in meeting individual targets.
- Use of standardised tests including reading, spelling and numeracy attainment.

- An analysis of external tests including SATs, baselines and Phonic Screening Checks.
- The school's tracking systems and teacher assessments.
- Evidence generated from IEPs and Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

This policy and related policies are reviewed annually and any amendments are considered. The SENDCO produces a report to the governors each term to update them. The SEN Governors hold regular meetings with the Headteacher or SENDCO.

12. SEND training for teachers, support staff and the SENDCO.

All primary schools within Liverpool South 1 SEND Consortia share best practice and offer support within the locality. Training on SEND is often arranged with the support and involvement of the attached outreach services. The training is needs led and linked to the Local Offer and needs of the school. Specific training is provided for the SENDCO, teaching assistants, whole school and parents when necessary as requested by individual staff or recognised by Leadership as a training need. Liverpool School Improvement service provides two SENDCO Briefings for the SENDCO each academic year.

A needs analysis to determine INSET requirements of staff is conducted annually and the outcomes and impact of these are detailed in the SEND Information Report. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

13. SEN funding

The notional SEND budget is used in ways considered most appropriate in improving outcomes for pupils. The SENDCO and Headteacher determine how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND for the current academic year is detailed in the SEND Information Report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

14. Supporting pupils with medical conditions

There is a comprehensive policy and relevant paperwork for supporting pupils with medical conditions and administering medication. This is available on the school website.

15. Increasing accessibility over time.

The Equality Act 2010 states that education providers must make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The school Single Equality Policy and Accessibility Plan published on the school website contains an action plan to continue to improve access. Progress is reported on each academic year.

16. Complaints from parents/carers of pupils with SEND about SEND provision

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the SEND Governors. All complaints follow the school complaints procedure which is available on the school website.

When dealing with parental complaints related to SEN any of the following may apply:

- Meetings with the parents/carers are arranged.
- Key issues are identified including where there is agreement.
- Discussions take place with the SENDCO and class teacher.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.

17. Key responsibilities

The SENDCO shares responsibility with the rest of the staff within the school and the governing body. There are many important roles.

The role of class teachers and support staff

Although the SENDCO has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school. The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012).

Every teacher is a teacher of every child including those with special educational needs or disabilities. Teachers respond to children's needs by:

- providing support for children who need help accessing the curriculum;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their social or emotional behaviour and to take part in learning effectively and safely;

- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- ensuring pupils and parents are involved in regular reviews about progress and provision;
- maintaining accurate and up to date paperwork;
- keeping an overview of any pupil participation in intervention groups;
- keeping the SENDCO up to date with any developments noted by parents or other staff.

The role of the SENDCO: Mrs S O'Rourke

The role of the SENDCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND following the graduated approach of Assess, Plan, Do and Review
- updating the SEND and related policies annually in line with statutory guidelines.
- liaising with the relevant Designated Teacher where a Looked After Child has SEND
- liaising with Children's Education Advisory Service (CEAS) when a Service Child is considered for an EHC Plan
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- to ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants and others.
- be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.

The role of the SEN Governors: Ms S Milan & Dr S Shaw

Whilst the full governing body remains responsible for SEND they have appointed the SEN Governors to promote the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policies;

- meeting regularly with the SENDCO/Headteacher and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND, where appropriate;

18. COMPLIANCE

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013

Related school policies available on the school website include

- Accessibility Plan
- Behaviour Policy
- Positive Handling
- Safeguarding Policy
- School SEN Information Report
- School response to the SEN Local Offer
- Single Equality Policy
- Supporting children with medical conditions in school Policy
- Teaching & Learning Policy