

Special Educational Needs and Disability (SEND) Policy



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1. Introduction

Farncombe Church of England Infant School believes in every pupil's right to curriculum access and is committed to the full integration of all pupils. We make provision for children with Additional or Special Educational Needs in our school in order that they reach their full potential in every way, while being included fully within their peer group.

2. Aims

The Special Educational Needs and Disability (SEND) Policy supports the school's aims and policies on teaching and learning. We aim to:

- Ensure that all pupils have access to a broad and balanced curriculum
- Provide an adjusted and adapted curriculum appropriate to the individual's needs to achieve success
- Ensure identification of all pupils requiring SEND provision or additional support as early as possible in their school career
- Ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment and contribute to the educational plans for their child
- Ensure that SEND pupils are involved, where practical, in contributing to their individual education plans.

A child has special educational needs (SEND) if they have a learning difficulty that calls for special educational provision to be made for them. A child has a learning difficulty if they have significantly greater difficulty in learning than the majority of children of a similar age, or they have 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.

3. Staffing and Responsibilities

Key Roles

Led by the Head Teacher and Inclusion Leader all members of staff are responsible for meeting the needs of children with SEND. Teachers are involved in the identification of SEND through their individual assessment procedures and tracking systems in the school. A team of teaching assistants (TAs) work in the classrooms to support the children's learning.

All members of staff including TAs are encouraged to attend relevant training courses where an individual, whole class or school need is identified. Full use is made of advisory and support agencies for advice, assessment and planning to meet the needs of children with SEND and for the professional development of the staff. The Inclusion Lead attends regular area network meetings.

Governors are responsible for ensuring provision is made for pupils with SEND, and that SEND children join with all pupils in the activities of the school as far as is practically possible.

Inclusion Leader Responsibilities

- Overseeing the operation of the school's SEND Policy

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...where children achieve through Inspiration, Imagination and Individuality.

- The identification of children with SEND in collaboration with other staff
- Co-ordinating and monitoring of pupil's progress and progress of children on the SEND register
- Regular liaison with advisers, Local Authority support agencies and other schools as appropriate
- Liaison with class teachers and TAs
- Overseeing all records on all children with SEND including the maintenance of the SEND register and liaison with staff on planning, implementation and evaluation of SEND Support Arrangements, Individual Support Plans and class provision maps.
- Liaison, in collaboration with staff, with parents/carers of children with SEND
- To make referrals to external agencies where appropriate
- To arrange and conduct review meetings
- To provide regular information to the head teacher and governor for SEND on provision for children with SEND
- Induction of newly appointed teachers into the SEND systems used in school
- Participation in the provision of training to school staff

Class teacher Responsibilities

- To observe, assess, and maintain records on all children
- To monitor the progress of pupils showing difficulties with accessing the curriculum for whatever reason and to record difficulties and report to the Inclusion Lead.
- To meet with parents/carers to discuss difficulties and plans for adapted curriculum learning/support programmes
- To provide adjusted and adapted learning and Quality First Teaching for children in their class
- To provide, monitor and review interventions or adapted learning/support programmes in liaison with TA
- To liaise with TA/Inclusion Lead to implement, monitor and review class provision maps
- To provide assessments and reports for annual reviews and advisory support services
- To communicate any issues to the Head Teacher or Inclusion Leader that may arise in delivery of interventions.

Teaching Assistant Responsibilities

- To implement adapted curriculum learning programmes or interventions within the class and record progress, as directed by the Class Teacher or Inclusion Lead.
- To support the pupil in additional learning programmes provided by the class teacher and/or outside support services and record progress
- To record responses and progress in a way agreed by the Class Teacher and Inclusion Lead/outside support with some examples of work and observation notes
- To liaise with Class Teacher weekly and Inclusion Lead at least once each term to evaluate the pupil's progress
- To communicate any issues that may arise in delivery of interventions
- To work as directed by the Class Teacher to support children's learning within their designated classroom.

Designated staff meetings allow staff to discuss pupil needs and staff training needs, in order for the school to support children with additional or individual needs.

4. Identification, Assessment and Provision

Identification

The School adopts a whole school approach to SEND policy and practice. SEND pupils are fully included in the mainstream classrooms. Every effort is made to ensure that they have full access to the Foundation Stage and Key Stage 1 curriculum, by adapting and adjusting learning to support delivery of the curriculum.

Various ways are used to identify children who may have SEND:

- Class teacher or parental expressions of concern
- Liaison with feeder nurseries and infant schools as appropriate
- Foundation Stage Profile scores
- Termly tracking assessments of reading writing and maths, against national curriculum descriptors by the Head teacher and class teacher, and Inclusion Lead
- Progress made against P level descriptors/Foundation Stage scale points
- LA/Health support services assessment

Assessment

It is expected that assessment of all pupils is carried out through whole school assessment procedures of regular tracking of levels in reading, writing, Maths and spelling and on-going informal assessments. Children with SEND are monitored through these assessments and those carried out by external agencies.

Children are monitored and assessed through class/school systems and teacher observations. Class teachers are required to make early identification of a child with additional needs and report this to the Inclusion Lead. An appointment is then made with the parent/carer to discuss the child's needs and to agree the support required meet the additional need. The criteria for raising a concern for children with difficulties are included in the appendix to this policy. Parents who have concerns about a child can request a meeting with the Class Teacher or contact the Inclusion Lead at any time. The email is inclusion@farncombe.surrey.sch.uk

Provision

There is provision for individual and group support in the classroom, but there are also opportunities for pupils to be withdrawn for specific purposes such as literacy support, where appropriate. These will aim to be timetabled so that children are not missing key learning or teaching opportunities.

Appropriate provision is planned for as follows:

Within each class, teaching and learning styles are flexible to ensure effective learning. Ability grouping to support children with additional needs will be part of this process. It is expected that teacher will employ Quality First Teaching as part of their provision for all learners. We recognise that what benefits one child often benefits all children e.g. visual timetables. All teachers in Farncombe are teachers of SEND.

SEND provision can be described as

Wave 1

- High quality teaching that is differentiated and personalised. This will meet the individual needs of the majority of children and young people.

Wave 2

- Additional individual, paired or small group work provided by CT or TA on a short term basis for a specific reason such as Little Wandle Catch ups, Nurture Group, Movement Breaks, Lego Club.
- An intervention or activity recommended by an outside agency to be carried out in school usually by a TA at a time convenient within the class timetable.
- Specific interventions for which training has been delivered such as Little Wandle Keep Ups.

Wave 3

- Additional individual provision delivered by a trained professional e.g. Speech and Language Therapy sometimes followed up by subsequent activities provided by TA who has observed the professional with the child first.
- Input or assessments from external agencies such as OT, EP, SLT, STIPs team

Education, Health and Care Plan

- An EHCP is a legal document which describes a child's SEND, the support they require and the outcomes they would like to achieve. An EHC Plan looks at the needs of a child within education, health and care. The plan identifies what is needed to achieve the outcomes.

Children receiving support at any level outlined above will have this provision detailed by the class teacher on a class provision map (template available to all staff on staff share). The Inclusion Lead will maintain an overall school provision map in order to evaluate costs of provision which is a requirement of most meetings where outside agencies are involved.

The Inclusion Lead, teachers and outside professionals are expected to work through a cycle of 'assess, plan, do and review' and regularly updated on the progress of these. Parents will be informed of all provision in place for their child and will be involved in deciding appropriate targets and interventions. Class Teachers are expected to regularly update parents and carers on progress to coincide with the schools tracking arrangements or at the end of a specific intervention. This would be at least termly. Farncombe Infant School uses Individual Support Plans to set targets for children and review these regularly - every 6-8 weeks. These are shared with parents termly. A whole class provision map is updated termly where the Class Teacher and Inclusion Lead meet to discuss outcomes and provision required. The Class Teacher and Inclusion Lead may feel it is appropriate to add the child to the SEND register.

If targets have been met and it is decided that that the child no longer has an additional need then the process will stop and the child will be carefully monitored to ensure the progress is maintained.

It might be decided that further action is required and so the cycle of 'assess, plan, do, and review' will continue with new targets and possibly different interventions. It may also be deemed necessary to involve an outside agency such as Learning Language Support who will be able to provide further assessment and targets. As long as progress is being made then this cycle can continue.

This cycle ensures that there is a graduated response to the additional needs of the child. If this process continues for at least three rounds but it is decided that there is still a lack of expected progress, despite involvement from outside agencies and use of specific interventions, then the next appropriate course of action might be to apply for an Education, Health and Care Plan (EHCP).

EHCP

When a pupil receives an EHCP, the responsibilities and procedures for planning, monitoring and evaluating the child's progress are similar to that as described above. The plan will specify the support required in the form of both time (in hours) and 'person/child centred outcomes' (PCO). PCO's will show targets for the child in detail. The CT must provide a prepared report to present at the pupil's annual review meeting and support the TA in preparing their report. These reports should refer directly to the PCOs in the EHCP plan. It is the responsibility of the Inclusion Lead to make sure CTs are aware of the contents of an EHCP.

The Inclusion Lead ensures that all relevant people are invited to the pupils annual review meeting and that those involved prepare a written report in the time specified. Following the review meeting the Inclusion Lead sends back to the LA the completed report, recommendations and paperwork in the specified time, proposing new targets for the pupil for the following year, as appropriate.

Identification of additional needs in the Early Years.

The reception class teachers are expected to facilitate early identification of children for whom there may be concerns. Members of staff are able to discuss any concerns with parents/carers and nursery key workers and make observations of children during the nursery or home visit, if appropriate. Provision or small group work may be put in place where needed. This is balanced alongside an understanding that it is the first year in school, the age of the child and their emotional wellbeing.

It is expected that feeder nurseries that have a child on the special needs register will invite the school Inclusion Lead to attend a transfer meeting when children are transferring to our reception classes. Class Teachers and the Inclusion Lead will contact nurseries of children starting the school to learn more about their individual profiles. Parents/ Carers may also be invited for additional visits to the school, when it is quiet to explore the environment and meet with the Reception teachers or the Inclusion Lead.

Planning for Year 3 Transfer

For pupils transferring to year 3 in junior schools, class teachers meet to discuss the children and pass on information to the receiving school's teachers and Inclusion Lead. The receiving Inclusion Lead is invited to attend the annual review prior to transfer of children with a statement of special educational needs/EHCP. Some children may need additional transition planning and this is done in partnership with the family and the new school.

5. Pupil participation

The SEND code of practice emphasises the importance of finding out the wishes and feelings of children and involving them when decisions are made that affect them. All pupils are encouraged to work towards personal outcomes and are encouraged to express their views on difficulties they are facing. All pupils with SEND Support Arrangements have a contribution to make to achieve their targets. Pupils with an EHCP (or statement) of Special Educational Needs are given support to write or have this scribed for them.

6. Partnerships with parents/carers

Staff and parents/carers work together to support pupils identified as having SEND. Members of staff are always available to parents/carers. Informal as well as formal meetings are frequently arranged before and after school hours. Parents and carers are involved at all stages of the education planning process.

An appointment is made by the class teacher to meet all parents/carers of children being recorded as having SEND. The Inclusion Lead will attend this meeting if the school or parent/carer thinks this is appropriate. Alongside parent meetings, additional meetings may take place for children or families needing additional support or to further discuss their provision and the support they are receiving.

At review meetings with parents/carers the child's strengths, as well as areas of difficulty, are discussed. Strategies for support in school is shared with parents and carers and suggestions are made as to how parents/carers can help at home and explain how outcomes will be monitored and reviewed.

SEND Support Arrangements will include actions to be worked towards at home, and parents/carers are always invited to contribute their views to the review process. All SEND Support Arrangements are copied and sent to parents/carers.

Parents/carers are asked to sign consent forms so that school can refer to any external support agencies and parents/ carers will be informed of visits from support agencies. Parents/ carers are given the opportunity to discuss their child's needs with the professionals concerned. If parents are unable to attend meetings these can be arranged with parents/carers by the class teacher/ Inclusion Lead to discuss the outcomes of the outside agency visits, after assessments have been made and reports have been received.

The parent/carer will receive a copy of any professional report about their child that is sent to school.

Curriculum workshops and information are provided to give parents/carers additional strategies to help their children at home.

Parents are encouraged to look at the Surrey Local Offer webpage <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

The Inclusion Lead can be emailed at any time by parents or carers at inclusion@farncombe.surrey.sch.uk

7. Partnerships with outside agencies

The Speech and Language Therapist (SLT) or Speech and Language Therapy Assistant (SLTA) works in school termly as part of the 'named children service' (only children with a statement or EHCP that requires SLT input) to monitor and evaluate the progress and plan for the targets of the children who have been identified as having a language difficulty or delay. The Therapist is also asked to report to and attend annual reviews.

The Educational Psychologist may visit as a member of the Multi Professional Team (MPT), is invited to observe and assess children as appropriate and also attends all transition reviews.

The Inclusion Lead liaises with LA and Health support services, including speech therapists and paediatricians as and when appropriate.

8. Staff Development and Training

Outside agencies are engaged as appropriate to provide relevant staff training and/or support in SEND provision.

The Inclusion Lead will meet termly with class teachers to discuss provision for individual children. Staff can seek specific training where appropriate and staff meetings and inset will provide CPD around areas of SEND. The Inclusion Lead and Head Teacher may identify training needs and arrange this where needed.

9. Governor monitoring and evaluation

The SEN Governor, Helen Gregory, seeks to support the work of the Inclusion Lead through regular termly meetings in order to monitor closely the provision of support for each child with SEND. He/she may attend meetings with a focus on SEND and may take part in SEND training in order to maintain awareness of new SEND developments.

In addition, the SEND Governor or Chair of Governors makes regular visits to the school in order to observe and monitor practical support arrangements for individual pupils and or small groups. This may include observation in a mainstream class or of specialist withdrawal teaching sessions by TAs. Each term the SEND Governor reports to the Full Governing Body so that SEND provision can be closely monitored and evaluated. The Inclusion Lead works closely with the Headteacher and SEND Governor and is expected to meet with the Curriculum Lead and Pupil Premium Coordinator throughout the year.

10. Budget and Resources

Each year the school maps provision to show how resources are allocated to each child, class and year group. The provision of additional support is made as appropriate from the delegated SEND budget.

Policy last reviewed: Summer 2022

Next review: Summer 2023