

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

	Fetcham Village Infant School	Committee Responsible : Teaching and Learning
		Approved by Governors : November 2022
		Next Review Date : Autumn 2023

Special Educational Needs Coordinator: Mr McGovern (Contacted via school office)

Senior Leadership Team Advocate: Mrs Shuman - Head teacher

This policy has been developed to reflect the changes to Special Educational Needs and Disability in line with the current SEND (Special Educational Needs and Disability) code of practice: 0-25 (2015) in consultation with the whole school community.

Section 1: Aims and Objectives

It is the aim of all staff and Governors of Fetcham Village Infant School that, together with the aims from the Teaching and Learning policy of the school, all children should be provided with opportunities to achieve their very best and become successful, well-rounded individuals. All children will enjoy a broad and balanced curriculum which will meet every individual need.

Every teacher is a teacher of every child including those with SEND (See Inclusion statement: Appendix 1)

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To ensure access to the curriculum for all children
3. To ensure effective engagement of children and parents in decision making and planning with regard to SEND
4. To work within the guidance of the SEND Code of Practice
5. To provide a Special Educational Needs Coordinator (SENCo) who will oversee SEND provision in school
6. To provide support and advice for all staff working with SEND pupils.

Section 2: Identifying Special Educational Needs

Definition (SEND Code of Practice 2015)

A child has SEN if they have a learning difficulty or disability that calls for special educational provision made for them, which is different or in addition to that which would be available to children of the same age.

Children have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of other children of the same age group, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age group in mainstream schools.

There are four broad areas of need when referring to SEND as identified in the SEND Code of Practice, 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These areas of need give an overview of the range of needs that the school might need to plan for. The school will consider the needs of the whole child and work out a plan of action based on these needs; it is not our intention to fit a pupil into a category.

Section 3: A Graduated Approach to SEN Support

At Fetcham Village Infant School, all children have a right to high quality teaching (inclusive high quality whole class teaching) with individual adjustments being made to support different learning styles and needs. Any additional intervention or support cannot compensate for a lack of high quality teaching.

The class teachers are responsible and accountable for the progress and development of the pupils in their class. Children are carefully tracked to ensure they make the very best progress possible in every year group compared to their starting points. Teachers continually evaluate how children respond to provision and work quickly to support children with any weakness. Regular monitoring of teaching and learning ensures that the high quality teaching is maintained and consistent within all classes.

On entry the school liaises closely with pre-schools and parents on all aspects of pre-school experience and entry into school, identifying individual needs of pupils. We use the Surrey Record "About Me" as an additional tool to gather pre-school information together with the Early Years Foundation Stage Profile (EYFS).

Reception teachers make initial assessments during the first half of the Autumn half-term. This gives the staff a baseline and identifies individual needs at an early stage.

The class teacher will refer any child giving cause for concern to the SENCo for further observation and assessment registering the child's special educational need if necessary. Any expression of concern from parents, the child or any outside agency will be referred to the class teacher and SENCo for investigation and assessment using a variety of diagnostic assessment materials.

Where a need is identified at an early stage the class teacher will carefully monitor and record the work, attitude, behaviour and all round performance, with reference to the EYFS curriculum, National Curriculum and class records of that child, with the use of increased differentiation resulting in Personalised Learning. The results will be reported to the SENCo and parents.

The SENCo will use the Surrey SEND Profile of need (PON) and graduated response to make initial judgements about a child's level of need. The PON is split into four stages of graduated support; Universal, School SEND Support, Specialist SEND support and Statutory Assessment and EHCP.

If further support and intervention is required in order to ensure progress the SENCo will co-ordinate the pupils special educational provision and share with parents and class teacher. If the provision does not enable the child to make adequate progress then they will be placed on the SEND register and be continually monitored by both the SENCo and class teacher.

A plan of Assess – Plan – Do – Review will be followed. Parents will be kept informed during these stages but are always welcome to make an appointment with the SENCo to discuss their child's progress further. If, at this point there are still concerns it may be necessary to refer the child to an appropriate outside agency for further support. These might include Speech and Language Therapists, Specialist Teachers for inclusive practice, Occupational Therapists, or the Educational Psychologist.

Section 4: Managing Pupils Needs on the SEN Register

Systems for assessing, planning, delivering and reviewing provision:

Once a child has been placed on the SEND register a plan of action will be drawn up using the Assess – Plan – Do – Review process.

An initial meeting will take place with the child's parents to discuss the child's needs in terms of their attitude towards learning, difficulties they may experience and methods that help them to learn. Short and long term outcomes will be identified with the viewpoint of the child being taken into account where necessary. This, together with the teacher's assessments and record of the child's progress will form a profile of the child which will include an individual support plan (ISP) to show their SEND arrangements.

The ISP will document the short term outcomes in the form of targets and will give a time frame for achievement. It will also document the type of intervention that will be put in place to achieve this target. Intervention is offered in class by teaching assistants and the class teacher. Individual children or small groups of children may be withdrawn for a small length of time to work on targeted activities. The SENCo will oversee the implementation of any interventions by the SEND TA's and will be in constant dialogue with them to monitor progress. At the end of the time frame the outcomes will be reviewed and progress made discussed with parents where upon new targets/outcomes will be agreed.

Education, Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, a request for an Education, Health and Care Plan can be made to the Local Authority. The child's profile, including their ISP's will form part of this assessment.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This is overseen by the Local Authority.

Once a child has continually made good progress and can function in the class without their support then a child will be removed from the register. They will still be monitored closely by the class teacher and SENCo to ensure this progress continues.

Section 5: Supporting Pupils and Families

The SEND Information Report for our school can be found in the SEND section on the school website. Please ask at the school office if you require a hard copy.

Partnership with parents

The school values the partnership it has with parents of all children in the school.

Parents are invited to consult with their child's class teacher, SENCo or Headteacher at any time that they have a concern about their child. The school will involve the parents of children with special education needs and consult with them in consideration of the necessary provision for their child.

Through the Effingham Learning Partnership we have close links with our local Junior schools to ensure the effective transfer of records and information of all children to ensure continuity and progression.

Admission arrangements

Fetcham Village Infant School caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of pupils.

Section 7: Supporting Pupils at School With Medical Conditions

The school recognises that pupils at school with medical needs should be properly supported so that they have full access to education, 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.

Section 8: Monitoring and Evaluation of SEND

Monitoring and evaluating provision for all pupils is carried out in a variety of ways. Through formal and informal observations, learning walks, pupil interviews, monitoring of the learning environment, attitude to learning as well as behaviour and safety, monitoring of progress over time in work and data, monitoring of the impact of professional development opportunities provided both within and outside school, parent questionnaires and input from governors at meetings and during visits to the school.

The SENCo also undertakes monitoring and evaluation to ensure that SEND provision matches the objectives in the SEND policy and in the SEND information report.

The SENCo is in constant dialogue with class teachers and teaching assistants so that provision always matches the individual needs of the children. Progress is continuously monitored and provision is altered to reflect progress made.

Section 9: Training and Resources

All children have access to a wide range of resources throughout the school and where necessary, resources will be provided to meet individual needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff receive regular training both in-house and from outside agencies on the latest research and thinking in relation

to SEND. Training needs are identified through annual appraisals and on the individual needs of the children.

The SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

Section 10: Roles and Responsibilities

The role of the SEND governor is to monitor that the school policies on SEND are in place and adhered to at all times.

The Designated Safeguarding Lead is Mrs Shuman and the Deputy Designated Safeguarding Leads are Anna De-Jesus and Gareth McGovern. Mrs Shuman has lead responsibility for safeguarding and child protection but all staff are responsible for the welfare of all children.

Section 11: Storing and Managing Information

All documents containing information about individual children are kept in a locked filing cabinet. The SENCo and Senior Leadership Team have access to this as and when required. Information is shared on a need to know basis with those working with the children where it is within the best interests of the child.

Section 12: Reviewing the Policy

The SEND policy will be reviewed annually to keep up to date with the current changes that have recently been made to SEND.

Section 13: Accessibility

Referred to in Equality Policy

- Single Equality Scheme (Previously the Disability Equality Scheme)

Section 14: Dealing with Complaints

If a parent wishes to complain about our school's provision for a child with special educational needs, after discussing their views with the class teacher and SENCo, they should make an appointment to see the head teacher in accordance with the normal Complaints Procedure.

Approvals

<i>Mrs Cath Garel</i> Chair of Governors
--

<i>Mrs Christine Shuman</i> Head teacher
--

Appendix 1

Inclusion Statement

School must:

- set suitable learning challenges
- respond to children's diverse learning needs, being aware of differing genders, special educational needs, disability as well as different cultural, social and ethnic backgrounds
- overcome potential barriers to learning

Some children may require:

- help in managing written communication, by using larger print and colour codes, multisensory reinforcement and placing greater emphasis on aural memory skills
- encouragement to use different forms of communication, such as gesture, to compensate for difficulties when speaking or language barriers
- opportunities to learn through physical contact with an instrument/object and/or sound source where they are unable to hear sounds clearly or at all
- access to adapted implements/instruments or computers to overcome difficulties with mobility or manipulative skills

In assessment:

- Children who cannot use their voices to communicate may be unable to complete the requirements of the programme of study or attainment target relating to speaking and listening. In these circumstances, teachers should provide opportunities for children to develop strength in depth in other aspects of the programme of study. When a judgement against level descriptions is required, assessment of progress should discount those aspects that relate to speaking.
- Teachers will take account of the needs of pupils whose first language is not English. Monitoring of progress will take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.