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## Special Educational Needs & Disabilities (SEN) and Inclusion Policy

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### Introduction

This policy is written in line with the new Children and Families Act (2014) and The Send Code of Practice: 0 to 25 years; 2015.

We aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy). In addition, this SEND policy is written and reviewed in light of the Equality Act introduced in April 2011 to ensure the school is fulfilling its statutory duty with respect to discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality.

### **Policy Aims:**

- To create an environment that meets the individual educational needs of each child enabling them to reach their full potential;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that the special educational needs of children are identified early, assessed regularly and provided for effectively;
- To include all partners in the support process, especially parents, having common expectations and approaches being adopted that result in measurable pupil outcomes;
- To identify roles and responsibilities of staff in providing for pupil's special educational needs – implementing innovative and effective intervention that maximises pupil impact.

### **Early Identification:**

The SEND Code of Practice 2014 states the following as a definition of 'Special Educational Needs and Disabilities: '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 or, 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.' It continues to explain that children may have special educational needs either throughout or at any time during their school career. These difficulties can be identified within the following broad areas of need: -

Special Educational Needs can be manifested in the following different ways:

- Difficulties acquiring and using new knowledge, concepts and skills
- Specific Learning Difficulties (e.g. Dyslexia)

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- Extremely low levels of Self Discipline or Self-Esteem
- Difficulties with Emotional, Social and Mental Health behaviours
- Physical Disabilities
- Sensory Impairments
- Speech, Language and Communication Difficulties

At Doddinghurst Infant School we recognise the above criteria and consider whether a child may have SEND in the following circumstances:

- Where academic progress of a child is significantly slower than that of their peers starting from the same baseline.
- Where the attainment gap between a child and their peers is widening.
- Where the rate of a child's academic progress fails to match or better their previous rate over a prolonged period.
- Where a child is showing signs of disaffection, emotional or behavioural difficulties.

SEND may also be identified in areas other than attainment for instance:

- Where a pupil has more limited social development,
- Where their communication and social interaction skills are limited or not developing.
- Where their sensory and/or physical needs affect their learning.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. Children may have special educational and sensory needs either throughout, or at any time during, their school journey. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child and the priorities outlined in their One Plan.

### **In the school there is an established cycle of Assess – Plan – Do - Review:**

This continues through the whole school life of all pupils from the time they first enter the school.

#### **Assess**

The following assessment practices are established to ascertain academic progress for all children in the school:

Their current skills and levels of attainment on entry, which builds on information from previous settings and key stages where appropriate, assess children.

- Regular routine assessments both written and observed by class teachers
- The marking by teachers and the monitoring system by senior leadership
- By the SENCO doing more detailed assessments where there is a slowing or lack of progress. By recording individual progress which can be analysed against different criteria (including national expectations), pupils making less than expected progress can be identified.

Where a SEN need may not be academic:

- By observation of a child's behaviour in different situations around the school by different school staff and other professionals.
- By consulting with parents.

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## Plan

In line with the Code of Practice, which states that schools should have a 'graduated' response to a child's difficulties, the first response to a lack of, or delayed progress is in making sure that there is effective 'Quality First Teaching' targeted at areas that children find tricky, shown by the child. This means that not only should there be teaching of a high quality for all pupils but that there are also adjustments made for children exhibiting difficulties. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. This is evidenced through teachers weekly planning (Senior leadership are responsible for reviewing and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils). If 'quality first teaching' is in place and this is not making enough of a difference to progress, Pupils may need extra or differentiated teaching or other specific interventions designed to secure better progress.

At Doddinghurst Infant School, children may have a One Plan' written for them that details:

- What the desired 'short term' outcomes are for the child, what strategies or support are to be used.
- What a parent can do to support their child.
- What the child can try to do for themselves to achieve the outcomes.

These plans are shared with the parents at termly One Plan meetings. Copies of plans are kept in a class file and by the SENCO. The class file is given to the child's next teacher at the beginning of each school year and plans are passed onto Junior schools when children leave. In this way a record of the individual support a child has had through the school, can be kept and easily accessed.

## Do

Once a plan is made it will become a 'working document,' the class teacher will be responsible for making sure that children are being taught strategies or receiving the planned support. The nature of the support given to each child will vary according to their level of need and the resources available across the school. It may be daily or weekly through proven 'interventions' or it may be on an 'as needed' basis. Support may be delivered by the class teacher, a learning support assistant or the SENCO. It may be through small groups or individual teaching.

## Review

One Plans are reviewed at the end of the term by teachers and support staff and information on progress is shared with parents. Parents are invited to add their written comments and discuss their child's progress. When a child has made sufficient progress, the plan will discontinue. If there are still areas to work on a new plan is written. At this stage, children who have One Plans are recorded on the 'Special Educational Needs' register for each term as having 'Additional needs.' In terms of the criteria in the 'Code of Practise' they are not considered to have SEND although they may later be identified as such. The register is kept to inform senior management, the school governing body and the local authority of how and where SEN resources are being deployed. Children's names are removed from the register if and when they make progress. Where it is noted that a child has persistent difficulties these are then termed as 'High needs'. The level of support may be increased and external advice from the specialist teacher team or other professionals, for delivering more effective strategies may be sought. However, beyond this, support is restricted by the school's

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delegated budget and the number of children needing increased support across the school. Other professionals might be; an Educational Psychologist, a Speech and Language Therapist, a Specialist Teacher or a Paediatrician. Referral will only take place after consultation with the child's parents or carers; where the role of the professional and the reasons for referral have been fully explained and where written permission has been given.

### **Educational Health and Care Plans (EHCP)**

The EHC plan is the document that can be put in place from the time of birth and until the age of 25 and they cover all the types of provision a child may need, not just educational. The local authority expects that most children's needs will be met within the budgetary allowance for the school. However, where the school considers that this is not possible, a request for 'Statutory Assessment' by the local authority can be made. Through this process, all schools must show evidence that everything has been done (including asking for and acting upon external advice), over a significant period of time to ensure a child's progress. Where the evidence is strong enough, the local authority may allow an assessment to be made. The assessment process takes up to twenty weeks when further evidence may be gathered. A decision is then made as to whether to issue an 'Educational, Health and Care plan' (EHCP). This will only happen if the local authority consider that the child's needs are significant; likely to be 'pro-longed' and cannot be financially met by the school. An EHC plan will be written collating all the evidence from all professionals involved with the child and their parents. The nature of the SEND will be stated with the necessary provision the child should receive, within the four main areas of need:

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

Following the issue of an EHC plan, increased funding will allow additional support to be provided in school and/or elsewhere according to parental wishes. However, it is still expected that the school will be responsible for the first £6000 of that support. Advice and information about EHC plans are available from the local authority website [www.essex.gov.uk](http://www.essex.gov.uk) and titled as 'Local Offer'.

### **Annual Review**

The Annual review of an EHC plan - once issued the EHC plan will be monitored by the SENCO and reviewed with the child, the child's parents, class teachers, support staff and other professionals annually. The annual review will focus on what the child has achieved; the long- and short-term desired outcomes of the child and their parents and the provision/actions that are working well. If there are barriers to progress or provision/actions that are not working so well, these will be discussed with a view to removing or changing these. At Doddinghurst Infant School, a questionnaire is given to parents and teachers before the review so that they can consider their thoughts prior to the meeting. The thoughts of the child about their own progress and their desires and aspirations in the future are also recorded. At the review meeting, the SENCO will gather the views of everyone and co-ordinate the planning of effective and targeted provision for the child. It is the intention of the school that planning for children is as 'bespoke' and personal as possible for the child and that reasonable adjustments are made to their support to make it so. In line with the Code of Practice, SEND support will be provided to achieve 'Outcomes' and not be defined by a number of hours as was previously the case. Those present at the review, must also consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the EHC plan. Once the planning is complete, a copy is given to parents and school staff and sent to the local authority for their records. Although the EHC plan is reviewed annually, shorter or smaller interim reviews take place through parent open evenings or

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other meetings as appropriate to the needs of the child and their parents.

### **Inclusion Statement:**

Inclusion is achieved through the: **Implementation of appropriate curricular provision by the school management** tailored to **individualised needs of pupils** using **inclusive approaches by teachers**.

#### **The implementation of appropriate curricular provision by school management:**

- School management is committed to early effective identification of SEND needs;
- School management is committed to ensuring the regular, effective involvement, communication, cooperation and support of parents, teachers, learning support assistants, SENCO and educational professionals partnering with the school by adopting agreed approaches and actions that are reviewed monitored and evaluated for impact on a regular basis;
- School management is committed to providing support and advice for all staff working with special educational needs children.
- School management is committed to providing high quality or 'first quality' teaching in our classrooms.
- School management is committed to providing finance, expertise and resources required to maximise the inclusion of SEND pupils and effective provision;
- School management is committed to regularly reviewing and improving intervention programmes ensuring effective and innovative interventions are implemented that impact SEND pupils;
- School management is committed to financing the role and responsibilities of a SENCO responsible for the effective implementation, review and effectiveness of inclusion procedures.
- All efforts will be made to allow those pupils with SEND to join in the activities of the school and with other children, so far as is reasonably practical and compatible with the child's needs, and the efficient education of other children. Suitable adaptations and adjustments will be made to accommodate children with SEND in consultation with parents, support staff and where necessary specialist advice.

#### **The individualised needs of pupils:**

- Pupils have individual educational and behavioural needs and aspirations;
- Pupils require different strategies for learning;
- Pupils acquire, assimilate and communicate information at different rates;
- Pupils require a range of different teaching approaches and experiences;
- Pupils need to experience success, enjoy peer friendships in order to learn;
- Pupils possess different learning styles and require certain styles to succeed;

#### **The inclusive approaches of teachers in response to children's needs:**

- Teachers use both formal and informal assessments to identify and plan for children's needs;
- Teachers provide a range of tailored support and intervention for SEND pupils as timetabled;
- Teachers plan specifically for SEND pupils using appropriate senses and learning strategies;
- Teachers plan for SEND pupils' full participation in learning, including physical or practical activities;
- Teachers use creative strategies to help SEND pupils manage their behaviour and to take part in learning effectively and safely.
- Teachers help SEND pupils to manage their emotions, particularly trauma or stress, and to take part in learning using tailored individualised approaches that focus on success, praise and encouragement.
- Teachers communicate, develop and promote a positive image for SEND pupils to experience daily.

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## Send Roles and Responsibilities

### **The role of the SENCO:**

- To manage the day-to-day operation of the policy;
- To analyse and evaluate school data and identify early (during EYFS) any pupils requiring to be placed on the SEND register and to be responsible for the SEND register;
- To co-ordinate the provision for children requiring additional support including monitoring the effectiveness and impact of such interventions on SEND pupil achievement;
- To support and advise colleagues ensuring continuity and consistency of provision;
- To manage and organise the One Planning process for SEND pupils ensuring regular reviews with class teachers, parents and any outside agencies involved, monitoring the measurable effectiveness of One Plans;
- To forge effective partnerships with parents of children with SEND in order to gain a better understanding of their child, involving them in all stages of their child's education. It will include providing information where required, on the understanding and nature of their child's SEND; the kind of support and learning strategies in place for their children and regular feedback on their child's progress. Parents will also be informed of any support available from the local authority through the 'Local Offer' or provided by other outside agencies, ensuring that both are optimized.
- To innovate and initiate effective school-based provision ensuring the school intervention timetable is implemented early in September and the provision is monitored and evaluated termly for effectiveness and impact on pupil outcomes reporting to the SLT;
- To complete documentation required by outside agencies and the local authority and acts as a link with external agencies and other support agencies;
- To complete the Banding Descriptors Matrix;
- To advise the SLT and governors with regard to the support and provision for SEND pupils within the school, including the provision for children with Educational Health and Care Plans (EHCPs).
- Maintain appropriate individual and whole school records of children with Education, Health and Care plans
- Plan and manage Annual Review meetings for children with EHC plans and complete the necessary paperwork required by the local authority.
- Write reports for outside agencies including health and social services.
- Complete paperwork for the local authority where a request for Statutory Assessment is necessary and attend Outcomes meetings.
- Meet with parents, advisors and outside agencies.
- Meet with teachers for planning and monitoring of provision for children with, Additional needs, High needs or with an EHCP
- Observe children in their class or on the playground.
- Complete detailed assessments for children who may require 'Additional' support (i.e. beyond 'Quality First Teaching')
- Support LSAs through specific training and adequate resourcing in order for them to deliver appropriate and effective interventions.
- Attend local 'cluster' and SENCO update meetings, plus any required training.
- The amount of time given to this role each year may vary according to the needs of the school and the delegated budget.

### **The role of the governing board:**

- To appoint a SEND Governor specifically to support and challenge the SENCO;



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- To hold to account the SENCO for the effective monitoring and evaluation of SEND provision in school;
- To evaluate and review the schools SEND policy as to its effectiveness in meeting the needs of SEND pupils;
- To ensure the inclusion of pupils with SEND in all activities;
- To carry out its duties in line with the most recent SEND code of practise.

### The class teacher is:

- Responsible to report borderline pupils or pupils with concerns to the SENCO to be considered for ONE Plans;
- The class teacher is to work closely with the SENCO and parents to plan an appropriate programme of intervention and support;
- The class teacher is to meet with parents of SEND pupils at least once every term to communicate and update outcomes and enlist parent's active support and partnership;
- The class teacher is to assess and monitor the children's progress in line with agreed One Plans and document an evaluation of implementation;
- The class teacher is responsible to attend the formal review of a child's progress (organised by the SENCO) and provide evidence of the impact of the support provided on a termly basis (or more regularly where needs are complex);
- The class teacher is to ensure all children have access to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences/activities that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation in order that they engage in Quality First Teaching;
- Class teachers are sensitive to children with SEND and place them in groups where they can work happily and effectively i.e. sometimes grouping them socially as well as in ability;
- The class teacher is to ensure planning incorporates provision for SEND pupils in detail;
- The class teacher responsible for writing outcomes which employ a small-steps approach and feature significantly in the provision made in the school;
- Existing levels of attainment are broken down into finely graded steps and targets, ensuring that pupils experience success;
- The class teacher is to ensure the One Plans are revised each term and pupil's and parents' views are sought and recorded, provisions updated and discussed, achievement (in whatever form it appears) celebrated, as well as looking at the child as a whole and ensuring they have opportunity to contribute, to the wider community, to enjoy school and to stay healthy and safe;
- The class teacher is to ensure the daily implementation of the full intervention timetable for their class.

### The role of the headteacher is:

- To hold the SENCO to account ensuring all pupils requiring SEND provision receive it and borderline pupils receive other interventions;
- The headteacher is responsible for the management of the specified Special Needs Funding ensuring the SENCO can demonstrate value for money and the provision is effective and measurably impacting pupil achievement;
- The headteacher is to ensure the SENCO evaluates the full implementation of this policy effectively and sufficient resources are allocated to achieve success.

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## Staff Training

The headteacher with the SENCO identify any training issues each year. The need for training is also questioned within individual performance management meetings with staff or when a new child with SEND joins the school. The level of provision for training will vary depending upon the level of need and the budget available. Training could therefore be delivered in any of the following ways:

- INSET – delivered by another professional to an identified group of staff.
- INSET – delivered to staff in staff meetings by SENCO.
- INSET – delivered by SENCO to LSAs
- INSET – delivered one to one with SENCO or by another member of SEN staff who has the skills required.
- Training courses provided by Essex or other recognised professionals.

## Arrangements for the management of complaints

Complaints by parents are treated seriously, respectfully and with sensitivity by all staff. Parents are encouraged to meet with the headteacher or SENCO to discuss any problems of children with SEND. They will consider what action needs to be taken and respond promptly to parents (the same day if possible), to inform them of any action. A written record of the complaint is logged. A review date and time is arranged, or parents will be asked to contact the school again if a problem persists. The headteacher will inform the governing body of the most serious complaints. Parents may also make formal representations to the governing body and or the local authority.

## Admission arrangements for a child with an EHCP

Under paragraph 3 Schedule 27 to the Education Act of 1996, the LEA has a duty to comply with the preference of a school made by parents. On receipt of the EHCP the school governing body (or by delegation, the headteacher) must consider the needs of the child and can only refuse placement where it is considered that:

- The school would be unsuitable (i.e. by not being able to meet the needs of the child set out in the EHCP.
- The child's placement would be prejudicial to the efficient education of other pupils in the school.

The school cannot contest the placement just on the grounds of it being full. In cases where parents would like to name Doddinghurst Infant School on an EHC plan, the headteacher and SENCO will invite parents into the school to discuss their child's needs and the suitability of the school in being able or unable to meet them. After the meeting, the headteacher will pass on their recommendations to the governing body. The governing body will make a decision to either offer a placement or if the school is thought unsuitable, send the necessary representations, to the local authority within the prescribed time limit.

For a child with SEN but without an EHCP the same admission arrangements outlined in the school's 'Admission Policy' will operate for children with SEN. The SENCO will collate and summarise all information sent from other schools and outside agencies when a child is admitted. The SENCO and headteacher will meet with parents and assess the child's needs. The SENCO will write a One Plan with the class teacher with a review date of not more than three months to be arranged with the child's class teacher and parents.



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## The Graduated Response

The method of identification and provision follows a graduated approach:

