

*Ridgeway Infant School is a safe happy, place where everyone does their best!*

# SEND POLICY



Date agreed: 28<sup>TH</sup> NOVEMBER 2017

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Signature of Chair of FGB:

Review Due: SEPTEMBER 2018

Responsibility of the Full Governing Body

**Ridgeway Infant School values the abilities and achievements of all its pupils, and is committed to providing a happy learning environment in which everyone is capable of excellence.**

### **THE SEND AIMS OF THE SCHOOL**

We aim to provide every child with access to a broad and balanced education by developing inclusive practice and reaching high levels of achievement for all. We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe children will be helped to overcome their difficulties.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

**Definitions of special education needs taken from section 20 of the Children and Families Act 2014.**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

#### **Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Ridgeway Infant School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.

## **INCLUSION**

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. The development of this policy was supported by all staff and governors and all staff and governors are committed to the principles in the policy.

## **OBJECTIVES**

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a differentiated curriculum and a wide range of appropriate provision
- To attain high levels of satisfaction and participation from a child's parent and carers and to ensure they are kept fully informed of their child's progress and attainment
- To share a common vision and understanding with all stakeholders
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet a child's needs
- To create an environment where children can contribute to their own learning and participate in wider learning opportunities.

## **ADMISSION ARRANGEMENTS**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act (2010), we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

## **IDENTIFICATION**

At Ridgeway Infant School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different

or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

### **Early Identification**

Early identification of pupils with SEND is a priority and their needs should be identified and met as early as possible. We use our best endeavours to secure special educational provision for children for whom this is required in any of the four areas of need as outlined in The SEND Code of Practice (2014). The four areas are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory/physical

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Parent/carer information or concerns
- Analysis Early Years Foundation Stage data (using EXAT) and their progress against tracker criteria
- Tracking individual child progress over time
- The use of Derby City SEND criteria
- Information from previous schools
- Information from other services

For some children a more in-depth individual assessment may be undertaken by the school, this may include:

- Speech Link/ Language Link assessment
- Detailed observations
- Boxhall Profile
- Self-esteem assessments

### **Assessments**

Assessments made will be through:

- Observations
- Records from pre-school providers, feeder schools
- Information from parents/carers
- Foundation Stage assessments
- Target setting
- Pupil tracking

We use Pivat Levels to monitor the progress of pupils whose performance is outside national expectations. The Levels are integrated into our whole school assessment systems to support a more in-depth assessment and target setting process.

The SENCO works closely with the school assessment co-ordinator Tamara Dale using school tracking data as an early identification indicator. Any child identified as below age related expectations is closely monitored.

**Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:**

- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour and emotional skills

The SENCO maintains a list of children identified as requiring SEN support

### **Code of Practice**

The school pays due regard to the SEND Code of Practice (2014) which advocates a graduated response to meeting children's needs. If a child is identified as requiring SEN support, the school will inform parents/carers and intervene using targeted support as part of an assess, plan, do, review process.

**Where more specialist support is required the school will seek parental consent to involve additional services such as a Speech and Language Therapist, Educational Psychologist or Specialist teacher. Any specialist advice received by the school will be reflected on the child's individual SEND target plan.**

### **Curriculum Access and Provision- A Graduated Response QUALITY FIRST TEACHING**

In order to meet the learning needs of all children, teachers will take steps to differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where children are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision for children is related specifically to their needs.

The range of provision includes:

- Adaptations to the environment to increase access and engagement in learning
- In-class support for small groups with a Teaching Assistant (TA)
- Small group withdrawal with TA/ Learning Mentor
- Individual class support / individual withdrawal
- Further differentiation of resources
- Peer support
- Wave 3 interventions e.g. 'RWI', 'Precision Teaching'
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Access to Specialist Teaching and Educational Psychology Service (STePS) or other support services for advice on strategies, equipment, or staff training

### **MONITORING:**

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents/carers will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEN register.

### **SEND SUPPORT**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. Within the graduated response there are varying levels of SEN support.

#### **1. Targeted SEN Support (formerly referred to as School Action):**

Targeted SEN support is the first stage of the SEN graduated response process. This process will be initiated when the pupil has received quality first teaching but has not made expected progress and requires additional support from school. These adaptations may be:

- Differentiation
- Small group support
- Boosters
- Use of the “assess, plan, do, review” process, (as outlined below.)
- Parents / Carers should be informed of the support at this level.

#### **2. Specialist SEN Support (formerly School Action Plus):**

If targeted SEN support is not sufficient to meet the pupils SEN then they require support through *Specialist SEN Support*. Specialist SEN support **does not mean** that the pupil will be accessing specialist provision or specific services. It means that the school SENCO has made the decision to involve external agencies and / or request local funding. This stage includes everything available at the targeted SEN support stage plus the involvement of external professionals. This stage may include:

- 1:1 interventions delivered by school or setting staff
- 1:1 support to access the school or setting
- Specialist advice e.g. from STePS
- Training for schools

- Specialist equipment.

Schools can access support from the LA and other services which may include:

- Speech and Language Therapy programmes
- OP, PT, SaLT
- LA funding; Locality funding

### **Assess, Plan, Do, Review**

All levels of SEN support will be monitored and regularly assessed according to the “assess, plan, do, review process.

The support provided consists of a four parts;

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil’s need using the class teachers’ assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents/carers. Advice from external support services and staff will be sort if appropriate and with the agreement of the parents/carers.

#### **Plan**

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents/carers and the pupil.

#### **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCo will support with further assessment of the pupils strengths and weaknesses.

#### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCo, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents/carers and pupils.

### **Monitoring Child Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour and emotional skills

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests – SATs, Foundation profile scores
- School tracking systems

### **Record Keeping**

The school will record the steps taken to meet children's individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the child's profile will include:

- Information from parents/carers
- Information on progress and behaviour
- Child's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

### **SEND Target Plans**

All children with identified SEND will have Target Plans clearly setting out targets and any provision made that is additional to and different from usual classroom provision. For children with EHC Plans, provision will meet the recommendations on the plan.

Strategies for increasing children's progress will be recorded in an SEND Target Plan containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Interventions made
- Child view

- Parent view
- The outcomes recorded at review

The SEND Target Plan will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on up to three individual targets that closely match the child's needs. Parents/carers will be invited to be involved in the target setting and review process.

### **Reviewing**

SEND Target Plans will be reviewed three times during the academic year. Teachers are responsible for reviewing SEND Target Plans and inviting parents/carers to be part of the review process.

The SENCo will coordinate and attend review meetings at the request of teachers, parents/carers or outside agencies. Where children's needs are more complex and require specialist support they may automatically coordinate review meetings.

### **Education, Health and Care Plans**

A child with lifelong or significant SEND may undergo a multi-agency assessment at the request of schools, parents/carers or outside agencies. If it is decided that the child's needs cannot be met from support that is ordinarily available in schools then an Education Health and Care (EHC) Plan will be provided by Derby City Council. The school and parents/carers will be involved in developing and producing the plan. Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the EHC Plan if it differs from their preferred choice

The EHC Plan will include details of objectives for the child which are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Established through parental/child consultation
- Set out in a SEN Support Target Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Further information about EHC Plans can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

### **Reviews of EHC Plans**

Once the EHC Plan has been completed and agreed it will be kept as part of the child's formal records and reviewed at least annually.

The School SENCo will organise annual reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other appropriate persons.

The aim of the annual review will be to:

- Assess the child's progress in relation to the objectives on the EHC Plan
- Review the provision made to meet the child's need as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the child's performance during the year and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents/carers the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice (2014), the SENCo will complete the annual review forms and send it, along with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

For those pupils whose first language is not English, teachers, supported by the EAL leader, will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **MANAGEMENT OF SEND WITHIN SCHOOL**

The headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Coordinator (SENCO). The SENCO's name is Mrs Heather Jeffery.

The SENCO has Qualified Teacher Status and additional qualifications relating to the education of children with Special Educational Needs including the nationally accredited SENCO qualification. The management of SEND is supported by the Lead SEND TA, Mrs Alison Everill and the Learning Mentor, Mrs Tracy Morris.

All teachers are teachers of children with special educational needs. Teaching Assistants (TAs) play a major role in the support and education of children

with SEND. The rationale for the deployment of TAs is year group based and is responsive to specific needs of individual and groups of children. Staff responsibilities are identified in individual job descriptions.

In line with the recommendations in the SEND Code of Practice (2014), the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- liaising with and advising teaching assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND in conjunction with class teachers
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for reporting to the headteacher and the governor with responsibility for SEND on the day-day management of SEND policy. The name of the governor with responsibility for SEND is Kim Smith.

### **SEND CPD**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School's INSET needs will be included in the annual School Improvement Plan.

### **PARTNERSHIP WITH PARENTS/CARERS**

Ridgeway Infant school firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs, and how best to support them.

The school aims to work in partnership with parents/carers and carers by:

- keeping parents/carers and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents/carers
- giving parents/carers and carers opportunities to play an active and valued role in their child's education
- making parents/carers and carers feel welcome
- ensuring all parents/carers and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way

- encouraging parents/carers and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents/carers and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents/carers and carers aware of the Parent Partnership services.

### **Involvement of Children**

We recognise that all children have the right to have their voice heard and be involved in making decisions and exercising choice (SEND Code of Practice, 2014). Where appropriate all children are involved in monitoring and reviewing their progress. We endeavour to fully involve all children by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

In addition the school will publish an annual SEND Information report which can be viewed on the schools website which details the key SEND information for the year.

### **COMPLAINTS PROCEDURE**

The school's Complaints Policy is available from the school office or can be viewed in full on the schools website.

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents/carers if required.

### **LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. Derby City Councils Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services. [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychology Service
- Specialist Teaching and Psychology Service
- Speech and Language Therapy Service
- Community Health Services
- Family Support and Safeguarding
- SENDIASS

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- Pre-school Providers
- Gayton Junior School

SEND Leader

This policy was written on: **20<sup>th</sup> October 2017**

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