

# Ascot Heath Infant School

## Special Educational Needs and Disability Policy 2018

*"Confident learners in a happy, safe and secure environment"*



### **Introduction**

'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.'

The school will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. This policy seeks to adopt and apply the Special Educational Needs and Disability Code, 2014.

### **SEND Support in School**

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective educational provision in place. This SEND support will take the form of a four-part cycle through a graduated approach of assess, plan, do and review. (See section 6.4 Special Educational Needs and Disability Code of Practice, 2014.)

### **Aims**

At Ascot Heath Infant School we believe that all children have the right to a broad and balanced curriculum and that they have access to a challenging and broad curriculum pitched appropriately at their level whatever their prior attainment so that each pupil is a valued, unique individual that can achieve their potential.

### **Objectives**

The objectives of our policy are:

- To identify and monitor individual needs from the earliest possible stage of transition so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum and to monitor any adjustments via the Individual Education Plan (IEP) to meet the needs of each pupil with special educational needs and where necessary ensure that any targets set are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the regular dialogue where a pupil is receiving SEN support, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, child and the school, in support of the child's progress.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

### **Roles and responsibilities**

#### **Governors' role**

The Governing Body Ascot Heath Infant School will:

- Publish information on the school website about the implementation of the school's policy for SEND updating it annually.
- Follow best practice to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that where the 'responsible person' - the Headteacher who delegates to the SENDCO - has been informed by BFC that a pupil has special educational needs, those needs are made known to all who are likely to teach them.

- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school, together with children who do not have special educational needs, so far as is reasonably practical and compatible with the pupil receiving the special educational provision their learning needs call for.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Have a written SEND policy containing the information as set out in the Special Educational Needs and Disability Code of Practice (2014) and in association with the Children's and Family Act 2014 and the regulations associated including the Special Needs and Disability Regulations (2014), The Special Needs (Personal Budgets) Regulations (2014).
- Make information for parents/carers on the implementation of the school's policy for children with special educational needs available on the school's website.
- Ensure that there is a qualified teacher designated as SENDCO for the school.
- Review this SEND Policy at least annually.

**The governors play an important role in ensuring that:**

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan and the school's self- evaluation process.
- The SEND policy and SEND Information is available on the school's website.
- The quality of SEND provision is continually monitored.

**SENDCO's responsibilities:**

The SENDCO is responsible for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.

The key responsibilities of the SENDCO involve:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND including the oversight of the deployment of LSAs.
- Liaising with the relevant designated teacher where a looked after child has SEN.
- Advising on the deployment of the school's delegated budget and other resources to meet child's needs effectively.
- Liaising with parents of children with SEND.
- Liaising with 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 service.
- 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.

- Ensuring that the school keeps the records of all children with SEND up to date and complies with the data protection act.

### **Arrangements for co-ordinating provision for pupils with SEND**

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants and specialist staff. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some pupils it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, HLTA, Learning Support Assistants or SENDCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's coordinated arrangements, which appear in the IEP. A Provision Map details the various programmes and arrangements that we operate to meet identified needs. The SENDCO and Governors will normally oversee this provision to ensure it meets the objectives of this policy.

### **Admission arrangements**

Normal admission arrangements apply. The admissions' policy is based on the agreed Bracknell Forest Council policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. Where a child has a particular need, the governors will make reasonable adjustments to ensure the pupil's needs are fully met. If a child is transferring into the school with an Education Health Care Plan (EHCP), or has been receiving extra support from the LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of BFC to ensure that their needs can be met within the school.

### **Specialist facilities**

There are no specialist facilities or special unit in the school.

### **Resources**

- Most of the resources used by children having special educational needs are available for them to access within the classroom.
- Money may also be spent on further additional resources, staffing costs and time allocated to the SENDCO to manage the support for special educational needs and meet the objectives of this policy.
- Any requests for further additional resources should be made to the SENDCO.

### **Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the Special Educational Needs and Disability Code of Practice, 2014.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that pupil's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where possible, we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However where through careful identification and assessment we and/or the parents/carers determine that a pupil is not making adequate progress, class teacher will consult the SENDCO and Head Teacher. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the pupil and they will be placed on the SEND register. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary access to specialist equipment or software.

### **Requesting an Education, Health and Care Needs Assessment**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child and the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care Plan (EHCP) needs assessment by the Local Authority.

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

### **Publishing Information: SEND information report**

The school will publish its Local Offer on the school website. The information published will be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out under the Special Educational Needs and Disability Code of Practice, 2014 and includes the following:

- The kinds of SEND that are provided for.
- Policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENDCO.
- Arrangements for consulting parents of children with SEND and involving them in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.
- Arrangements for assessing and reviewing children's progress towards outcomes. This should include the opportunity available to work with parents and pupils as part of this assessment and review.
- Arrangements for supporting children in moving between phases of education and in preparing for adulthood.
- The approach to teaching children with SEND.
- How adaptations are made to the curriculum and the learning environment of children with SEND.
- The expertise and training of staff to support children with SEND.

- Evaluating the effectiveness of the provision made for children with SEND.
- How children with SEND are enabled to engage in activities available with pupils who do not have SEND.
- Support for improving emotional and social development.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families.

### Links with other schools

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher and the SENDCO to ensure that they have a smooth transition. Liaison from Year 2 to Year 3 ensures a smooth transition. Staff from Ascot Heath Infant School usually visit pre-schools. SEND records are passed onto other schools when children transfer either mid or end of year and we endeavour to share information either face to face or over the telephone.

### Document Management and Control

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Amendments made at last review:	<p>Formatting only</p> <p>Altered SENCO to SENDCO</p> <p>Wrote out meaning of EHCP/IEP for clarity</p> <p>Added date</p> <p>Added: SEND records are passed onto other schools when children transfer either mid or end of year and we endeavour to share information either face to face or over the telephone.</p>