



Littlehaven Infant School Special Educational Needs and Disability (SEND) POLICY

Date the policy was agreed by Governors: 6.2.18 (email)

1) Aims of our SEND policy

The aims of our Special Educational Need and Disability Policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase their access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement www.gov.uk/government/collections/national-curriculum
- To use our best endeavours to secure special educational provision for pupils for whom it is required, that is “additional to and different from” that provided within the differentiated curriculum, so that we better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need and to do this through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities in consultation with health and social care professionals in order to meet the medical needs of these pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners.

2} What are special educational needs (SEN) or a disability?

At Littlehaven we use the definition for SEN and the definition for disability that is used in the SEND Code of Practice (2014). This states that

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**

Special educational provision means **educational or training provision that is additional to, or different from,** that made generally available for others of the same age in a mainstream setting in England.

Some children/young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.

Please note that this definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs for which provision is made at Littlehaven Infant School

- Children and young people with a SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with our Admission Policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on a placement is made.
In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that the needs of the child would be better met in specialist provision.

4) How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous setting or school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicate a lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- A pupil asks for help.

5) What should a parent do if they think that their child may have special educational needs?

- If parents have concerns relating to their child's learning then an initial discussion will take place with the child's class teacher. This may result in a referral being made to our school Inclusion Leader.
- Parents may also contact the Inclusion Leader or the Headteacher via the school office if they feel this is more appropriate.
- All parents/carers will be listened to. The views and aspirations that parents/carers have for their child will be central to the assessment and provision that is made by our school.

6) How will Littlehaven School support a child with SEND?

- Pupils at our school are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school so that they are able to access the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the Inclusion Leader, external verifiers,
 - ongoing assessment of progress made by pupils with SEND,
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - teacher meetings with the Inclusion Leader who will then provide advice and guidance on meeting the needs of pupils with SEND,
 - Close monitoring of any interventions that are provided to ensure that they are appropriate to the needs of the child and that they have an impact on the child's learning.
 - attendance and behaviour records.
- All pupils have individual curriculum targets which are set in line with national outcomes to ensure ambition. Parents are informed of these at events such as Parents' Evenings.
- Pupil progress and attainment is carefully tracked using the whole school tracking system and children not making expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, the Senior Leadership Team and if appropriate, the pupil themselves.
- Additional strategies aimed at increasing the rate of progress will then be identified and recorded and will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If it is decided that special educational provision is required in order to appropriately support an individual pupil, then the parents/carers will be informed that the school considers their child may require SEN support. Parent partnership will be sought in order to improve the attainments of the pupil.

Action relating to SEN support will follow an assess, plan, do and review model:

- **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to an early discussion to support the identification of action to improve the outcomes for their child.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions will be identified, recorded and implemented by the class teacher with advice from our school Inclusion Leader.
- **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best

meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
 - Learning Inclusion Advice Team (Learning and Cognition/ Social Communication)
 - Early Help Team
 - Family Link Worker
 - Educational Psychology Service
 - Speech and Language Services
 - School Nurse
 - Child and Adolescent Mental Health Service
 - Child and Young Persons Planning Forum
 - Pediatrician
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) Plan being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure that every child is given every opportunity to access their learning.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to help to reduce barriers to learning and thereby enable pupils to access the curriculum more easily.
- Adaptations may include strategies suggested by the Inclusion Leader and/or external specialists.
- In addition pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents with co-review and co-production of Individual Learning Plans (ILP) at Mini-PARM and through consultation at Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Inclusion Leader, and/or a member of the senior leadership team should they feel concerned or have information that they feel they need to share because there could be an impact on their child's success.

9) How will parents be helped to support their child's learning?

- The class teacher or Inclusion Leader may suggest additional ways of supporting pupils learning.

- Parents/Carers will also be encouraged to support those children who have an Individual Learning Plan by working with school to co-review and co-produce the plan and to agree areas that they could further support their child with at home.

10) What support will there be for children overall well-being?

The school offers a variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- We welcome and encourage Pupil and Parent voice.
- Small group or individual 1:1 interventions to support pupil well-being are delivered to targeted pupils and groups. These aim to support the development of interaction skills, emotional resilience and well-being. Permission is always sought from Parents/carers before pupils are included in any of our 'Social Skills' groups.

11) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within '*Supporting pupils at school with medical conditions* (DfE) 2014' and identified in the school Medicine Administration Policy.

12) What specialist services are available at Littlehaven School?

The school has access to a range of specialist support already detailed in Section 6 above.

13) What training do the staff supporting children and young people with SEND undertake?

Training requirements are monitored and tailored to the needs of the children.

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

TAs	Teaching Staff	Inclusion Leader
<ul style="list-style-type: none"> • Use of concrete resources to support learning • Phonic training • Team Teach • Speech & Language 	<ul style="list-style-type: none"> • Structured conversations • Use of questioning • Autism training • Working Memory • Team Teach 	<ul style="list-style-type: none"> • Restorative Approach in schools • Autism and Communication needs • Sensory Needs Training • Team Teach • Attachment in primary school aged children • Developmental trauma. • Supporting children with ADHD • The Inclusion Lead and the Learning Mentor are completing the relevant training required to obtain the Autism Awareness Award.

Additionally

- In February 2018 we are conducting a whole school INSET dedicated to SEND, receiving training from both the Autism and Communication Team and Speech and Language Therapy Service.
- The school receives visits from SEND specialist teachers and the Behaviour Support Team who provide advice to support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils.
- The governor with specific responsibility for SEND has completed the SEND Governor training.

The Locality group Speech and Language Therapist and the Locality Group Educational Psychologist are available for additional advice and support.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment?

- Some steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Improvements have been made to make the school site accessible to all such as a ramp leading into the reception area. The classroom block is not fully accessible from the front of the school due to internal steps to access this area. Adjustments to provision is made where possible. Please see the Accessibility Plan.
- One toilet has been adapted to ensure accessibility for visitors with a disability.

Our Accessibility Plan (statutory requirement) describes the actions that the school has taken (and plans to take) in order to increase access to the environment, the curriculum and that printed information is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- An introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. This includes for example visits to the school and the new class in addition to class teachers visiting children in their pre-school setting.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Leader/ Headteacher will meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be put into place before entry to school.
- If pupils are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and reduce any concerns.

17) Transition to the next school.

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Inclusion Leaders of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred quickly to the next provider.

18) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities and will target the 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, Inclusion Leader or another member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive?

- For pupils with SEN but without a Statement of Educational Need/Education and Health Care Plan, the decision regarding the support provided will be taken at joint meetings with the Inclusion Leader, class teacher and parent.
- For pupils with a Statement of Educational Need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education?

Your involvement in discussions and planning concerning your child's education is very important to us and will be achieved through a variety of means including:

- discussions with the class teacher, Inclusion Leader or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

Additionally, for children with an Individual Learning Plan, parents/carers will be contacted by school to arrange a review of the current plan. Parents/carers are strongly encouraged to contribute to the review of the current plan and to aid the writing of the new one. Pupil voice is also encouraged and supported. Reviewing current Learning Plans and the writing of new ones is a termly undertaking.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's needs or are unhappy about any issues regarding the school's response to meeting their needs please contact the following:

- Your child's class teacher,
- The Inclusion Leader,
- The Headteacher,
- For complaints, please contact the Chair of Governors via the school Office.

22) Support services for parents of pupils with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions concerning their child's special educational needs. You can also appeal to the tribunal if parents/carers feel that the school or council has discriminated against their disabled child. Information on this process is available at <http://preview.tinyurl.com/ovg4so3>

23) Information on where the Local Authority's Local Offer can be found

Information regarding the 'Local Offer' for Littlehaven Infant School can be found on the school website. www.littlehaven.w-sussex.sch.uk. The local Offer is detailed within the Policies section.

Local Offer Information regarding the Locality 'Local Offer' can be found on the website link <http://www.compass-support.org>

The Local Authority 'Local Offer' will be accessible from here.

Updated 21/01/18
Jacqui Phillips

Next review November 2018