



## **Churchdown Village Infant School**

### **Special Educational Needs Policy**

Churchdown Village Infant School is fully inclusive and welcomes all children. Where a child has a recognised need or disability we will make reasonable adjustments to meet those needs and to ensure that your child thrives in our setting. Our school is fully accessible and whilst supporting our children we promote independence skills.

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*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*

(2015 SEND Code of Practice)

Children are monitored throughout the School and Pre-School settings. Any concerns are discussed with the SENCO and appropriate action is taken.

#### **Policy Principles**

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education need, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans
- enabling parents to take a supportive role in their child's learning
- establishing an SEND register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the SENCO, class teachers and teaching assistants and opportunities for dissemination of information related to SEND.

- having regard to the Code of Practice

## **Objectives**

At Churchdown Village Infants School we:

1. Ensure, wherever possible, that all our pupils are taught within their own class group and that withdrawal is kept to a minimum.
2. Provide programmes of work for children with SEND which enable them to access the Curriculum irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties.
3. Allocate our resources flexibly to support all children's needs.
4. Plan our work allowing for differentiation in keeping with the child's needs and abilities.
5. Operate a system of closely monitoring our pupils work.
6. Maintain effective channels of communication with everyone involved with our children with SEND.
7. Inform, consult and support the parents of our children with SEND.
8. Liaise closely with the appropriate services working with our children.

## **Health and Safety**

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Specific medication is labelled and kept in the school office and will be administered as necessary by a member of the school staff. Parents are required to complete a 'permission and administration' form before any medication is given.

## **IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND**

### **Identification**

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and medical

## **How does our school know if children need extra support?**

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.

## **How will the school support a child with SEND?**

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCo
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. attendance and behaviour records.

Pupils' attainments are tracked and those failing to make expected progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded; that 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.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

- 2. Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- 3. Do:** SEND support will be recorded on a plan that will identify a clear set of SMART targets and expected outcomes, and a review date will be made.
- 4. Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Health and Social Services
- School Nurse
- Children and Young Person Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy
- CAF

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.

### **The SEND Register**

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

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

Pupils with medical needs will be provided with a Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or relevant professional 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.

## **Curriculum**

At Churchdown Village Infants School we aim to offer all our children access to the Foundation stage curriculum &/or areas of the National Curriculum. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks.

## **Integration**

The Governing body at Churchdown Village Infants School expect the full integration of all pupils with SEND into the daily routine of the school. Any withdrawal sessions are coordinated by the Class teacher and the work covered is supported within the classroom whenever possible.

## **Equal Opportunities**

At Churchdown we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

## **Every Child Matters**

The school adopts a policy to ensure that every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

## **SEND Funding**

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 SEND 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 SEND Funding allocation.

## **STAFF POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

### **Partnership with Parents**

At Churchdown Village Infants School we have always tried to maintain good working relations with our parents. Specifically in relation to parents of pupils with SEND, we have set down a clear procedure for action. No decisions about referrals, provision, movement between stages or in relation to statutory assessment, will be made without parental consultation and consent. Within the review process, as recommended in the Code of Practice, parents will be consulted and invited to attend any review meetings.

### **SEND Training**

All members of staff attend as many relevant courses as appropriate.

### **Outside Support Services**

All members of staff are requested to keep the SENCO informed of any contact they have with outside agencies. Similarly, the SENCO will keep the staff informed of any reports and assessments carried out by any outside agency. (See identification for full list)

## **Links with Other Schools**

As Churchdown Village Infant School takes children from a variety of pre school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teachers will visit the pre-school to build relations with reception children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to the junior school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENCO in the term before transfer. This will be the responsibility of the SENCO and the class teacher.

## **Role of the SENCO**

The SENCo is Mrs Butt, who is responsible for co-ordinating the SEND provision with the school. The SENCo holds the *National Award for Special Educational Needs Coordination (Postgraduate Certificate)*.

The SENCo is responsible for:

- Liaising with staff
- The management of the provision for pupil with SEND support and EHCP.
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Keeping the Headteacher updated
- Communicating with the SEND support staff
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Assessment
- Oversee the day to day operation of the school's SEND policy

In the absence of the SENCo the point of contact is the Headteacher.

## **Role of SENCo Governor**

The SENCo Governor is Dr Hartwell.

The SENCo Governor is responsible for:

- Whole school SEND development, meeting regularly with the SENCo
- Monitoring and developing policy

## **Role of Headteacher**

The Headteacher is responsible for:

- Including provision
- Works closely with SENCo and SLT
- Keeps the governing body fully informed of SEND issues
- Pastoral care for all pupils (PSP)

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENCo and the teaching staff.

## **Role of Class Teachers**

Class teachers are responsible for:

- Initial identification
- Communicating with the SENCo and SEND support staff
- Differentiating work to enable access
- Be responsible for meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Assessment

Contact details can be found on the school website.

## **Related Policy/Links**

- Data protection
- Confidentiality
- Safeguarding
- Teaching and Learning
- Equal opportunities
- Curriculum policies
- Assessment
- Accessibility Plan
- Comments and Complaints Procedures
- [Glos Families Directory](#)
- [School Offer](#)
- [School Website](#)

## **Complaints**

Through consultation with all involved with our pupils with SEND, including parents, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that this is brought to the attention of the SENCO and Headteacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

## **Safeguarding**

Churchdown Village Infant School has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

## **Monitoring and Review**

The policy is reviewed by the SENCO, working in consultation with staff and the governor with responsibility for Special needs.

The policy will be reviewed as shown on the School Improvement Plan. Subject Coordinators will monitor provision of differentiated tasks for children on the SEND register when monitoring their subject. The SENCO will support in providing suitably differentiated work.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the SENCo working closely with the Headteacher.

This policy was updated July 2018.