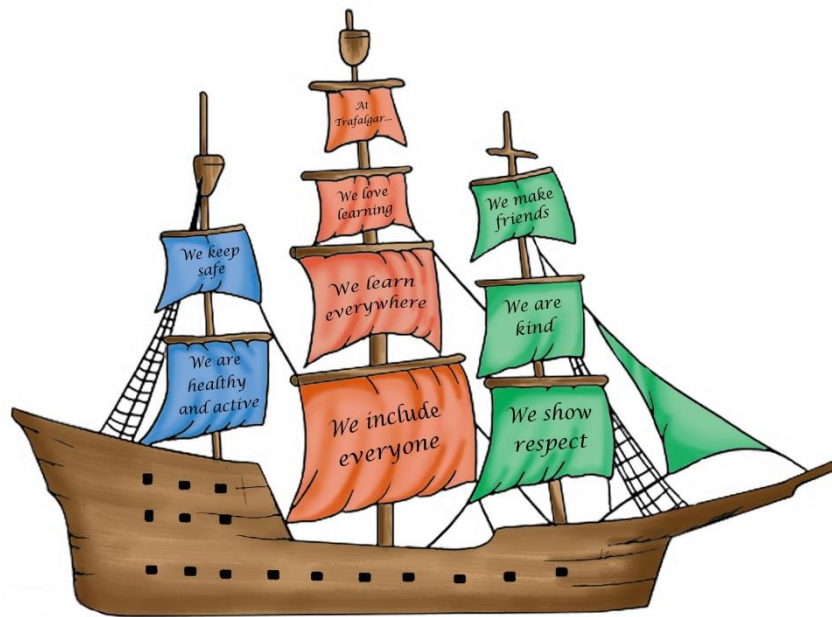


Trafalgar Community Infant School



Policy Document

SEND POLICY

REVIEWED: Autumn 2020

REVIEW: Autumn 2021

Trafalgar Community Infant School SEND Policy

At Trafalgar Community Infant School we follow the RRR charter and work with all children to develop the fundamental principles of Rights, respects, responsibilities.

Section 1: Introduction

“A Voyage of Discovery - We’re sailing to success together”

At Trafalgar Community Infant School we offer a safe, stimulating and inclusive learning environment, where every member of our community is valued and respected.

Our broad, balanced, creative curriculum provides opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

All teachers are teachers of children with Special Educational Needs and Disabilities (SEND).

Section 2: Aims and Objectives

At Trafalgar Community Infant School we believe in raising the aspirations of and expectations for all pupils with SEND. We focus on outcomes for the children and not just hours of provision/support. We believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or continuing in education.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in The Special Educational Needs and Disabilities Code of Practice 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (Inclusion Leader) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils

The SENCO (Inclusion Leader), Claire Edgal is a member of the Leadership Team.

Section 3: Identifying Special Educational needs

The Code of Practice details 4 areas of need:

- Communication/Interaction
- Cognition/Learning
- Social, Emotional & Mental Health Difficulties
- Sensory/Physical

At Trafalgar Community Infant School we identify the needs of pupils by considering the needs of the whole child, not just their special educational needs.

We also take into account other issues that whilst not being SEND may have an impact on progress and attainment:

- Disability (the Code of Practice outlines “reasonable adjustment” duty of all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a service personnel

Inappropriate behaviour is seen as a child’s response to an unmet need. We will work with the child and their family to identify and begin to meet these needs, rather than merely sanctioning the behaviours a child displays. We believe the observed behaviours represent the small part of an iceberg above the water. As with icebergs, most of it is unseen, under the water; the underlying, unseen causes of behaviour are what a child (and their family) need support with.

Section 4: A Graduated Approach to SEND Support

As the Code of Practice states, pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and involvement in good quality personalised teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision we consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. As well as ongoing teacher assessment, this may include specific formal assessments, as appropriate.

For higher levels of need, we have access to a wide range of more specialised assessments from external agencies and professionals.

As a school we continually apply the ASSESS – PLAN - DO – REVIEW cycle.

When a child is assessed as having SEND we write a personal school support plan in collaboration with parents and advice from outside agencies as appropriate. The plans are reviewed informally on a regular basis and more formally on a termly basis. Children move on and off the SEND register as appropriate, depending on their level of need and progress towards their personal targets.

Parents are invited to the planning and review meetings for their child and are encouraged to speak to the class teacher, in the first instance, about the progress their child is making towards their personal targets.

Children are encouraged to think about what they think is going well and what they would like to be better at (“2 stars and a wish”).

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

Class teachers and all adults who work with children in school constantly monitor the progress of the children in their class. Where they or another adult who supports a particular child has a concern about progress this will be discussed with the parents and sometimes other members of staff (the Inclusion Leader, Leadership team) as appropriate. Pupil progress meetings are held half termly with class teachers and the leadership team. Where a lack of or slower progress is identified, class teachers, with support from the inclusion team, will plan to address this. This may be differentiation in class, or additional provision, out of class. Children may be placed on silver level (pre SEND) or gold level (SEND) as appropriate and a personal school support plan will be drawn up for those children gold level (SEND). In the case of children at gold level, parents will be invited to meet with the class teacher and Inclusion Leader to work together to produce the gold personalised school support plan.

Provision is planned on a termly basis, to meet the needs of the current cohort of children in school. Contributions of progress being made towards the targets may come from support staff, teachers, Inclusion Leader and parents.

The plans are maintained by the Inclusion Leader in partnership with the class teacher. The plans are stored electronically so that any adults working with the child can access them to update as necessary and paper copies are stored in the locked filing cabinet in the Inclusion Room.

A provision map of the current level of need is produced by the Inclusion Leader at the beginning of each academic year, with information fed in from all staff members. This is updated on a termly basis. The purpose of this is to assess the needs of the current cohort and enable the school to best match support to need.

Support is matched to need. Our school local offer can be viewed on the school website and is linked to the West Sussex Local Offer.

Where necessary we seek advice from outside agencies including: Speech and Language Therapy Service, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Educational Psychology Service, Sensory Support, Physiotherapy and Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS) and the Child Development Centre (CDC).

It is usually the Inclusion Leader who manages input from outside agencies.

Where a child's needs cannot be met at the lower level, SEN Support, a request for statutory assessment can be made, with a view to obtaining an Educational Health Care Plan (EHCP). This process will usually only be started once a school can show it has applied "best endeavours" to meet the child's needs from the current school resources. As a first stage school may complete an "Early Help" assessment which looks at the needs of the child in the wider context of home, family and school, with a view to the child being given an Education Health Care Plan (EHCP). A school may receive a small amount of High Needs funding with the EHCP, if deemed necessary by the local authority.

Parents know their children best and their contributions are vital in supporting children to reach their potential. They have valuable information and ideas of how to support their child and to enable them to succeed to the best of their ability.

SECTION 6: CRITERIA FOR COMING OFF THE SEND REGISTER

Children move on and off the SEND register. The aim is for children to receive support to enable them to close the gap in learning between them and their peers so that they no longer need to be on the SEND register. When this is the case it is discussed at the termly review meeting and if all are in agreement the child will move off the SEND register. The child may move to "silver" level which means that there is still a

close record kept of their progress and additional support is documented. Sometimes a child will move off and then back on to the SEND register, at a later date.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Support is available to parents to guide them through the school and LA local offer (See West Sussex Local Offer website).

www.trafalgarinfant.com

<https://westsussex.local-offer.org>

All schools are required to provide an annual SEND Information Report, which can be found on the school website.

We provide links with other agencies to support the family and pupil and can support parents with accessing these or put them in touch with agencies such as the West Sussex SEND Information, Advice and Support Service (SENDIAS).

https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-SENDias-homepage

Our admission arrangements can be found on our school website and in our school prospectus.

We encourage all parents, and particularly those parents of children with an identified SEND, or where a parent thinks their child might have particular needs, to contact us to discuss their child's needs and their hopes and any worries about school.

We work with the pre-school settings that our Reception children attend prior to their admission to us. We endeavour to hold transition meetings with the pre-school provider in the summer term prior to the child entering Reception class. Where there is a need identified, usually by the parent, the pre-school or by us we will work with the pre-school and family to make a transition book for the child to have over the summer holidays, in preparation for them starting at Trafalgar Community Infant School.

When considering where your child will move to in Year 3, we encourage parents to visit schools and talk to staff there eg SENCO, Head teacher. The transition of children with EHCPs have their transition managed by West Sussex Special Educational Needs Assessment Team (SENAT). SENAT will contact you to ask for your preference and consult with schools to ensure the school can meet your child's needs. It is still advisable to contact schools yourself, to you can talk to staff and arrange a visit.

The majority of our children move on to Greenway Academy, at the end of Year 2. We have established robust transition arrangements with this school. We organise additional visits, usually in small groups, whereby we take a group of children and do at least one tour, in addition to the annual day they spend at their new school in the summer term. Each child in the transition group has a transition booklet that they take home in the summer holidays. Greenway Academy often organises small group and whole year transition activities as well. Wherever your child will move on to for Year 3, we encourage parents to make appointments to speak to the SENCO and other staff members of the new school, from the beginning of Year 2, to ensure that they have a clear picture of what the school is like and to begin to sort out any issues that they predict may arise during their child's transition process. Class teachers in Year 2 and 3 have transition meetings, as do the Inclusion Leaders, to ensure that there is a full sharing of information prior to the child starting at the new school.

When children move school mid-year/key stage we do our best to liaise with the new school and to pass on all paper work as quickly as possible. If possible and appropriate we will arrange meetings between school staff.

We have established in-school transition arrangements for transition into new year groups.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

At Trafalgar Community Infant School we put arrangements in place to support pupils at school with medical conditions as needed. Please refer to the school's First Aid and Intimate and Personal Care Policy.

SECTION 9: MONITORING AND EVALUATION OF SEND

At Trafalgar Community Infant School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This is done in a variety of ways including regular audits, class drop-ins, sampling of parent views, pupil views, staff views. The school governors support us in ensuring that we offer the best possible provision for all our pupils.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: TRAINING AND RESOURCES

Every year in the school budget an amount is set aside to fund the SEND provision in school.

The training needs of staff are identified and planned based on the needs of the current cohort and the expertise and interests of the team of teachers and support staff in school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Leader regularly attends the locality SENCO network meetings in order to keep up to date with local and national updates in SEND.

Good local links are developed between schools and with other local agencies. We are constantly looking for new providers of support, much of which is accessed through good links with local schools and sharing good practice. We are able to buy in resources as a network, e.g. staff training, assessment materials and so can access training and support that we would not be able to do on our own, because of financial constraints.

SECTION 11: ROLES AND RESPONSIBILITIES

Role of Governing Board: The Governing Board has several legal duties under the Children and Families Act 2014. They must:

- Use best endeavours in exercising their functions to ensure that the necessary special educational provision is made for any pupil who has SEN
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEN
- Take account of the SEN and Disability (SEN) Code of Practice when carrying out their duties towards all pupils with SEN

- Ensure the school produces and publishes online its school SEN information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer.
- Ensure that there is a qualified teacher designated as the special educational needs co-ordinator (SENCO) for the school
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and providing appropriate teaching
- Make sure that the responsible person (usually the Headteacher) makes all staff who are likely to teach a pupil aware of the pupil's SEN
- Consult the LA and the governing boards of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as it is compatible with their receiving the necessary special educational provision, the provision of efficient education for all other pupils and the efficient use of resources.

Role of the SEND Governor:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer and to support the school with developing and maintaining the school SEND provision and to be a critical friend.

Role of Headteacher and SLT:

- Ensure that when a SENCO is new to the role they achieve a National Award in Special Educational Needs Coordination within three years of their appointment.
- Ensure that the National Award course will meet the outcomes set by The National College for Teaching and Learning and equip the Inclusion Leader to fulfil the duties outlined in the Code, and that the SENCO has sufficient time to complete the Award.
- Ensure that the SENCO has a role in determining the strategic development of SEN policy and provision in the school, ideally as part of the leadership team.
- Ensure that the SENCO has sufficient time and resources to carry out their role. This should include sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Role of Inclusion Leader/SENCO:

- Oversee the day-to-day operation of the school's SEND Policy.
- Advise on the graduated approach to providing SEND support.
- Coordinate the provision for children with SEND.
- Ensure the planning and monitoring of School Support Plans (SSP) is carried out co-productively with the class teacher and the parent, overseen by the Inclusion Leader.
- Ensure that SSPs are delivered effectively.
- Liaise with the parents of pupils with SEND.
- Ensure that parents are kept fully involved in any decisions about their child's needs and the provision they get.
- Ensure that the relevant background information about pupils is collected, recorded, updated and disseminated.
- Liaise with external agencies, usually as the key point of contact.
- Manage the Learning Support Assistants (LSAs).
- Advise and support other staff in the school. Contribute to the continuing professional development of staff, as appropriate.

- Assist the Headteacher and governing board as necessary on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Role of Classroom Teachers:

- All teachers are teachers of children with SEND and each class teacher is responsible for the learning and progress of all children in their class.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit a pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with SEND, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- To liaise with parents and if necessary, the Inclusion Leader, where they have concerns about a child's progress.
- To ensure that where appropriate, advice and programmes set by outside agencies are followed and a record is kept.

Role of Learning Support Assistants (LSA)-we have a number of LSAs who work across a number of classes, supporting children with SEND, one to one and in small groups as appropriate. They are not linked to specific classes and are line managed by the Inclusion Leader.

Designated Teachers with specific safeguarding responsibility:

- Miss Kat Green (Co-Headteacher)
- Mrs Rachel Amos (Co-Headteacher)
- Mrs Claire Edgal (Inclusion Leader/SENCO)
- Ms Emma Bowles (Senior Teacher)

Member of staff responsible for managing PPG/CLA funding:

- Mrs Claire Edgal (Inclusion Leader/SENCO)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:

- Mrs Jenny Knapp(LA) – responsible for Managing Medicines
- Miss Kat Green and Mrs Rachel Amos to oversee (Co-Headteachers)

SECTION 12: STORING AND MANAGING INFORMATION

Confidential documents are stored in locked filing cabinets in the Inclusion Room school office and Headteacher's office.

When a child moves to a new school, all paperwork pertaining to them is passed on as quickly as possible to the new school.

SECTION 13: REVIEWING THE POLICY

The SEND policy will be reviewed annually.

SECTION 14: ACCESSIBILITY

Statutory Responsibilities

Many children and 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’. Schools must not discriminate against disabled children and young people and must make reasonable adjustments to ensure disabled children and young people are not at a substantial disadvantage compared with their peers.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

At Trafalgar Community Infant School, we constantly review our facilities to ensure that we are accessible to our current cohort. If a disabled child comes to Trafalgar Community Infant School, we will work with the appropriate professionals to adapt our site to meet the needs of that child.

We encourage children with disabilities to participate in all aspects of school life, including participation in before and after school clubs. This may include providing additional adult support to enable that child to participate.

If a parent wishes to speak to a specific member of staff there are a number of ways to achieve this, depending on the urgency and the nature of the matter:

- Contact the School Office to leave a message or make an appointment in person, by phone, or by email
- Class teachers are usually available after school for quick chats or to make an appointment

SECTION 15: DEALING WITH COMPLAINTS

Please refer to the school’s complaints policies and procedures.

SECTION 16: BULLYING

Please refer to the school’s Anti bullying policy.