



EAST BOLDON INFANT SCHOOL

SEND POLICY

Introduction

At East Boldon Infant School our vision for children with special educational needs and disabilities is the same as for all children that they achieve well in their early years at school and lead happy and fulfilled lives.

At our school we use the definition for SEN and for disability from the SEND code of practice (2015).

*SEN: 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'**.*

*Disability: 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.'***

EYFS and National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. All teachers are teachers of SEND. We have high expectations for all our pupils and want them to achieve the best that they can. Some children have barriers to their learning that means they have special educational needs and require particular action by the school. All teachers are teachers of children with SEND and Quality First Teaching provides a firm basis upon which strategies to use. It is therefore a whole school responsibility to ensure that our children's needs are addressed. We are committed to give all of our children the opportunity to achieve their full potential. Supportive working relationships with parents/carers and involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. Teachers take account of these requirements and make provision, where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives:

The aims of this policy are:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the curriculum.
- To ensure that parents are able to play their part in supporting their child's education by being kept fully informed of their child's progress and attainment.
- To ensure that our children have a voice in this process.
- We work within the guidance provided in the SEND Code of Practice (2015)

Identification of Needs

The Code of Practice refers to four broad areas of need:

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children who can be classified as neurodiverse with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support including that from external agencies and /or equipment to access their learning.

Educational Inclusion

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all our children. We want all of our children and their parents and carers to feel that they are valued part of our school community. The school's first response is high-quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. Together with the class teacher, the SENDCO will look at the SEND ranges to assess/identify the needs of pupils and to put into place the appropriate support. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural aspirations.
- Require differentiated/adapted strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.
- May, at some time, require appropriate, alternative provision if they are unable to attend school.

Teachers respond to children's needs by:

- Develop strong relationships with parent/carers
- Working with the SENDCO to decide the action required to assist the pupil to make progress
- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of available resources.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- Any planned support needs to be considered when planning for each and every lesson and appropriate activities for the child.

Identification and assessment arrangements

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning.

Early identification of pupils' SEND is achieved through the following identification and assessment procedures:

- Information from feeder schools, nurseries and outside agencies before admission.
- At Reception intake, information from nursery visits, EYFS assessments.
- Discussions with parent/carers – appointments given termly to discuss SEND plans.
- Assessment by class teachers (formally and informally) in the course of EYFS and the National Curriculum in class.
- Use of SEND Ranges
- Target Setting and tracking data.
- High Frequency word assessments.
- Reading Assessments
- Phonic assessments
- Maths intervention programmes
- Outside Agencies assessments (e.g Speech Therapy)

We use this information to provide starting points for the development of an appropriate curriculum for all our children and to assess individual progress.

There is a whole school approach to SEND policy and practice. If a child is giving cause for concern, the class teacher will consult with the SENDCO and discuss concerns with parent/carers. If it is felt appropriate, the child will be identified as being monitored at this point. If a child then requires support that is different from or additional to what is ordinarily offered by the school the child will be placed on the SEND register. The school will then seek to put effective special educational provision in place.

Each child on the SEND register is assigned a SEND Range. The SEND Range Descriptors provide a core framework to give clarity for teachers/parents/carers in terms of what the needs of the child are. In order to assign a range the child's teacher works with the SENDCO to assess and identify the child's needs and to assign the correct range for the child in order to aid the process for the correct interventions to be implemented.

The Ranges are revised every spring term or sooner if the child's needs are changing, either becoming more significant or less significant.

The Local Authority SEND Team also hold moderation events whereby the SENDCO is invited to attend a drop in session to discuss a cross section of the children on the school SEND register and to have a dialogue about the Ranges that have been assigned and the reasons behind the range identified. This aids with monitoring and ensures that the Ranges have been assigned accurately.

Where a child and family would benefit from co-ordinated support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs escalating. At Early Help Meetings the SENDCO or lead practitioner (on some occasions the Head Teacher) will help to formulate a plan to meet the family and/or child's needs. Reviews will take place at least every three months or more regularly if required. These meetings help to determine how best to support the child and their family.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The school is responsive to any information or expressions of concern passed on by parent/carers/carers. The child's class teacher will:

- Offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- Keep parent/carers informed and draw upon them for additional information.
- Remain responsible for working with the child on a daily basis.
- Work with the SENCO to plan future interventions for the child – a SEND plan (Special Educational Needs and Disability plan) will usually be devised and in-school support given.
- Monitor and review the action.

We will record the strategies used to support the child within an SEND (Special Educational Needs and Disabilities) Plan. The SEND plan will show SMART targets (Specific, Measureable, Achievable, Relevant and Time-bound) set for the child and the teaching strategies to be used. Each SEND plan is tailored to meet the individual child's particular needs. The SEND PLAN will also outline 'Range Descriptors' (Cognition and Learning, Communication and Interaction – Speech and Language, Communication and Interaction – ASD, SEMH, Physical and Medical, Hearing Impairment, Visual Impairment and Dual Sensory Needs) which are tailored and assigned to each child to assess/identify the needs of pupils and put into place appropriate support. Targets, which are measureable, will be shared with parents/carers as well as all staff who work with the child. It will also indicate the planned outcomes and the date for the plan to be reviewed as well as the personnel involved and the type of support that will be given. We will implement the graduated approach of '**Assess, Plan, Do, Review**' in this process.

Assess In identifying a child as needing SEN support, the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil. Their previous progress and attainment, as well as information from pupil progress, attainment and behaviour. It should also draw on the individual's development in comparison to their peers and national data and the views and experiences of parent/carers. As a school we will take any concerns raised by parent/carers seriously.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. Where professionals are not already working in the setting, the SENDCO will contact them with the parent/carers agreement.

Plan Where it is decided to provide SEN support, the parent/carers must be formally notified, although parent/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and SENDCO should agree in consultation with the parent and pupil the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, alongside a clear date for review. Parent/carers will receive a copy of the SEND plan.

All staff who work with the pupil should be aware of their needs, the outcome sought, the support provided and any teaching strategies or approaches that are required. These will also be recorded on the school's pupil progress tracking.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge.

Parent/carers should be fully aware of the planned support and interventions and where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do The child's teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the future assessment of the child's particular strengths and weaknesses, in problem solving and advising the effective implementation of support.

Review The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parent/carers. This should feedback into the analysis of the pupil's needs. The class teacher, working with the SENDCO should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parent/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle should be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress.

Where a child has an EHCP, the local authority must review that plan as a minimum every twelve months or twice a year where the child is under 5 years of age.

The targets planned then feed into the day to day lessons and other relevant areas of the child's school day i.e. unstructured play times to ensure an individual tailored approach which meets the child's needs.

In most cases the review will take place once a term at liaison meetings (SEND plans formulated and reviewed in October, February and May). The SEND register is reviewed termly. If a child has had 2/3 good termly reviews, we may consider changing the level of support. Equally it may be that the school feels the need to consult with the outside agencies about the particular child for example the EP (Educational Psychologist), OT (Occupational Therapist), SALT (Speech and Language Service), Lifecycle Services.

If the SEND plan review identifies that support is needed from outside services, we will consult parent/carers prior to any support being actioned. This is a referral and a referral form will be completed by the class teacher. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being used with the child to support them. The new strategies within the SEND plan will, wherever possible, be implemented in the child's normal classroom setting.

For the children receiving additional support from outside services, the SENCO should take the lead in:

- Any further assessments of the child.
- Planning future interventions for the child in discussion with colleagues and with parent/carers.
- Monitoring and reviewing the action taken.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request. The LA seeks a range of advice before making an educational health care plan (EHCP). The needs of the child are considered paramount in this. The parent/carers of pupils with an EHCP plan will be invited to attend an annual review.

Requesting an Education, Health and Care needs assessment

Where a child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the school and parents or carers should consider requesting an Education, Health and Care needs assessment.

(An EHCP may also be requested by a parent or outside agency.)

Prior to making a request for an EHCP assessment the school will have the following information available:

- the action followed from SEN Support
- the pupil's SEND plan
- records and outcomes of regular reviews
- information on the pupil's health and relevant medical history
- Attainment levels (including reference to Pre-Key Stage levels where appropriate)
- English/Maths attainments
- other relevant assessments from specialists such as support teachers and educational psychologists

- the views of parent/carers
- the views of the child – adapted where appropriate
- where appropriate, reports from external agencies (e.g. Social Services, Education Welfare Service)
- information about any other involvement by professionals
- costed provision maps
- Evidence that where progress has been made it has only been due to additional support and intervention

The school acknowledges that a request for an EHCP may not always be agreed by the LA and, even if agreed, does not inevitably lead to an Education Health Care Plan (EHCP).

Annual Review Procedures

For a child who has an EHCP, the LA has a statutory duty to review his/her plan, at least annually. The SENDCO will organise these reviews and invite:

- the child's parent(s)
- the child (for at least part of the meeting if appropriate)
- the class teacher
- the SENDCO
- a representative of the LEA
- any other professional either the LA or Headteacher consider appropriate
- any health care professionals involved with the child

The SENDCO, in consultation with the Headteacher, will:

- maintain a calendar of review dates
- determines who should be invited to attend each meeting (at a minimum this would include the SENDCO, the parents/carers, an LA representative and the designated SEND officer)
- plans Annual Review meetings and contacts professionals
- seeks the views of the child
- sends out formal invitations to parents/carers by letter, giving as much notice, as possible advising them that they may bring a friend/relative/advocate to the meeting to ensure that provision is made as appropriate for any access needs or to ensure other agencies are present for example parent/carers may need to have an interpreter

The review will:

- assess the child's progress towards meeting the long term targets within the EHCP;
- assess the child's progress towards meeting the short term targets within the EHCP;
- review the educational progress made by the child;
- consider the effectiveness of the EHCP in the light of the child's progress;
- set new short term targets for the coming year;
- determine whether amendments to the long term targets are necessary

- record information which the school and other professionals can use to plan provision and support for the child

The Annual Review Meeting

The meeting will consider the following questions:

- What are the child's current levels of attainment in English and Maths?
- What progress has the child made towards meeting the long term targets of the overall EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the short term targets?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- Is a change in educational provision required?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- Should the LA be recommended to cease to maintain the EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

A record of SEN Support will be kept on the school's SEND register. This register is reviewed termly or more regularly if needed by the SENCO in consultation with the class teacher. The evidence will inform staff if support needs to be reduced, maintained or increased. When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils who have been removed from the register to ensure good progress is maintained.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and support staff where necessary, are involved in supporting teachers involved in drawing up Special Educational Needs and Disability plans for children. The SENCO and the head

teacher hold regular meetings to review the work of the school in this area. The SENCO and SEND governor also hold regular meetings.

Our tracking system in school identifies SEND children within each class so their progress can be closely monitored termly.

Roles and Responsibilities

The SENDCO, Mrs Jane O'Donnell (Deputy Headteacher) has day to day responsibility for the operation of the SEND policy and co-ordinating Special Educational Needs, including those who have EHC plans. She ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the EHCP. Miss Holt (the Head Teacher) and the governing body have overall responsibility for co-ordinating SEN, in close partnership with the SENCO.

In our school the SENDCO:

- Develops strong partnerships with parents/carers
- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children with SEND.
- Ensures pupil SEND files are kept in a locked filing cabinet and data protection policy is followed
- Ensure electronic copies of documents are uploaded securely on CPOMS which ensures a chronological database of SEND documents and minutes of meetings held with professionals and parents/carers which can be accessed by teaching staff involved with the teaching and support of the child
- Acts as the link with parents/carers.
- Acts as the link with external agencies and other support agencies.
- Monitors and evaluates the SEN provision and reports to the governing body.
- Monitors progress termly and annually
- Intervention observation
- Work scrutiny with a particular focus on SEND
- Manages a range of resources, human and material; to enable appropriate provision for children with SEND.
- Contributes to the professional development of all staff, signposts and coordinates CPD training as appropriate.

In our school, the governing body:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- Does its best to secure the necessary provision for any pupil identified as having SEN.
- Ensure that all teachers are aware of the importance of providing for these children.

- Ensures parents/carers are notified of a decision by the school that SEN provision is being made for their child.
- Has identified a governor (Mrs Amy Stoddart) to have specific oversight of the school's provision for pupils with SEN.
- Is made aware of the school's SEND provision, including the deployment of funding, equipment and personnel by the SEND governor.

Allocation of Resources

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for Special Educational Needs provision within the school, including the provision for children with an EHCP. Some responsibility may be delegated to the SENCO when necessary.

The head teacher informs the governing body of how the funding allocated to support SEN has been employed.

The head teacher and the SENDCO meet at least annually to agree on how to use the funds directly related to EHCP's as well as Top Up Funding. As a school we can apply for Top Up Funding to help support children with high levels of need via a termly application to the Local Authority.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, including the National Curriculum. This is the responsibility of all staff.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

The children should:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

All children identified as having a specific need and where support is given in school will have a SEND PLAN. Special Educational Needs and Disability plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Parents/carers are directly involved, through termly discussion meetings to discuss and review targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We may also withdraw children from the classroom situation, to maximise learning though we ensure this is not to the detriment of the children accessing a broad and balanced curriculum. The children work in small groups, or on a one-to-one situation outside the classroom with support staff.

In our school, the support assistants plan/assess and deliver intervention sessions for the children with additional needs under direction of the SENDCO and class teacher. The teaching assistants may be involved in supporting the class teacher and SENDCO with SEND plans. Teaching assistants have regular communication with the class teacher and SENDCO. They may also attend relevant training to support them within their role, keep detailed records of the children's progress and be involved with outside agencies, where necessary.

Partnership with parents/carers

The school firmly believes in developing strong partnerships with parent/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/carers as this will help children with SEND to achieve their potential. The home school agreement is central to this. Parents and carers have much to contribute to our support for children with SEND.

The school's prospectus and website contains details of our policy for SEN. Our School SEN Information Report for children with SEND is accessible on our school website and contains arrangement for children with SEND within our school as well as a link to the Local Authority's Local Offer. A named governor, Amy Stoddart, takes a special interest in SEND and is always willing to talk with parents/carers.

We have regular meetings each term to share the progress of special needs children with their parent/carers. We inform parents and carers of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with SEND. We aim to support the family as well as the child with SEND during their time in our school and transition them successfully into their future educational setting.

Mrs J O'Donnell SENDCO

Reviewed October 2024

To be reviewed annually.