



Dorothy Barley Infant School

Special Educational Needs & Disability (SEND) Policy

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By: J. Osborne

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Note: This policy has been written in line with the following guidance:

- DfE 'Special Educational Needs & Disability Code of Practice' (Jan 2015)
- *Disability Act (2010)*
- *Children's & Families Act (2014)*
- *UNICEF United Nations Convention of the Rights of Children*

Special Educational Needs & Disability (SEND)

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

The term 'special educational needs & disability' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

Aims

We at Dorothy Barley Infant School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Dorothy Barley Infant School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- To enable every pupil to experience success
- To promote individual confidence and a positive attitude

- To ensure that all pupils, whatever their special educational needs, received appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- To identify, assess, record and regularly review pupils' progress and needs
- To involve parents/carers in planning and supporting at all stages of their pupil's development
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs – it maintains a general overview and has appointed a representative (the SEND governor, see appendix) who takes an interest in this aspect of the school.

Governors must ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the most recent government legislation / guidance; Special Educational Needs & Disability Code of Practice (2015)
- Parents are notified if the school decides to make SEND provision for their pupil
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- They are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- The quality of SEND provision is regularly monitored

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the special educational needs co-ordinator
- The deployment of all special educational needs personnel within the school
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy.

The **special educational needs co-ordinator** (SENCo) is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and SEND records

- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, eg, class-based assessments/records, end of key stage assessments etc
- Contributing to the in-service training of staff
- Managing learning support assistants
- Liaising with the SENCoS in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- Giving feedback to parents of pupils with SEND

Teaching Assistants work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing IEP's and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

Teaching Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Mid-day supervisors are given any necessary information relating to the supervision of pupils at lunchtime. E.g. behaviour plans, social stories or risk assessments. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

At Dorothy Barley Infant School:

- Sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- SEND is an item on every staff meeting agenda or the main item of a meeting
- The SENCo ensures that regular meetings are held, normally once a term, to review IEPs and provision
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- Pupils are involved as far as practicable in discussions about their targets and provision

The SENCo ensures that the following information is easily accessible to staff:

- The school's SEND policy
- The SEND register
- A class SEND file giving the names of all pupils in the class on the SEND register, and copies of the pupil's IEPs, moderation descriptors and other relevant information.

A4 ADMISSION ARRANGEMENTS

Dorothy Barley Infant School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At Dorothy Barley Infant School:

- All teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and LSAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in Dorothy Barley Infant School and in each classroom

- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- Pupil support aims to encourage as much independence as possible within a safe and caring environment
- We have access to the expertise of LA services and other agencies if it is required

B Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

The Headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. The school has a continuing commitment to purchase appropriate resources for pupils with SEND. In some cases where children need extra support contingency or dowry funding is applied for so that the school can provide appropriate resources. There is a full report of our local offer on the school website.

Dorothy Barley Infant School follows LA guidance, as given in the SEND Handbook, to ensure that all pupil's needs are appropriately met.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The school responds to children with special educational needs using a graduated response to pupil's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

When children are identified as needing extra support strategies are employed within the school first which may then lead to outside support or an Education Health Care Plan being issued by the local authority. Children's needs are always taken into account to select the appropriate support.

A register is kept of pupils with SEND and circulated to all staff where appropriate. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. A central copy of the SEND register is kept with the SENCo and updated regularly.

Categories of Special Educational Need

The SEND Code of Practice (2015) recognises four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, Mental and Mental Health Difficulties
- Sensory and/or physical.

Levels of Provision

Provision made within school

If a pupil requires additional and different support and meets the moderation criteria then support at School Action is put in place. An Individual Education Plan (IEP) is written by the class teacher with support from the SENCo, and reviewed every term. Parents are invited to reviews and encouraged to play a full part in the process. The triggers for intervention through School Action could be the teacher's, parents or others' concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not resolved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.

- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.
- Some group or individual support.

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in school productions and have access to the wider curriculum. Children with SEND should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a time-focused solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured. This may include small group withdrawal or using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities.

Involvement of Outside Agencies

If a pupil has not made sufficient progress and meets the moderation criteria, the level of support may be increased to include outside provision. This is often the school's Educational Psychologist, but may be one of a range of other LEA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENCo takes lead responsibility for writing the IEP, together with the class teacher and any outside agencies involved. The IEP should reflect any advice given by outside agencies.

Parents are encouraged to attend reviews and to play a full part throughout the process.

Education Health Care Plan

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support.

The School follows the LA guidelines for implementing the EHCP. These include holding a meeting to which parents, professionals and relevant school staff are invited:

1. Within the first two months after an EHCP is issued, to set targets and discuss strategies to be used.

2. After 6 months to review the EHCP where the child is under five years of age.
3. To annually review the EHCP.

The feelings and opinions of the child will be sought before the meeting and the child invited to the meeting/part of the meeting. The review will focus on what the child has achieved as well as on any difficulties that need to be resolved, and any changes that need to be made to the wording of the EHCP.

Individual Education Plans (IEPs)

IEPs will be used for children with individual targets/needs.

The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon (usually) two to three individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed three times yearly, and the child and parent will be involved in the review and target-setting processes.

Annual Reviews

For pupils over the age of 5 with EHCPs, an Annual Meeting has to be held in addition to the regular termly reviews (those under 5 will need to be reviewed every six months) At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Common Assessment Framework (CAF)

In accordance with DfE 'Helping Children Achieve More' (2010) and 'Every Child Matters' (2004) documents the school will use the CAF as a means of referral for integrated support where appropriate, maintaining confidentiality between services and ensuring safeguarding of the child. The CAF will always be completed with the permission of the parent/carer of the child. The Headteacher, SENCo and CP Lead are all trained to lead CAFs.

Staff at Dorothy Barley have undertaken specific training run by the LA in relation to CAFs.

B3 CURRICULUM ACCESS AND INCLUSION

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and subject co-ordinators

Analysis of pupil tracking data and test results:

- For individual pupils
- For cohorts
- Termly monitoring of procedures and practice by the SEND governor
- School self-evaluation
- The school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- The School Development, which is used for monitoring provision in the school
- External monitoring and inspection; this enables us to evaluate the success of our provision
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.
- Regular learning walks with a specific SEND focus undertaken by the SENDior leadership team.

B5 ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussions early in the morning before school.

In the event of a formal complaint parents please refer to the school's complaints policy.

C Partnership within and beyond the School

C1 PARTNERSHIP WITH PARENTS

The staff at Dorothy Barley Infant School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents' evenings are held twice a year in the Spring and Summer terms, however parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. A guide to SEND provision in Barking and Dagenham is available in school, plus the school's SEND Policy, information about the Code of Practice, the SEND Tribunal and how to contact the Local Education Authority. Parents are welcome to request any of these publications.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Dorothy Barley Infant School, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)

- Talking to TAs and teachers about their learning
- Class and individual reward systems
- School Council which includes SEND representation

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Barking and Dagenham. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEND). We are committed to using the expertise and advice provided by other professionals. The school belongs to the Barking and Dagenham Quality Schools Association and has access to their advisory teams, resource centres and in-service training programme.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND action records are transferred to the appropriate Junior schools.
- There are opportunities for all pupils to visit their prospective Junior School
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from Dorothy Barley Junior School or others are available for consultation before the time for transfer

Transfer within the school

- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- There are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school

C5 STAFF DEVELOPMENT AND APPRAISAL

- The school is committed to gain expertise in area of SEND

- There are regular training sessions for LSAs
- The SENCo attends the partnership SENCo support group termly meeting
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- Reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENCo and other staff attend County meetings and INSET when relevant
- Newly appointed teaching and support staff meet the SENCo to discuss SEND procedures in the school.

UNICEF Rights of the Child

Our SEND policy covers many of the articles from the Unicef convention on the rights of the child. Some key ones are listed below.

- Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture or nationality is.
- Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.
- Article 12 – Children have the right to give their opinion and their views must be taken seriously.
- Article 15 – Children have the right to choose your own friends or set up and join groups, as long as it isn't harmful to others.
- Article 23 – Children with disabilities have the right to live a full life and receive support from the government.
- Article 29 – Every child's education must develop their talents and abilities.