

# Special Educational Needs & Disabilities (SEND) Policy



Approved by:	Full Governing Board
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# At The Gattons Infant School Everybody Matters



We are committed to being a Rights Respecting School and therefore, we will uphold the principles of UN's Convention on the Rights of the Child.

**Article 28** Children have the right to a good quality education.

**Article 29** Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

**Article 31** Children have the right to play and rest.

## Our Aims:

We will cultivate an environment where children are happy and secure and enjoy learning, by:

ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued;

creating exciting, high quality learning environments indoors, outdoors, and in the wider community; involving parents/carers and children in decisions about the child's learning.



provide a broad, balanced and rich curriculum, by:

continuously striving for high standards of achievement through engaging, child-centered teaching;

ensuring a wealth of meaningful learning experiences that meet the needs of each child.



inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:

developing our children's confidence and self-esteem;

ensuring that our children are active, independent learners;

encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.



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## **Provision for Children who have Special Educational Needs or Disabilities (in accordance with the Children and Families Act 2014).**

The Gattons Infant School is a mainstream school for children aged 4-7 years.

Our school values the abilities and achievements of all our children. We are committed to offering an inclusive education to ensure that all our children are given the opportunity to achieve their potential, develop their talents and grow into confident adults.

We value diversity and use our best endeavours to ensure that the needs of all pupils are met.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SENDD\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

### **Definitions**

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **SEND Admissions**

If you have a child with SEND and you would like to send your child to our school we strongly recommend that you arrange an appointment with the SENDCO, Ellie Bennett and look around the school. Choosing a school for your child is a big decision and you want to make sure that we are the right setting for your child.

If your child has SEND but not an EHCP, then admissions will be the same process as for all children.

If your child has an EHCP you will need to contact SENAT and ensure that The Gattons is the named school on the EHCP.

## **The Identification and Assessment of Pupils with SEND - How does the school know if my child needs extra help?**

- We are very aware of the importance of the early identification of a child's special educational needs. Before children join Reception a member of staff will meet with parents and pre- school staff to discuss any children who have additional needs, this information will be handed to our school SENDCO. Information will then be gathered including from any external agencies who are involved with the child.
- If parents have concerns about their child's development, then we advise they meet with the Head Teacher or the SENDCO if the child is pre- school, or with the child's class teacher and/or the SENDCO if their child is in school.
- Every child's progress is tracked by the class teacher and the SENDCO or leadership team. Any concerns will be discussed at termly Pupil Progress Meetings with the SENDCO. Concerns will also be shared with the parents and the teacher may suggest starting an ISP (Individual Support Plan) for your child so that specific targets can be agreed on and provision is streamlined to meet those targets.

## **What should I do if I think my child may have special educational needs?**

Parents should speak to their child's **class teacher** in the first instance to agree on support within the classroom, and if necessary create an ISP.

A vast majority of needs can be met through [Ordinarily Available Inclusive Practice](#) and would therefore not need to have an ISP or an EHCP.

If there are continued concerns then the SENDCo could become involved. This may include discussions with staff, observations of the child and carrying out any appropriate assessments. In some cases this may involve seeking further advice from external agencies.

## **Duties, Roles and Responsibilities**

In providing for children's Special Educational and Disability Needs, the Governors, Head teacher, Class Teachers, SENDCO and parents have particular responsibilities.

### **The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- The **Headteacher** will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The **Class Teachers** have responsibility for:

- Providing differentiated learning opportunities in the classroom.
- Identifying children according to established criteria.
- Discussing concerns with the SENDCO.
- Keeping parents informed of their child's progress, any concerns and action to be taken.
- Implementing special arrangements to meet the child's needs.
- Liaising with the SENDCO.
- Creating and implementing Individual Support Plans with the parents and liaising with the SENDCO.
- Liaising with any Learning Support Assistants who are supporting the child.
- Following the advice and logging impact of the advice from external agencies such as LBAT, Speech and Language.
- Reviewing provision with parents and any other involved people at regular intervals.
- Informing the Learning Support Assistants of the lesson objectives through the sharing of lesson plans, to ensure maximum inclusion of those children with Special Educational Needs within the class.

The **SENDCO** has responsibility for:

- Working with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach and the Ordinarily Available Inclusive Practice to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority (LA) and its support services

- Liaising with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date
- Contributing to Individual Support Plans when applicable.
- Managing SEND Learning Support Assistants and the Learning Mentor.
- Liaising with parents, supporting them with their concerns.
- Ensuring regular contact with Southway Junior School and our main pre-schools regarding children with Special Educational and Disability Needs.

**Learning Support Assistants** have responsibility for:

- Supporting children with Special Educational and Disability Needs within the classroom to ensure their maximum inclusion and entitlement.
- Supporting teachers in the implementation of individual programmes.
- Familiarising themselves with any information regarding a child's special educational needs.
- Preparing any necessary materials as requested by the Class Teacher/SENDCO.
- Contributing written or verbal information as requested by the SENDCO for external agencies.

**Parents** have responsibility for:

- Ensuring school attendance.
- Informing the school of any problems or concerns.
- Supporting the work of the school and any individual programme for their child.

**When necessary we will seek further advice from specialist external agencies. Currently we have access to:**

- The Meeds SEND Alliance
- Speech and Language Therapy Service
- The Child Development Centre (CDC)
- The Occupational Therapy Team - this is usually accessed through the Child Development Centre
- Physiotherapy Therapy Team - this is usually accessed through the Child Development Centre
- West Sussex Learning and Behaviour Advisory Team

- West Sussex Autism and Social Communication Team
- West Sussex Social Communication Team
- West Sussex Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- The School Nursing Team
- Family Support Workers
- Family Support Network Forums - a multi-agency support for families

## **School Policies for making provision for pupils with special educational needs and disabilities**

### **Evaluating the effectiveness of provision**

Every child's progress is tracked by the class staff and any child not making expected progress is highlighted and discussed with the Year Leader/Deputy Head/SENDCo at termly Pupil Progress Meetings and with the parents.

If it is felt that the child needs some additional support then we would aim in the first instance to provide this either in class or by the child following an appropriate intervention programme. The teacher would then complete an Individual Support Plan with a parent and smaller targets will be set in order to target support. These ISPs will be reviewed every term.

Learning Support Assistants and the SENDCO run the intervention programmes. Children are assessed before the start of any intervention and at the end, to determine what progress has been made.

If there has been no progress or only limited progress, then different strategies or a different intervention may be offered.

If following further intervention the child's attainment is not raised and we feel there may be an underlying reason for this, then advice may be sought from a relevant external agency.

### **Arrangements for assessing and reviewing the progress of pupils with SEND**

#### **- How will parents know how their child is doing?**

- Parents may contact the school to request information on how their child is doing.
- Parent Consultation Evenings offer parents the opportunity to meet with the class teacher to discuss their child's progress. A separate appointment can also be made to meet with the SENDCO, although regular meetings are arranged throughout the year to discuss ISPs if your child has one.
- Parents are always informed of any interventions that are in place.
- A yearly report is provided giving a more detailed description of each child's attainment.

## **The school's approach to teaching pupils with SEND - How will the school support my child?**

- All children with identified special needs are included on the School Support Register, which is updated at least termly.
- Information regarding a child's needs are shared between the parents, class teacher, SENDCO and Learning Support Assistants and any other professionals who are involved.
- Class teachers will tailor their teaching methods and resources to meet the needs of the child, with a focus on good quality first teaching.
- The progress of children who have special educational needs is closely monitored and if they fail to make expected progress despite ordinarily available inclusive practice, they will be offered additional support. This may include: group or individual interventions, in-class support from a SEND Learning Support Assistant, advice from external agencies or support from the SENDCO.
- A small number of children who have a high level of need may have an Education and Health Care Plan, which will have been co-produced with parents. The plan will contain detailed information about the child's needs and suggest the appropriate teaching strategies and desired outcomes. Evidence for new EHCPs must be collected over a period of time and usually after 3 cycles of Assess, Plan, Do, Review (the Individual Support Plans). This is a requirement of West Sussex County Council. West Sussex CC also require that children are already receiving 20 hours of support a week to meet their needs.

## **How the school adapts the curriculum and learning environment for pupils with SEND**

- At The Gattisons we are committed to offering a broad and balanced curriculum to all of our children. For those children who have additional needs, we aim to provide adaptations to their learning to enable them to reach their potential. This may include support from an experienced Learning Support Assistant, additional resources or interventions.
- Specific requirements are discussed with parents and relevant professionals.

## **Additional support for learning that is available to pupils with Special Educational Needs and Disabilities**

Children and young people's SEND are generally classified in the following areas of need:

Communication and Interaction Cognition and

Learning

Social, Emotional and Mental Health Sensory

and/or Physical Needs

- If the child has an Education Health and Care Plan then we are legally obliged to

provide the level of support specified. This will include the number of hours of additional adult support and any resources required.

- For a child who does not have an Education Health and Care Plan, but who has a high level of need, support will be based on their specific needs and the professional judgment of those staff working with them. We are also guided by the recommendations of any outside agencies who are involved with the child.
- We aim to prove the necessary level of support that allows the child to progress with their learning, as well as providing them with opportunities to work independently. The level and type of support is monitored and adjusted when necessary.
- Some children may be part of an intervention programme, which is planned and overseen by either the class teacher or SENDCo and delivered by specially trained Learning Support Assistants or if appropriate, the Pupil Premium teacher. Children are assessed at the beginning of the intervention and again once it is completed.
- The school has access to a number of intervention programmes including:

Narrative Therapy language programme

Speech sound programmes devised by the Speech and Language Therapist

Learning Mentor and Pastoral support for children identified as having difficulties with emotional or social issues including Drawing and Talking, Sand Play and Lego Play.

Jump Ahead motor skills programme and Occupational Therapy/Physiotherapy programmes for specific children

Handwriting support

*For children with dyslexia tendencies please read the dyslexia section in the appendices at the end of this document.*

**How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have special educational needs (in accordance with the Children and Families Act 2014 and Equality Act 2010)**

We aim to include all children in appropriate extra-curricular activities and we will make reasonable adjustments to ensure that those children who have special educational needs or disability are able to take part fully in activities and trips, as long as their health and safety can be assured. Staff will liaise with parents before the trip or activity as to the best way to support their child. This may involve assigning additional staff to support the child, asking parents to accompany us, preparing the child in advance with the use of visual aids, or adapting activities.

We currently have an after school multi-skills club, which is open to all of our children, and a Cooking club, ukulele and choir which are all offered to Year 2.

Support can be provided for children who need additional support at the beginning of the day and during play and lunch times. These are specific to the individual needs of the child.

## **Support available for improving the emotional and social development of pupils with Special Educational Needs**

### **Pastoral Support and Mental Health Support**

The pastoral and mental health needs of all our children are a priority for us and we are proud of how we respond to this. We have a Learning Mentor who supports individual children who are experiencing emotional difficulties, which may include anxiety, problems developing friendships etc. In addition we have several SEND Learning Support Assistants who support children who have behavioural and emotional needs, helping them to build their emotional resilience and independence. We can also offer Mindfulness sessions and Relax Kids sessions with a qualified practitioner, although these do come at a cost.

An emotional regulation programme called The Zones of Regulation is taught across the whole school so that pupils can learn to recognize their emotions and learn strategies to cope with those bigger emotions.

### **Medical Support**

All teaching staff have attended a Basic First Aid training course and members of staff in every year group have full Pediatric or Emergency First Aid training.

Parents or school can refer a child to the School Nursing Service. This may be because of concerns regarding bed wetting, establishing bedtime routines, a reluctance to eat. The School Nurse can meet with parents at home or in school, if they prefer.

For those children who have a chronic medical condition or disability, a Health/Medical Plan will be drawn up by a specialist nurse e.g. a diabetic / epilepsy nurse or the SENDCO following meetings with the parents and discussion with any medical personnel involved with the child. Any specific medical training is provided by specialist nurses. Copies of the plan are distributed to all members of staff who works with the child. The plan is reviewed annually with parents.

### **Behaviour Support**

We are a Rights Respecting School (based on the United Nations Rights of the Child). Each class has a 'Rights Respecting Rainbow' which is used to encourage positive behaviour in class and around the school. We also approach behaviour in a therapeutic way. Please refer to our Behaviour Policy for further details.

## **The expertise and training of staff in relation to children with Special Educational Needs and Disabilities**

The SENDCo/Inclusion Co-ordinator is Miss Ellie Bennett. She is an experienced teacher who has worked with children with varying needs. She has also achieved the National Award for SENDCOs.

We have a number of specially trained and experienced SEND Learning Support Assistants who are allocated to those children who have the highest level of need.

**Most of our support staff have received training in:**

The 2014 SEND Code of Practice

Dyslexia

Autistic Spectrum Disorder (ASD) Attention Deficit

Disorder (ADD/ADHD) Attachment Disorder

Developmental Trauma

Zones of Regulation

**Some of our support staff have received training in:**

Speech and Language development

The Jump Ahead motor skills programme

Say it and Sign it Signing

SENDSory impairment training

Fischer Family Trust reading and writing intervention programme 1stClass@Number maths intervention programme

Closing the Gap maths intervention programme Better

Reading intervention programme Positive handling

Restore and Repair - Wellbeing 12.

**Equipment and facilities to support children with Special Educational needs and Disability (in accordance with the Children and Families Act 2014)**

**Accessibility of the school environment.**

Please refer to our Accessibility Policy.

Our school is on one level, but is not fully accessible to wheelchair use, due to a small flight of stairs between the school hall and the Reception/Year 1 corridor.

We have a disabled toilet and changing facilities.

We aim to obtain any equipment needed to support children who have additional needs. This is usually as a result of an assessment with external agencies e.g.

Occupational or Physiotherapy services.

We try our upmost to support children and families whose first language is other than English. This includes using the services of the Ethnic Minority Achievement team (EMAT) and other parents. We have a SEND Learning Support Assistant who runs an EAL language group and she liaises with the SENDCO and parents.

**The arrangements for consulting parents with SEND about and involving them in their education**

The school prides itself in having an 'open door' policy with all parents/carers. We believe that a close partnership with parents/carers is particularly crucial for those of children with special needs as they provide most of the background information, which helps us to identify and overcome problems more

effectively. No decisions will be made about a child's special educational needs without consultation with and the agreement of the parents/carers.

The class teachers are available briefly at the beginning and end of each day and during the first 20 minutes every Friday morning. Lengthier meetings can be made by arrangement. Parent Consultation meetings are held twice during year.

The SENDCO will regularly meet with parents of any children on the Special Support Register or whose progress or well-being are causing concern. Parents and the SENDCO will also meet to a Health Care Plan, requests for an EHC Plan and referrals to an external agencies.

A home-school liaison book may be used for any child for who regular contact between home and school is needed.

Parents are always informed of any interventions that are in place for their child and this may include notes sent home following a session outlining the activity, progress and the next step. It may also include suggestions of what parents can do at home.

#### **The arrangements for consulting young people with special educational needs and involving them in their education**

Children with special educational needs will be involved as fully as possible in decisions regarding support and provision. Staff will endeavour to get to know the child and discuss their strengths and likes, in order to find the best ways to help them. The level of discussion regarding a child's additional needs will depend upon their age and level of understanding.

#### **The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at school**

Parents are advised to discuss any concerns in the first instance with the class teacher or SENDCO, or if they prefer, with the Headteacher. The Governing body have a Governor who is responsible for SEND and would deal with any concerns that had been raised.

#### **The contact details of support services for the parents of pupils with special educational needs and disabilities**

The parents of children with special educational needs can access support from:

- The SENDCO - Miss Ellie Bennett can be contacted through the school office.
- Meed SEND Alliance - <http://www.woodlandsmeed.co.uk/page/?pid=8>
- The Parent Partnership, West Sussex - <https://westsussex.local-offer.org/services/7-parent-partnership-service>
- Organisations supporting parents of children with specific details e.g. Autism Sussex

A detailed list of support services is available on the West Sussex Local Offer website - <https://westsussex.local-offer.org/>

## **The arrangements for supporting pupils with special educational needs and disabilities in transferring between phases in education**

The school is proud of the transition processes we have between year groups for all children, especially those who have additional needs.

When moving between year groups vulnerable children will be supported through additional visits to their new class and may have a transition booklet containing photographs of the new class and staff.

### **Transfer between the Gattons Infant School and Southway Junior School**

Close links have been developed between the schools, with the aim being to make the transition process as smooth and anxiety free, as it can be, for every child.

The transfer process begins in the autumn term of Year 2 with the children and continues through to the autumn term of Year 3. This includes visits to Southway, visits from the new class teacher, visits from Year 3 and various activities planned throughout the year.

Staff between the schools start discussing those children who have special educational needs during the year before transfer.

The Southway SENDCO is invited to any Annual Reviews held for children in Year 2 and detailed information is passed on to her regarding children who have additional needs.

During the summer term, extra visits are arranged with a member of the SEND team to take individual or small groups of children on a tour of Southway, taking photographs if they wish.

Photograph transition booklets are made for those children whose teachers or parents have requested them.

Our Learning Mentor runs a transition group during the summer term for children who would benefit from further opportunities to discuss any worries they have about moving to a new school.

### Dyslexia appendix

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers

of dyslexia.

- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well- founded intervention.'

(taken from Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009Rose report 2009)

Early and effective support is essential in overcoming the barriers to learning and maintaining social and emotional wellbeing for children and young people with dyslexic tendencies. To achieve this the school will identify children who are at risk of having dyslexic tendencies as early as possible.

In the Foundation Stage, teachers will watch out for possible indicators using Pre-school hints, from British Dyslexia Association. If a child shows a cluster of difficulties, this will be highlighted at half termly intervention meetings.

For children in Year 1 and 2, teachers will initially monitor children's reading as part of their everyday learning and through using a miscue analysis and a phased phonic check half termly. Children who are not making expected progress in phonics or reading will be highlighted in intervention notes and support will be put into place to support their learning. If concerns persist despite support, class teachers will refer to The National Strategies Inclusion Development Programme

Dyslexia Barriers - primary and Identification of pupils on the dyslexic continuum- and highlight areas of difficulties.

If the child shows a cluster of difficulties, they will be discussed with the SENDCO and recorded on a list for children with dyslexic tendencies if appropriate. The class teacher will discuss concerns with parents to get their views and opinions in the first instance. If the concerns are mutual then a One Page Profile must be completed by the CLASS TEACHER with the PARENTS and CHILD. Then the SENDCO and class teacher will discuss possible learning strategies to address the learning needs of the pupil. This will be reviewed termly. Where appropriate, the SENDCO will carry out assessments to highlight any further needs and will continue to liaise with staff and parents.