

BURLINGTON INFANT AND NURSERY SCHOOL

POLICY TITLE: Special Education Needs and Disabilities Policy

Persons with Responsibility: Michelle Docwra – SENCo/Inclusion Leader/DHT
Su Yay-Walker – Headteacher
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Key Legislation:

Education Act 2002, Equality Act 2010, Part 3 of the Children and Families Act 2014,

Documents consulted:

SEN Code of Practice 2015, School Local Offer, Statutory guidance on supporting Pupils at school with medical conditions April 2014, National Curriculum in England Key Stage 1 framework document Sept 2013, Teachers Standards 2012, Accessibility Policy 2015, Safeguarding Policy Dec 2015, Equality Statement 2015, Keeping Children Safe in Education Sep 2019

Policy History:

| Issue No. | Date | Author | Summary of Changes | Next Review Date |
|-----------|----------------|--------|--|------------------|
| 1 | Sep 14 | MD | | Spring 2015 |
| 2 | Dec 2015 | MD | Updated in line with new SEN Code of Practice (0-25), 2015 | Autumn 2016 |
| 3 | November 2016 | MD | New SEN Governor | Autumn 2017 |
| 4 | November 2017 | MD | None | Autumn 2018 |
| 5 | October 2018 | MD | Additional paragraph re Safeguarding | Autumn 2019 |
| 6 | September 2019 | MD | New SEN Governor | Autumn 2020 |

Approved by Governors at a meeting on : 23rd September 2019

Please refer to signed minutes of this meeting

BURLINGTON INFANT AND NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy was created in consultation with staff, governors and parents of children with SEND.

SECTION 1: Guiding Principles

- Burlington Infant and Nursery School is an inclusive and supportive school. We believe that every teacher is a teacher of every child including those with SEND.
- In this school we have high expectations and set suitable targets for all pupils.
- In this school a special educational need is defined in accordance with the 2015 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHCP).

SECTION 2: Aims

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with a SEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To work within the guidance provided in the SEND COP, 2015
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To enable pupils to have their voice heard
- To communicate with the Governing Body to enable them to fulfill their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To clarify the roles and responsibilities of staff and governors

Definition of SEND

SECTION 3: Identifying Special Educational Needs and Disability

- SEND refers to a Special Educational Need and/or Disability. *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.* Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

- AN refers to an Additional Need. Not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.
- A SEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school

The Code of Practice 2015 describes 4 broad categories of need (Pg97-98). These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEND.

The 4 areas of need are:

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

We also consider the following which may impact on progress and attainment pupils but do not consider them to be SEND

- Attendance and punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SECTION 4: A Graduated Approach to SEN support

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCo. They will also be picked up through termly data analysis.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team at termly intervals. However, any teacher or member of staff can raise concerns about a pupil with the SENCo at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is underachieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the *SEND Code of Practice 2015: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- Assess:** The class teacher and SENCO will analyse a pupil's needs before identifying a child as needing SEN support- parents will be notified whenever it is decided that a pupil is to be provided with SEN support.
- Plan:** A Personal Education Plan is written by the school in discussion with the child, the parents, the class teacher and the SENCO.
- Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:** The effectiveness of the support will be reviewed in line with the agreed date. The Personal Education Plan is reviewed and revised with parental and pupil (where possible) input on a termly basis.

In school we use a range of assessment data e.g., relevant family/medical history, P Scales, Teacher Assessments, Screening Tests, Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

Pupils who make less than expected/ inadequate progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are always consulted before this decision is made.

The SEN Code of Practice (2015) describes inadequate progress as being that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

SECTION 5: Managing pupils needs on the SEN register.

Once a pupil is included on the SEN register a Personal Education Plan is drawn up by the class teacher in consultation with SENCo, parents/carers (where possible) and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The Personal Education Plan allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage, a SEND may be identified.

All class teachers have a summary of their responsibilities for pupil's identified as having Additional and Special Educational Needs in the SEND File in each class. This file also contains a list of SEND pupils in the class and additional SEND information where appropriate e.g. characteristics of dyslexia, etc. Personal Education Plans are also kept in the class SEND files.

Pupil's views are gathered using Pupil Voice and they are encouraged to record using a variety of media. Termly reviews are held with Parents, Class teacher and SENCo but parents are encouraged to contact the school whenever they have a concern or information to share.

We have been allocated Educational Psychologist Support and can also request Behaviour Support, Occupational Therapy support and Health Services including Speech and Language support. If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support.

Education Health Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

SECTION 6: Criteria for exiting the SEN register/record

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However they would continue to be monitored closely by the SENCo and the Class teacher.

SECTION 7: Supporting pupils and families

The Kingston Local Offer can be found on the RBK website.

The school's admission arrangements can be found on the school's website.

Transition is recognised as extremely important and any pupils requiring additional

support at this time are identified and planned for. We also support pupils in their transition from schools and other educational settings and to new schools. The SENCo is responsible for this with input from the relevant class teacher.

The school's policy on managing the medical conditions of pupils can be found on the school's website www.burlingtoni.kingston.sch.uk

SECTION 8: Supporting pupils at school with medical conditions.

- We recognise that pupils at Burlington Infant 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 (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The majority of office staff, teaching assistants and midday supervisors (SMSA's) at Burlington are first aid trained. Some staff are Epipen trained and this is an ongoing updated training. The school's policy for supporting pupils with medical conditions can be found on the school website www.burlingtoni.kingston.sch.uk

Section 9: Safeguarding

Keeping Children Safe in Education (2019) states that schools should take into account the safeguarding needs of children with SEN and Disabilities. There's a concern sometimes that, for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying and peer-on-peer abuse. Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support.

SECTION 9: Monitoring and evaluation of SEND.

The monitoring and evaluating of provision is an ongoing process.

The Senior Leadership team carries out regular Learning Walks regularly focusing on SEND planning and differentiation. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered. In addition, termly Pupil Progress meetings take place to discuss the progress of and support for individuals.

We hold regular INSETs and we hold Parent coffee mornings where there is the opportunity for special educational provision to be discussed.

The SENCo meets termly with the SEND governor and the SEND governor is involved in monitoring SEND within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

SECTION 10: Training and resources.

Each school is allocated LA funding, which is to be specifically used to support the learning of children with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, 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 SENCO 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 SENCO regularly attend the LAs and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Specialist equipment will be considered on an individual basis.

Additional Funding

Where a child needs additional support over and above the core funding the school shall apply for additional funding to further meet their needs.

SECTION 11: Roles and responsibilities

The Special Needs Co-ordinator (SENCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEND
- Liaising with other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Line managing all Learning Support Assistants
- Managing PPG/LAC funding
- Managing the schools responsibility for meeting the medical needs of pupils
- Providing a yearly report to the SEND Governor that includes changes to the SEND Register and the impact of interventions.

The Headteacher's responsibilities:

- To have overall responsibility for the management and direction of all aspects of the school's work, including provision for children with a SEND.
- To work closely with the SENCo
- To keep the Governing Body fully informed of SEND issues, through termly meetings with the SEND Governor, updates to the Curriculum Committee and through the Head Teacher Report to Governors.

Governors' responsibilities:

- The SEN governor uses her best endeavours to ensure that the necessary special education provision is made for any pupil who has SEND.
- Ensure that pupils with SEND access the everyday activities of the school as far as is compatible with them receiving the necessary special educational provision.
- Take account of this policy in line with the 'New SEND Code of Practice' when carrying out his duties towards all pupils with SEND.

SECTION 12: Storing and Managing Information

Class teachers are responsible for storing and managing their own SEND files. A SEND pink file for each SEND child is kept in a cabinet in the SENCo's office. Classrooms and the SENCo's office are locked overnight. Transfer of information to other schools occurs on transition from KS1 to KS2 or if a child who has SEND transfers to another school whilst at Burlington Infant School.

SECTION 13: Accessibility

Part of the school has two levels. There is disabled access through the major areas of the school and disabled toilets and a disabled lift for access to the 1st floor. The school has regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2015: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in small teaching rooms throughout the school.

All members of the school community, including pupils, are invited to inform the school of any disability they may have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

The school Disability Access Plan is updated three yearly.

SECTION 15: Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher, SENCo, Deputy or Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

Resolving Disagreements

The SEN Code of Practice outlines procedures for resolving disagreements in Chapter 11.

The Richmond and Kingston SEN and Disability Information, Advice and Support Service (SENDIASS) offers independent support for parents and families who have children and young people with Special Educational Needs and/or Disability (SEND).

SENDIASS is made up of an experienced team of local advisors who offer impartial and confidential advice on all matters relating to SEND.

SENDIASS aims to build partnerships between parents and carers, the Local authority and schools. The service offers support at school meetings, including Education, Health and Care plan discussions and annual reviews, and can signpost to services.

They can be contacted on:

Tel: 020 8831 6179

Email: Richmondkingston@kids.org.uk

Website: <https://www.kids.org.uk/richmond-and-kingston-sendiass>

SECTION 16: Bullying

Burlington Infant School has a robust response to any bullying. We have regular assemblies and class PHSE time where we raise awareness of differences and allow children to share their thoughts and feelings. Good choices are made explicit and praised through weekly celebration assemblies.

SECTION 17: Appendices

Policy page on website

Local Offer including Glossary of terms

Local Offer Appendix

SEND information report

Disability Access Plan

Safeguarding Policy