



## **Glendale Infant School Special Educational Needs and Disability Policy**

### **Introduction**

Glendale Infant School has a named Special Educational Needs and Disabilities Co-Ordinator (to be referred to as SENDCo throughout this policy), Mrs Zoe Clark who has undertaken the Government SENDCo qualification and is part of the senior leadership team. There is also a named Governor, Mila Vodianytska, who is responsible for special educational needs and disabilities (to be referred to as SEND throughout this policy). They ensure that the Glendale SEND Policy works within the guidelines and inclusion policies of the Code of Practice (January, 2015), the Local Authority (to be referred to as LA throughout this Policy) and other Policies current within the school.

### **Aim and Objectives**

At Glendale we aim to ensure that all pupils regardless of ability, gender, background or culture are able to achieve to their full potential. To achieve this we ensure that:

- School organisation of SEND is be consistent with the requirements of the Code of Practice
- All members of the school community are valued
- All children have access to a broad and balanced curriculum
- The curriculum is differentiated and supported in a variety of ways
- Parents and school work together to ensure progress
- Specialist help is sought from outside agencies as necessary

### **Definitions of Special Educational Needs**

A child with special educational needs may

- consistently perform outside of a 'normal' spread of ability (more than 18 months above or below peer average)
- have a significantly greater difficulty in learning in one major area than the majority of children of the same age;
- have a disability which either prevents or hinders the child from making full use of educational facilities of a kind provided for children of the same age
- be unable to achieve himself or stops other children achieving because of emotional or behavioural problems

## **Identification, Assessment and Provision**

Provision for children with SEND is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and support staff, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and disabilities.

Prior to the children starting at Glendale we will talk to previous childcare settings, along with parents, in order to identify any needs children may have and how they can be best met when starting school. If the child already has an identified SEND, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of the child's learning.

The identification and assessment of the SEN of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects, to establish whether the problems are due to limitations in their command of English or arise from SEN.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

In order to help children with SEND, Glendale will adopt a graduated response to their needs. This may see us using specialist expertise (such as the Specialist Teaching Service or Educational Psychologist) if we feel that our interventions are not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of Graduated Action Plans (GAPs). The SENDCo will have responsibility for ensuring that records are kept up to date and available when needed. If we refer a child for an Education, Health and Care Plan (to be referred to as an EHCP throughout this Policy), we will provide the LA with a record of our work with the child to date after consultation with parents.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific interventions put in place and monitored. If no progress is noted, the child may be added to the school SEND Register with parental permission.

The class teacher, after discussion with the SENDCo, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning outcomes which will be applied within the classroom. These outcomes will be monitored by the class teacher and support staff within the class and reviewed formally at least 3 times a year.

Reasons for a child being added to the SEND register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted in a child's identified area of weakness
- shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved 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.

### **PARTNERSHIP WITH PARENTS**

Partnership plays a key role in enabling children and young people with SEND to achieve to their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. Children will be encouraged to contribute to the assessment of their needs, reviews and the transition process.

The school website contains the SEND Information report, which includes:

- The SEND Policy.
- Arrangements made for children in our school with SEND.
- Details of the local offer.

Throughout the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and encourage regular meetings to share the progress of their child. We inform parents of any outside intervention, and share the process of decision-making, by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school email address and parents and children have access to the School Website, which has a dedicated area for Inclusion, which incorporates the SEND Information Report.

### **Interventions**

The SENDCo and the child's class teacher will decide on the actions needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with support staff.

- Extra adult time to devise / administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Additional assessments with follow up activities, such as Wellcomm

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in or out of the classroom. Parents will continue to be consulted and kept informed of the actions taken to help their child, and of the outcome of any action.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **THE USE OF OUTSIDE AGENCIES**

These services may become involved if a child continues to make little or no progress, despite additional support and adaptation. They will use the child's records in order to establish which strategies have already been employed and which outcomes have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual outcomes will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Pupil's Graduated Action Plan (GAP) continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his / her peers.

### **REQUEST FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)**

In liaison with the agencies, parents and school, should a pupil's progress continue to be of concern, a request may be made to the LA for an EHCP. However, EHCP's may be requested by a parent, young person or school / post 16 institution, as well as anyone bringing a child to the attention of the LA if they think an assessment is necessary.

It should be noted that there is no duty to assess disabled children, if there is no SEN.

The parents of any child who is referred to the LA for an EHCP assessment, will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment.

During assessment for an EHCP Consideration is given to:

- The views, interests and aspirations of the child or young person (to be referred to as C/YP throughout this Policy)) and parents.
- The C/YP's SEN.
- The C/YP's health needs which relate to their SEN.
- The C/YP's social care needs which relate to their SEN.
- The outcomes sought for the C/YP.
- The special educational provision required by the child.
- Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND.

### **Graduated Action Plans**

The targets identified in order to enable the child to progress will be recorded along with outcomes and strategies on their Graduated Action Plans. The advice taken from parents and outside agencies will be considered by class teachers when creating these to ensure that they include:

- Short targets and long term outcomes set for the child.
- The support and provision to be put in place.
- How the outcomes will help the child in their learning.
- Who will be involved in helping the child complete their targets
- How often the interventions will take place
- Starting and end points of the intervention, with evidence where possible

### **THE ROLE OF THE SENDCO**

The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local junior schools so that support is provided for Year 3 pupils as they prepare to transfer.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Support Register.