



## **Abbey C of E Infant and Nursery School**

### **Special Educational Needs and Disability Policy**

**Date of Policy:** July 2023

**Date of Review:** July 2024

#### **School Vision**

At Abbey C of E Infant and Nursery School we want everyone to Love, Laugh and Learn.

At Abbey, we want every child to reach their full potential academically, spiritually, socially, morally, physically and emotionally.

We recognise that inclusion is everyone's responsibility and that school should be a place where everyone feels valued, included, safe, supported and welcome. We work as a team to enable all our children and young people to lead a fulfilling life and be part of their community. The Warwickshire Schools Inclusion charter and the Special Educational Needs and Disability (SEND) Policy will support us in achieving our vision.

Our statutory duties are based on the legislation including, but not limited to:

- Special Educational Needs and Disability (SEND) Code of Practice 2015.

#### **Definition**

A pupil is considered to have Special Educational Needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child with a learning difficulty is a child who has a greater difficulty in learning than the majority of children of the same age.

A child who has a disability is a child whose disability prevents or hinders him or her from making use of the facilities which are generally provided for others of the same age.

A child may have difficulties in one, or a combination, of four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

This policy aims to address the needs of these pupils.

Although there are acknowledged links, in some instances, with pupils who have English as an Additional Language (EAL) this is a separate area of provision and it is not regarded as SEN, although pupils with EAL may also have SEN.

The Code of Practice focuses on meeting these needs in the classroom.

### Aims

- To identify at the earliest opportunity all children who need special provision to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given the appropriate support and provision to enable them to access a broad and balanced curriculum, including full access to the National Curriculum and the EYFS Curriculum.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve pupils, parents/carers, staff and professionals in developing a supportive partnership around the child to enable them to reach their full potential.

### Procedure

- All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive and high quality way. Quality first teaching with the teacher having the highest possible expectations is viewed as essential.

### **The aim of our Special Needs Policy is to ensure that:**

- All staff are aware of, and follow the Warwickshire Schools' Inclusion Charter.
- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation within a broad and balanced curriculum, in a way that supports children with SEND.
- Records relating to children with SEND follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through INSET (training days).
- We work in partnership with pupils, parents and carers.
- We maintain close links with support services, other professionals and agencies.
- All children are given access to the full curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their school career.

- There is an adequate budget and resourcing for SEND.

**The name of the school's Special Educational Needs Co-ordinator (SENCO) is Miss E Boulstridge.**

**Our SENCo Assistant is Mrs L Pegler**

### **Roles and Responsibilities**

- Abbey Infant School recognises that provision for children with SEND is a matter for the school as a whole. Roles and responsibilities with regard to SEND are designated in the following way:

#### **Head teacher**

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, including SENCO, support services, parents and pupils.
- To report to Governors on the needs of the children with SEND in her care.
- To delegate the organisation of review meetings to the SENCO.
- To ensure that the needs of children with SEND are met within the school.
- To ensure the progress of children with SEND is accurate, recorded and reviewed

#### **SENCO**

- To oversee the day to day operation of the school's SEND policy.
- To co-ordinate the provision for children with SEND.
- To advise on the graduated approach, including the Graduated Approach to Supporting Neurodivergent Children and Young People to providing SEND support.
- To liaise with pupils and parents of children with SEND.
- To monitor the needs of children with SEND.
- To organise annual and termly reviews.
- To ensure that we have an inclusive curriculum and to support subject leads develop SEND support for their subject areas.
- To ensure Individual Learning Plans (ILP's) are written and reviewed as required.

- To ensure that the provision for pupils with SEND is mapped by class teachers.
- To ensure that the impact of SEND interventions is assessed for each pupil and ensure that the school keeps up to date records of all pupils with SEND.
- To give advice on the level of support and appropriate resources and strategies to support learning.
- To ensure that the school's SEND register is updated regularly.
- To ensure a smooth transition is planned between different classes, year groups and schools by liaising with staff.
- To make contact with support services.
- To report to Governors.
- To lead INSET on Special Educational Needs and Disability training in school as appropriate.
- To keep own knowledge updated by reading, researching and attending training on SEND and appropriate related external courses.
- To lead the annual review of the Special Educational Need and Disability Policy.
- Provide support in the development of our C&I Resource Base Provision

#### **SENCo Assistant; under the guidance of the SENCo to:**

- To assist the SENCO in the implementation of provision for SEN within the school
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils identified as having SEN have the required levels of support.
- To organise and manage appropriate learning environments.
- To support the SENDCO in managing the implementation of an inclusive curriculum.
- To work with the SENDCO to develop, implement and deliver intervention groups as well as provide appropriate support including 1to1 support when required.
- To share good practice across school and ensure good communication across the SEND team and resource base.
- To support pupils as allocated by the SENDCO.
- To monitor the progress of pupils with SEN and advise the SENDCO.
- Help to maintain the SEN and medical register.
- Oversee medical and health provision in school, including the implementation of first aid policies and procedures across the school.
- To provide administrative support to the SENDCO as appropriate.
- Provide support in the development of our Resource Base Provision.

- Support in the development of strong partnership working with parents by organising and contributing to parent information meetings.
- Liaise with and inform parents/carers about specifics of the SEN provision for their child under the direction of the SENDCO.
- Support the implementation of professional's recommendations by providing support and resources to class teachers.
- To offer advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENDCO.
- Support the SENDCO to complete referrals and liaise with external agencies where appropriate.

### **Class Teachers**

- To identify children with SEND in their class.
- To know which children in their class are on the SEND register and at what stage.
- To maintain a SEND file for each individual child reflecting this information which includes copies of all relevant reports, records of interventions and ILP's.
- To write and monitor ILP's and PCPs for pupils as required.
- To ensure that these ILP's and PCPs are reviewed with parents (and child if appropriate) each term.
- To provide a detailed record of the ILP targets and the strategies adopted and their relative success for each child with special needs.
- To ensure Teaching Assistants are supporting children in their class as directed.
- To plan interventions to meet children's needs alongside teaching assistants and the SENDCO.
- To map intervention termly for their year group
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide differentiated learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and training courses.
- To keep a record of progress made for all children with SEND in their class

### **Teaching Assistants; under the guidance of the class teacher to:**

- Carry out activities and learning programmes planned by the class teacher and the SENCO.
- To keep records of this work as requested.
- To record pupils attendance and progress within interventions.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and training courses where appropriate.
- To be fully aware of the school's Special Educational Needs and Disability Policy

### **Thrive Practitioner; under the guidance of the SENCo:**

- To deliver 1:1 support for children who experience, social and emotional challenges.
- Support children who have experienced early childhood trauma.
- To assess children using the Thrive assessment tool and then create an action plan to support individuals
- To keep records of this work as requested.
- To record pupils attendance and progress within Thrive interventions.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and training courses where appropriate.
- To be fully aware of the school's Special Educational Needs and Disability Policy
- To support staff to develop trauma informed strategies to support children in class.
- To support staff to complete Thrive class assessments.
- To share good practice across school and ensure good communication across the SEND team and resource base.
- To organise and manage Thrive learning environments
- To ensure classrooms have resources to support children's emotional, mental and social needs.

### **Governors**

- A named Governor to have responsibility to the implementation of the SEND policy.

- To work with the SENCo and Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To be fully involved in developing and monitoring the Special Educational Needs and Disability policy.
- To have up to date knowledge about the school's Special Educational Needs and Disability Policy including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that Special Educational Needs and Disability provision is an integral part of the School Development Plan.
- To ensure that financial resources are available to carry out the Special Educational Needs and Disability policy.
- To ensure the quality of Special Educational Needs and Disability provision is continually monitored.
- To ensure the Special Educational Needs and Disability policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, SENCO and staff.
- To report annually to parents on the implementation of the Special Educational Needs and Disability policy and any changes during the school year.

### **Arrangements for Identification of Special Educational Needs**

- Abbey Infant School aims to identify children with SEND as early as possible in their school career.
- When a class teacher identifies a child with SEND s/he should inform the SENCO.
- If a class teacher has a concern about a child, these concerns will be discussed in the first instance with the SENCO. The SENCO may suggest specific teaching strategies or suggest that the class teacher should monitor the child's progress or behaviour for a period of time.
- Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, ensuring work is differentiated. They will observe and monitor the child's progress and behaviours. Teachers will ensure extra help is available and Teaching Assistants will support the child.

## Triggers for Intervention through SEND Support

Interventions will be planned for a child who, despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches target a child's identified area of weakness.

Intervention is planned for and provided if the child:

- Shows signs of difficulty in developing communication, literacy or mathematics skills which result in little progress and poor attainment.
- Presents persistent social, emotional or mental health difficulties.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.
- If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENCO and parents/carers about whether the child needs to go on to the SEND register at the level of SEN Targeted Support.
- Children at this stage should be offered extra support from within the school's resources.
- If despite appropriate interventions, the pupil is failing to access the curriculum at an appropriate level a decision will be made, in conjunction with the parents/carers, about whether it is necessary to make a referral to an external support service.
- The school's Educational Psychologist and any other external assessing professionals e.g. RISE (CAMHS) should be provided with up to date information about the pupil including all previous interventions.
- External support services will usually see the child, in school, so that they can advise teachers on ILP targets and accompanying strategies.

A child may be referred to an external agency if they:

- Continue to make little or no progress in specific areas over a long period.
- Continue working on National Curriculum objectives substantially below that expected of children of a similar age.
- Continue to have difficulty in developing literacy and mathematical skills.
- Have social, emotional or mental health difficulty, which substantially and regularly hinders the child's learning.



- Have sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Have made little or no progress despite interventions put in place.

### **Individual Learning Plans and Personal Curriculum Plans**

- Any child who makes little or no progress in a specific area must have an Individual Learning Plan (ILP). Some children will also have a Personal Curriculum Plan (PCP).
- Individual Learning Plans and personal Curriculum Plans are working documents and must be reviewed as required with the parent and the child.
- If a pupil is making good progress the ILP review can be used to consider removing a child from the SEND register.
- Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to referring to external agencies or requesting Statutory Assessment.
- There must be clear evidence in each pupil's SEND file of when ILP's and PCPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set.
- Some children receiving Thrive support to develop social and emotional skills will have an individual Thrive Action Plan.
- Some children will have a positive intervention plan (PIP) so that all staff know how to support an individual when they become dysregulated.
- Children receiving support from Speech and Language will have an Individual Communication Plan.

This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment

### **Progression to Statutory Assessment**

- If after advice from the Educational Psychologist and other professionals, the school and parents consider help is needed from outside the school's resources the SENCO should complete the EHC Needs Assessment referral.
- Documents are sent to the Special Educational Needs and Disability Assessment and Review Department (SENDAR), to decide whether to proceed with Statutory Assessment by the Authority.
- Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and ILP's.

- If the Panel agrees to proceed with Statutory Assessment, the SENCO prepares further documentation about the child, and in consideration with similar documents from other involved professionals an Education, Health and Care plan (EHC plan) may be issued.
- The class teacher, in conjunction with the SENCO, is then responsible for drawing up an ILP to meet the objectives set out in the Education, Health and Care Plan.
- The EHC plan must be formally reviewed every 6 months for children in the Early Years and at least annually for KS1.

### **Annual Review of an EHC plan:**

- If a child has an Educational, Health and Care plan the plan must be reviewed every 6 months or annually.
- A Child Centred Annual Review will be led by the SENCO.
- Reports will be submitted by the class teacher, teaching assistant and other professionals working with the child.
- Parents and the child will be involved in the review process along with other professionals.
- If there are any concerns about the progress of a pupil with an EHCP then a review can be held at any time during the year or more than one can be held in the course of a year.
- The Annual Review can be used to request additional support or request changes to the EHCP.
- In the unfortunate event of a pupil with an EHCP facing permanent exclusion an annual review or professionals meeting **MUST** be held at the earliest opportunity to try to find solutions to enable the child to remain in education.

### **Transitions**

- Abbey Infant School takes the majority of its pupils from the school nursery.
- In the Summer Term prior to pupils joining the school the SENCO will liaise with the nurseries to establish which pupils who are progressing to the Reception classes are on the Early Years SEND register.
- This information will be collated by the SENCO in order to draw up the SEND register for the Reception class.
- As pupils on the SEND register progress to junior school the SENCO will liaise with the various receiving schools. This will include inviting the SENCO from the junior schools to Year 2 annual reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with an Education, Health and Care Plan.

Please also refer to the following school policies:

- Accessibility Policy