



## **The Federation of Elson and Gomer Infant Schools**

### **POLICY FOR MEETING SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)**

This policy was drawn up by the Staff and Governors of The Federation of Elson and Gomer Infant Schools after due consideration of the Federation Vision and Mission statement. The individual school's policies for Teaching, Learning, Equal Opportunities, the Single Equality Policies and the Behaviour Policies have also been considered in forming this policy.

As defined in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015), a child has Special Educational Needs if they have a learning difficulty or disability which calls for additional educational provision to be made for them. A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 or mainstream post-16 institutions

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.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, and high quality inclusive teaching. However, if the pupil does not make the expected progress even when teaching approaches are targeted at a pupil's identified area of development, then the pupil may be identified using the Hampshire criteria as having Special Educational Needs. The school operates within the structure of Hampshire County Council Policy and the Code of Practice on the Identification and Assessment of SEND.

#### **Aims**

Our guiding principle is one of Inclusion allowing all pupils to join in the everyday activities of the school with adaptations and support.

The principles of the schools' Teaching and Learning Policy apply to all our children and we aim to ensure that:

- All children are encouraged, valued and accepted equally and have a right to learn and participate fully in the curriculum regardless of their needs.
- All children receive a broad, balanced and relevant curriculum which is adapted to meet individual needs.
- The views of the child and parents/carers are sought and taken into account when making additional provision for the child.

#### **Objectives of the policy:**

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The school's SEND Policy is written as a working document to enable the school to:

- identify early and assess those children who may have SEND.
- register, monitor and track the progress of children with SEND.
- evaluate the provision for SEND ensuring value for money.
- meet children's needs through, high quality provision, adaptations and/or support.
- use SEND resources/staffing efficiently.
- inform parents about their child's provision and their progress and achievements
- consult and working jointly with external agencies where appropriate.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is part of the continuous cycle of assessment and review.

### **Roles and Responsibilities**

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole.

#### **Governing Body**

The named Governor for SEND is Julie Wharton

The school governors have specific responsibility to ensure that:

- a policy for special educational needs and disabilities will be published annually, with regard to the code of practice
- the necessary provision is made for any pupil who has special educational needs or disabilities
- a pupil with special educational needs and/or disabilities joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- procedures are in place to notify parents of a decision by the school that SEND provision is being made for their child.
- oversee that the budget is used appropriately
- ensure staff have appropriate qualifications
- the SEND policy and the SEND information report is published on the school's website and reviewed annually.
- to monitor and evaluate to ensure that inclusion is taking place.

In doing so Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015). Governors will report to parents annually on the implementation and success of the SEND policy.

#### **The Executive Head teacher**

The Executive Head teacher, Sarah Duffy, has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Executive Head teacher and the Inclusion Leader keep the governing body fully informed about the children with SEND, the provision and its impact and the progress and outcomes for these children.

#### **The School Staff**

All teachers are teachers of children with SEND and will adapt the curriculum or provide additional support to meet their needs. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

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### **The Inclusion Leader**

The Inclusion Leader for the Federation of Elson and Gomer Infant Schools is Claire Woollett. She has achieved the post-graduate 'National Award for SEN Co-ordination'

Responsibilities include:

- Co-ordinating provision for pupils with special educational needs and disabilities and being responsible for the day to day running of the schools' SEND policy.
- Liaising with the governors, Executive Head teacher, class teachers, teaching assistants, Junior schools, SEND Leaders and external agencies where appropriate.
- Member of the Federation Senior Leadership Team
- Providing and/or co-ordinating training for staff
- Supporting teacher to liaise with parents of pupils with SEND.
- Monitoring and tracking the progress of children on the SEND register.
- Monitoring and evaluating the impact of provision.

The Inclusion Leader meets regularly with SENCOs in other schools and attends training and briefing meetings which enables them to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

### **Admission and inclusions**

Pupils with SEND are admitted to the schools on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### **Special facilities**

The schools welcome applications for admission from the parents of pupils with mobility difficulties and have complete wheelchair access. Both schools are wheelchair accessible and have an accessible toilet with a changing table.

The governors would make every effort to accommodate a pupil's particular needs and would work with the Local Authority to improve facilities.

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### Allocation of resources

The LA provides the schools with funds in their school budgets towards meeting pupils' SEND. In addition, the schools plan and provide for pupils with SEND from their main budget.

The schools spend this money on:

- Staffing
- Training for all staff to enable them to meet the needs of children with SEND
- Intervention programmes
- Equipment and resources.

The details of how individual pupils receive support are recorded on the SEND

Register, Class Provision Maps, Children's Individual Profiles and class/year group planning.

The schools may receive additional funding for pupils with high level needs through Education, Health and Care Plans (EHCPs).

The allocation of resources within the school is based on needs of the children assessed throughout the year.

### **Safeguarding**

The Federation recognises that some children with Special Educational Needs or Disabilities are more vulnerable and their interests need to be safeguarded actively. Such children are identified as vulnerable and are monitored more closely.

Personal SEND records are securely stored on a school computer drive and in a locked cupboard and are only accessed by members of staff.

### **Identification and assessment of pupils with SEND**

All pupils will receive support through adaptation and high-quality inclusive teaching but if a pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEND. The Inclusion Leader will work with staff to ensure that those pupils who may need additional or different provision are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are identified as having special educational needs and/or disabilities using the Hampshire criteria and additional or different action may be taken. The range of support that every pupil on the SEND register will receive is in accordance with their identified needs.

The SEND Code of Practice recommends a graduated response to special needs. Following assessment, the pupil will receive support that is either additional to and/or different from the support that the school usually gives pupils through adaptations. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the Inclusion Leader and complete an internal referral form.

The Inclusion Leader will gather information from the pupil, parents, and staff. The information gathered will help the school to decide what help may be needed. This help will be recorded on a Provision Map, a Child's Profile, in the class and year group planning documents and may involve intervention programmes. The Provision Map will only

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record that which is additional to, or different from, the adapted curriculum. The planning of the interventions is the responsibility of the class teacher.

The provision will be reviewed at least once every term and the outcomes and impact of any intervention will be recorded. Pupils will be involved in reviewing their targets according to their age and abilities. Parents will also be invited to participate in the review process during termly parent/teacher meetings.

If the pupil does not make adequate progress receiving SEND Support, or if their needs are more complex the school may seek further advice and support from other specialists e.g.

Educational Psychologist, Speech Therapist, Occupational Therapist, the Primary Behaviour Support Team. Pupils and parents will be fully consulted on involvement of external agencies and proposed interventions.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEN Support.

A number of pupils may have an EHCP (Education, Health and Care Plan). Their progress and the specific support outlined in their EHCP will be reviewed annually at the Annual Review meeting and a report provided for the Local Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority.

### **Complaints procedures**

The complaint procedures are set out in a policy available on the school websites.

### **Arrangements for training and development of all staff**

Each school makes an annual audit of training needs for all staff through Performance Management. This takes into account school priorities as well as personal professional development. We promote a whole school approach to Inclusion and believe that we should develop the skills and confidence of all staff to meet a wide range of needs.

Support will be given to Early Career Teachers (ECT) and other new members of staff .

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### Arrangements for partnership with parents

Parents will always be informed when their child is receiving support for SEND.

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. It is recognised that parents hold key information and have knowledge and experience which contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in their child's education. The school will provide all parents of pupils on the SEND register with a SEND Support leaflet which includes the Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

Parents of any pupil identified with SEND may contact Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

<http://www.hampshiresendiass.co.uk> or email: [hampshiresendiass@coreassets.com](mailto:hampshiresendiass@coreassets.com) or telephone 0808 1645504

### Pupil participation

Pupils with special educational needs or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to make the most of their education. They will be encouraged to participate, as is appropriate to their age and abilities, in all the decision-making processes including the setting of learning targets and contributing to reviews of provision.

### Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.



The school may seek advice from, amongst others, services such as Educational Psychology, Speech and Language Therapy and the Specialist Teaching Advisory Service. Links are also maintained with Safeguarding and Social Care and other organisations which work with children with Special Educational Needs or Disabilities.

This policy supersedes all previous published SEND policies. It will be reviewed annually and will be available for all parents to see.

Claire Woollett	INCLUSION LEADER
Julie Wharton	INCLUSION GOVERNOR
Sarah Duffy	EXECUTIVE HEADTEACHER

Date: March 2023

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Signed:		Sarah Duffy Executive Headteacher
Signed:		Matthew Dixon Chair of Governors

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