DOCUMENT 9

Race Leys Infant School

Special Educational Needs and Disability Policy (SEND)

Originator	Kerry Gurr
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Monitored by	Judith Ward, Jo Johnson, Karen Sewell, SEND Governor, chair of governors
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"Learning together we can reach for the stars"

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy is written in line with the requirements of:-
Children and Families Act 2014
SEND Code of Practice 2015
SI 2014 1530 Special Educational Needs and Disability Regulations 2015
Part 3 Duties on Schools – Special Educational Needs Co-coordinators
Schedule 1 regulation 51– Information to be included in the SEN information report
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
Equality Act 2010
Schools Admissions Code, DfE 1 Feb 2012
SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies
Behaviour Policy, Equalities Policy, Safeguarding Policy, Young Carers Policy, Absence and Attendance Policy, Complaints Policy.

This policy was developed with the participation of parents/carers, representatives from the governing body, teachers, teaching assistants and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

A child or young person has SEN 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 if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 or mainstream post-16 institutions. *SEN Code of Practice (2015, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p5)*

The main categories of SEND may be summarised as

A. *Communication and interaction needs.*
B. *Cognition and learning difficulties.*
C. *Social, emotional and mental health difficulties.*
D. *Sensory and/or physical needs.*

1. The name and contact details of the SEND Co-ordinator At Race Leys Infants

The SENDCO at Race Leys Infants is Kerry Gurr, who is a qualified teacher and has undertaken the National Award for SEN Co-ordination at Northampton University. Mrs Gurr is available on 02476312221 or admin2614@welearn365.com. Mrs Gurr has fulltime teaching commitments but will return your call or email as soon as possible.

The role of the SENDCo is

- To oversee the school policy for SEND and inclusion
- To liaise with parents and carers.
- To liaise with outside agencies and support staff.
- To help teachers set up and review targets (all about me targets)
- To manage arrangements for monitoring, review and evaluating the effectiveness of SEND provision.
- To update their own knowledge through courses and reading and pass on relevant knowledge to other staff and provide additional training for staff.
- To liaise with the headteacher to provide professional reports to the Local Authority to enable them to consider and write an Education, Health and Care Plan, alongside reports from external professionals

Mrs Rachel Clarke is Race Leys Infants SEND Governor
The role of Governors is

- To keep up to date on the schools policy and practise.
- To ensure that money is set aside in the budget to ensure SEND resources.
- To ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.
- To ensure that pupils special educational needs are identified and provided for.

The role of Class Teachers is

- To meet the needs of all the children in the class.
- To keep careful records and observe children, to discuss with other teachers and parents to build a picture of each child in their class.
- To plan for differentiation and progression.

- To involve children and parents in target setting.
- To build up children's confidence and self esteem through a positive approach.
- To identify children experiencing difficulty and apply suitable interventions.
- To discuss concerns with SENDCo and headteacher
- To inform parents of progress

2. The kinds of special educational need for which provision is made at the school

At Race Leys Infant School, we make provision for special educational needs without an EHC plan. If a child has, a need that we are not familiar with, we will access training, advice and support to ensure that we make the correct provision for the child's needs.

The school also meets the needs of children with EHC Plans and follows the Warwickshire Local Authority process for admission of children with Special Educational Needs

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

3. Information about the policy for identification and assessment of pupils with SEN

At Race Leys Infants, we continually monitor the progress of all pupils. We also use a range of assessments with all the pupils at various points e.g. in reception the foundation stage profile, in Y1 phonics screening in the summer term, in Year two Statuary Assessment Tasks (SATS) . Sheffield Stat and Chris Quigley curriculum assessment tools are used to support judgments. Talk Boost and Welcomm assessments are used to determine whether additional speech and language support is needed.

Where progress is slower, even if a special educational need has not been identified, extra support is put in place to enable the pupil to catch up. Examples of extra support include math's interventions, fine motor support, Talkboost programme, RWI, guided reading groups or EAL support. Some of these interventions are in small groups; others are on a one to one basis. Parents will be given a leaflet explaining which intervention their child is having and how they can support their child at home. They will also be invited to watch the intervention group.

Some pupils may continue to make slower progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.
At Race Leys Infants, we are experienced in using the following assessment tools Boxall profiles, Read Write Inc assessment, Welcomm assessments and Talkboost assessments. We have access to external advisors who are able to make specific assessments. These

include educational psychology (EP), specialist teacher services (STC), occupational therapists (OT) speech and language therapists (SALT), children and mental health services (CAMHS) and school nurses. Before we engage with these services, we will ask for your written permission to share information about your family under GDPR legislation.

The purpose of these more detailed assessments are to understand what additional resources and different approaches are required to enable the pupil to make better progress. This advice will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in the identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

4. **Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

4a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

4b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress continually tracked. In addition to this, pupils with special educational needs may have more frequent assessments of reading, spelling etc. The assessments we use can be found in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

4c The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEND Code of Practice (2014, 6.37)*

At Race Leys Infants the quality of teaching is judged to be good (2018)

We follow the Mainstream Core Standards advice developed by Warwickshire County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

4d How the school adapts the curriculum and learning environment for pupils with special educational needs

At Race leys Infants, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning. In November 2017 a new kitchen was built attached to the school hall so that children eat in a calmer, larger space, with improved access to their meals. In September 2017 a new children's kitchen was finished with space including wheelchair access. The following aspects of the school have been identified as areas to be targeted; improved small playground area, curriculum, and regular training staff to ensure that all pupils have access to quality first teaching at all times.

4e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with special educational needs, and above that amount the Local Authority should provide from their High Needs funding.

4f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities are offered to pupils at Race Leys Infants and are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. This includes after-school activities such as dance, gymnastics and sporting clubs.

4g support that is available for improving the emotional and social development of pupils with special educational needs

At Race Leys we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance for during PSHE and assembly times through our schools six key values and indirectly through positive interactions with adults throughout the day.

For some pupils needing help in this area we also can provide the following: access to counsellors, mentor time with school learning mentor, external referral to CAHMs, new safe space, for pupil to use when upset or agitated etc

We also have a silver rating for our young carers scheme to support our children who support their parents or siblings.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training including safeguarding, autism, stammering, mental health and resilience training in school.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, integrated disability service, early intervention service. The cost of training is covered by the notional SEN funding.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of Warwickshire Local Authority County council.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Race leys Infants are invited to discuss the progress of their children in the autumn and in the spring term. They receive a written report at the end of the summer term. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on the pupils all about me sheet which will be shared with parents three times per year.

If progress is not seen following this provision we will contact parents to discuss the use of internal or external assessments to help us address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents are invited to all planning and review meetings to discuss progress and the impact of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Race Leys Infants are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's teacher, SENCO (Mrs. Gurr), learning mentor (Mrs. Johnson) or Headteacher (Mrs. Ward) to resolve the issue before making the complaint formal to the Chair of the governing body (Mrs. Clarke).

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body has engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service,
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Open and Lead Early Help support meetings

- Referral into specialist services such as CAMHS

11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Race Leys Infant's we work closely with the educational settings used by the pupils before they transfer to us in order to obtain the information that will make the transfer as seamless as possible. We speak with all preschool providers and discuss individual needs. We also invite children to visit with their parents. Feeder nurseries are also invited to bring children to visit.

We also contribute information to a pupils' onward destination by providing information to the next setting. Year two staff meet with local feeder schools to share information. The SENDCo also meets with the feeder schools SENDCo to ensure a smooth transition for children with SEND. Parents are encouraged to attend a meeting held in school with both the Race Leys SENDCO and the feeder school SENDCo. The children visit their new schools with their class teachers on several occasions. Children who have SEND are invited with their parents to visit their new school with both their current SENDCO and the new schools SENDCO in attendance.

12. Information on where the local authority's local offer is published.

The local authority's local offer is published on www.raceleysinfants.co.uk . See SEN information report alongside a guide for parents/carers. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

13.The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

SEN Information Advice and Support Warwickshire (SENDIAS) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

- **HELPLINE:** 02476366054
- **E-mail:–**wias@family-action.org.uk
- **Website** www.family-action.org.uk/wias