



SEND Policy



Policy written by: Mrs Z. Spencer

Approved by Governing Body on: Awaiting approval at next full governing body

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School Designated Child Protection Coordinator: Mrs D. Naffati

School Special Educational Needs Co-ordinator (SENCO): Mrs Z. Spencer Contact details: 01922 710871

Governor with lead responsibility: Dr D. Brewin

SEND Governor: Mrs C. Hunt

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2014 (Updated May 2015)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (Updated May 2015)
- Special Educational Needs and Disability Regulations 2014 Part 3 Duties on Schools - Special Educational Needs Co-ordinators
- 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: advice for schools DfE Feb 2013
- Schools Admissions Code, DfE 1 Feb 2012 SI 2012 1124
- The School Information (England) (Amendment) Regulations 2016
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies: New Invention Learning Pathways (Local Offer) Behaviour and Anti-Bullying, Child Protection, Equality of opportunity, Safeguarding Policy, Accessibility Plan, Homework Policy, Complaints procedure, Teaching and Learning Policy, Supporting Pupils with Medical Needs, the school's Local Offer, the SEN Information Report, Walsall Local Authorities Admissions procedure and the Local Authority's Local Offer.

This policy was developed with the SENCO, parents/carers, representatives from the governing body, parents of children with special educational needs and teaching staff and will be reviewed annually. Our SENCO has achieved the National Award for SEN and is a member of the Senior Management Team.



Definition of SEN:

A child or young person has SEN if they have a learning difficulty or disability that 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:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability that 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 (2014, p 15)



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 (2014, p16).



Aim



New Invention Infant School places great importance on ensuring that children are given the experience of a caring supportive community where learning is enjoyable and where all of the pupils are able to develop their abilities, interests and aptitudes as fully as possible. We recognise that some children will require additional help. We believe that all children have a right to a broad and balanced curriculum which is differentiated and relevant to their needs.

Our school has an acknowledged reputation for exemplary inclusive practice. Every single teacher in our school is a teacher of special educational needs, and works alongside a skilled team of SEN support staff. Teachers and learning support assistants plan together and use their shared knowledge of the child to take learning forward through engaging and tightly focussed tasks. The school highly values parent partnership and works hard to utilise and value the intimate knowledge a parent has of their child to enhance our provision. We strive to provide an environment where parents can access help and support and our SEND Higher Level Teaching Assistant (HLTA) supports our SENCO in this aim.



The kinds of special educational need for which provision is made at our school



At New Invention Infant School we are highly inclusive and can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, Down's syndrome, Autism, Asperger's syndrome, ADHD, learning difficulties and behaviour and social and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

Our school also meets the needs of pupils with a statement of special educational need or Education, Health and Care plan with the following kinds of special educational need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory or Physical Needs. Decisions on the admission of pupils with a statement of special educational need or Education, Health and Care plan are made by the school with advice from the Local Authority.

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



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



At New Invention Infant School both teachers and other adults are aware of their pupils' capabilities, prior learning and understanding. They are supported by the schools assessment for learning records which help inform next steps. This ensures target setting is rigorous and based on detailed knowledge of the children. Pupils are set

targets and assessed against these throughout. As well as continual teacher assessment through pupil observation, questioning and marking, summative assessments are undertaken three times a year (assessment for learning records, Classroom Monitor and Golden Book).

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Detailed information about this support is available in our local offer and Provision Pathways document. Progress may also be affected by other needs such as disability, attendance and punctuality, health, English as an additional language, being in receipt of Pupil Premium grants, being a Looked-After Child or being a child of a serviceman/woman.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At our school we are experienced in using Derbyshire, a variety of reading tests, Dyscalculia screening, Talkboost, Wellcomm, Connors profile and Phonics screening. We have access to external advisors from CAHMS, our Speech and Language Therapist, our Educational Psychologist, Occupational Health and Physiotherapy.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make faster progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined or 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. A cycle of assessment, planning of specialist provision based on the assessment, following the personalised curriculum planned, and then reviewing progress continues. We call this process 'Assess, Plan, Do, Review' and the usual frequency would be to complete one cycle every term.

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, or has closed the learning gap after a period of utilising specialist resources, he or she will not be identified with special educational needs. When any change in identification of SEN occurs parents will be notified.

We always ensure that all teachers and support staff who work with the pupil are part of the assessment process, are aware of the support to be provided and the teaching approaches to be used, and take an active role in the regular review cycle.



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



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 together with the assessment information from teachers and advice from relevant outside agencies which will show whether adequate progress is being made.

The SEN Code of Practice (2014, p95) 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 a statement of special educational needs or 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.

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

Every pupil in the school has their progress tracked. In addition to this, pupils with special educational needs may have more frequent assessments of communication skills, social skills, reading age, spelling age etc. 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.

 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. We 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 SEN Code of Practice (2014, p 99)

In New Invention Infant School the quality of teaching is judged to be outstanding. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those supported by teaching assistants or specialist staff.

In meeting the needs of every pupil the school employs some additional teaching approaches, for instance, one to one tutoring, a daily Nurture Group, precision teaching, mentoring, small group teaching, and use of ICT software learning packages. All staff are able to use basic Makaton signs to support children with communication difficulties. We offer a wide range of in-house communication groups; these usually focus on Attention and Listening, Speech and Language and Social Communication. We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next. We are a dyslexia friendly school and have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and specialist 'catch-up' schemes to revise lost learning. Some of these strategies are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

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

When targeted differentiation is not sufficient to meet the needs of individual pupils, an individualised curriculum is planned. We use additional schemes/materials for staff to use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented. We also incorporate the advice provided as a result of assessments or through consultation with a wide range of specialists, both internal and external, and the strategies described in statements of special educational needs or Education, Health and Care Plans. Brain gym interventions such as 'Sticky Kids' and 'Finger Gym' are a regular feature of our school day.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors constantly make improvements as part of our accessibility planning. Our school is accessible to wheelchair users, all staff are Makaton trained and some staff are trained in the use of BSL. We have highlighted

possible trip hazards for pupils with visual impairment and have added a hydraulic changing bed to allow for children who still need this support as they progress through school. Alongside this facility we also have a hoist to aid lifting pupils. Although our school is over a hundred years old, it is built all on the same level, and doors are wide enough to accommodate a wheelchair. One of the pupil toilets has been adapted for wheelchair users.



Additional support for learning that is available to pupils with special educational needs.

As part of our budget we receive 'notional SEN 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 SEN 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 in our local offer. 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 high needs, and above that amount the Local Authority should provide top up to the school.

If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.



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.

We have a breakfast club and after school provision with trained staff capable of looking after pupils with both special educational needs and disabilities. Our school runs a number of lunch-time clubs such as dance, gymnastics, cricket, football, multi-skills, drama, board games, and many more. Pupils with SEN are included, and are offered one-to-one support where needed to support access.

All clubs, trips and activities offered to pupils at our school are available to pupils with special educational needs either with or without a statement of special educational needs or 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. Risk assessments are completed for children requiring extra support.



Support that is available for improving the emotional and social development of pupils with special educational needs.

At New Invention Infant School 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 and intervention groups. Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour rather than just take it for granted. We believe that everyone should have equal access to rewards in our school, not just those who are academically able. Everyone responds to the right kind of reward, the trick is to find out what works for each individual. Children on the Autism Spectrum have difficulty with communication and social interaction. Even if a child appears to be a fluent speaker on the surface their literal thinking and slow processing means that they may not glean the meaning from verbal communication. Our behaviour policy outlines specific advice on supporting this group of pupils.

For some pupils with the most need for help in this area we also can provide access to a wide range of specialist interventions to enable them to develop and mature appropriately. Our staff are trained to undertake 'Outcome Star' for pupils who find it difficult to make positive relationships and talk about their feelings and emotions.

 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: Dyslexia, Derbyshire language Programme, Speech and Language, Autism, ADHD and Safeguarding. Individuals have received a variety of training such as Colourful Semantics, I Can, Talk Boost, PECS, Downs, BSL, Team Teach, Buddies, Wellcomm, Yoga and Cool Kids.

Where a training need is identified beyond this we have a wide range of partners who are able to deliver it. We work closely with our Educational Psychologist, our Speech and language therapist, the local authorities early years advisory teacher and integrated support services, school nursing, occupational therapy and physiotherapy services. Our notional SEN funding covers the cost of this training.

Our SENCO regularly attends the Local Authority SENCO network meetings and cluster meetings to keep up to date with local and national updates.

 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 that the school does not have, we will purchase it using our notional SEN funding, seek it by loan or make a request to the Local Authority for Top-up funding, as appropriate.

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

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.

If parents tell us that they think their child has a special educational need we will discuss this with them and assess the child accordingly. Often these assessments will be carried out by the school, sometimes school seeks advice from more specialised services such as Educational Psychology, Speech Therapy or the Local Authority Advisory Support teams (EYSEN/ToD/QTVI) - we always share our findings with parents and the next steps we need to take.

If teachers feel that a child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe a child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about a child parents will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENCO).

We are child and family centred so parents can expect "no decision about me without me". When we assess special educational needs we will discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with parents so that we are all helping the child in the same way and helping them make progress.

We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps. In addition to this, parents of pupils with a statement of SEN / 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.

We also hold termly consultation evenings for all parents, and produce a written report at the end of the school year. Our online assessment and tracking of progress is made available for parents to log in to at least twice a year. Our staff are also available at the end of every school session to discuss any concerns parents may have about their child, or to share information that either party feels would be useful to the other.

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. Parents are notified and all such provision is recorded, tracked and evaluated then shared with parents during consultation evenings.

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

We involve all pupils with special educational needs in the arrangements made for them, and the review of those arrangements, as part of person-centred planning. Parents are likely to play a significant role in the early years with the child taking more responsibility and acting with greater independence as they grow and mature. Children with communication difficulties are provided with a home-link book. This gives information about the sort of activities the child has been undertaking at school, so that they can discuss these at home.

 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.

Our school operates an open door policy. The first point of contact is a child's class teacher, who is always available at the end of every school day. In addition, our SENCO is here to listen to any parental concerns. If they are not satisfied that their concern has been addressed then parents may speak to the head teacher at any time. If she cannot solve these issues, then parents may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.

If a concern is with the local authority, parents are encouraged to follow a similar path. The person who will log and track the complaint is the headteacher.

The local authority has a multi-agency panel who consider unresolved issues. Parents are entitled to appeal against any decision made about a child that they are not in agreement with. They will offer parents an independent mediator if they are still not satisfied. The mediator will try to help parents to agree a resolution with the local authority that they are happy with. Telephone 01922 686200. Alternatively, the Information Advice and Support Service (SEND) (formerly the Parent Partnership Service) on 01922 650330 or by email at iasssend@walsall.gov.uk provide independent information and advice.



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 have engaged with our local authority SEN team, the Physiotherapy and Occupational Therapy Services, our Educational Psychologist, Speech and Language Therapy Services and Walsall Health Authority and our SENCO attends the local authority SENCO Forum.

Our SENCO can put parents in touch with a wide range of support groups as appropriate to the specific needs of their child. We have also produced a range of bespoke parent information leaflets that set out our practice. These are readily available on our website or from the school office.



The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The Information Advice and Support Service (SEND) (formerly the Parent Partnership Service) can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330 and their email address is iasssend@walsall.gov.uk



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 New Invention Infant School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Parents and carers are encouraged to visit the school before they start. When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.

We liaise very closely with our partner junior school to ensure that the transition from the infant school to the junior school is as smooth as possible. We also support parents of children with needs that require a specialist setting for their Key Stage 2 provision by liaising closely with the SEN team, accompanying parents on 'no strings attached' visits to a range of schools and formulating and delivering bespoke transition plans.



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

The local authority's local offer is published on www.mywalsall.org and parents without internet access should make an appointment with the SENCO for support to gain the information they require.