



Winterbourne Nursery and Infant School

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WINTERBOURNE NURSERY & INFANT SCHOOL

**Special Educational Needs and
Disabilities (SEND)**

SEND POLICY

Reviewed: March 2020

Next Review Date: September 2021

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This SEND policy is a key document which outlines how, through current practise, the school seeks to ensure that it delivers high quality provision for all pupils with SEND.

It outlines our statutory responsibilities and approaches to ensure that all pupils with SEND can achieve their potential and engage successfully in all aspects of the wider school community.

This policy ensures that we comply with the statutory requirements and guidance set out in relevant legislation and documents (Appendix 1)

The policy is available on our website or hard copies are available from the school office upon request.

Our Inclusion Manager takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our Inclusion Manager also leads strategic development of SEND provision.

Our Inclusion Manager is Mr Stephen Jones. He can be contacted via email or through the school office

Email address: inclusion@winterbourne-inf.croydon.sch.uk

Telephone: 0208 689 7684

Our Inclusion Manager is an experienced, qualified teacher who has completed the National Award for SEN Coordination

This policy was agreed by the Governors on: **DATE**

It will be reviewed no later than: **DATE**

Section 1: Our values and vision in relation to SEN provision

In conjunction with Chapter 1 of the SEND Code of Practice 2015, we ensure that principles underpinning this policy reflect and build on the three principles identified in the document:

- *The views, wishes and feelings of the child or young person and the child's parents*
- *The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*
- *The need to support the child or young person, and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, considering where appropriate how decisions now prepare them effectively for adulthood.*

This policy should be read and understood in conjunction with the Croydon Local Offer (link on website), School Prospectus, SEND Information Report, Intimate Care Policy, Accessibility Strategy, Home-school agreement and Safeguarding Policy.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEN can engage successfully in school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training and continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education.
- To ensure that the standards of teaching and learning for pupils with SEND are consistent with the expectations set out in the Primary National Curriculum

Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN.

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEN team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The Inclusion Manager, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition).

Where the school is being consulted with by the LA regarding a prospective child with an EHCP, the Inclusion Manager (with Headteacher) will write to confirm that our school can meet the child's needs or to explain why the school cannot meet needs.

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies and families as appropriate
- Termly tracking of all pupils to monitor progress and attainment in compared to age related expectations
- Teacher use of an SEN Cause for Concern Record that is completed and forwarded to the Inclusion Manager for appropriate follow up
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments may be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEND support, the Inclusion Manager and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning.

Section 4: Meeting the needs of pupils with SEND.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis. Provision to support a child to attain towards certain outcomes is shared through a copy of the child's SEND Support Plan at parents' evening by the class teacher. Parents are expected to share their 'voice' on a copy kept in school the class' SEND Folder.

The SEN Register

The register is a working document which provides a record of all pupils receiving additional SEN support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- there is an overview of the range and level of need across the school which can be used for school strategic and planning purposes
- school provision reflects and is responsive to current profile of need
- effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Once identified as requiring additional SEN support, pupils will receive a tailored package of support to target key areas of difficulty as outlined in their SEND Support Plan.

This will be managed through a four-part cycle of assess, plan, intervention (do) and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies. Conversely, where review evidences that a child no longer requires targeted level support linked to SEND, they may be removed from the SEND register by the Inclusion Manager

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out including identifying their strengths and needs – targeted support being directly linked to their needs. This will include further discussions with parents and, when appropriate, the pupil. It will draw on recent, relevant assessments and reports from external agencies involved with the pupil such as speech and language therapist where applicable. The Inclusion Manager may also carry out more diagnostic assessments of needs in key areas of difficulties, however depending on the requirements of the assessment it may be better for the class teacher to complete some assessments, for example the Boxall profile and strengths and difficulties questionnaires.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction

2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

PLAN:

The school will use assessment information to draw up the child's SEND Support Plan. The plan will:

- Include strengths and areas for focus (assess)
- Include a summary of what is already known about the child's SEND
- Be time bound and outcome-focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be reviewed prior to a new plan being written, so that review information is used to ensure that the new plan is relevant, realistic and responsive.

A copy of the child's SEND Support Plan will be stored in the class SEN folder where copies of relevant information will also be carefully kept – available to appropriate stake holders. Soft copies are available to teaching staff.

This plan is shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support / provision on offer and any particular teaching strategies, approaches and resources that have been agreed.

Parents will receive their copy of this plan with a specified time frame or date to show when it will be reviewed. Typically this will be on a termly basis – shared at parents evenings. Parents are to comment on the plan in terms of what they will do to support their child towards specified outcomes.

DO:

Class teachers, teaching assistants and other support staff with the support of the Inclusion Manager will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly. The Inclusion Manager will model and

implement interventions where a member of staff is not already confident with how this is done. Staff should make this request if it is not already identified.

Review:

The impact of any additional support offered will be reviewed at least termly. The review scoring and commentary is shared with parents in conjunction with the new SEND Learning Plan. This review may be included in the general school cycle of parental consultation meetings. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting may be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Evidence from specialist agencies
- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the Inclusion Manager will make a referral to an appropriate specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEN Register:

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEN support and his or her name will be removed from the register.

Parents will be formally notified of this decision through the sharing of the final reviewed plan and no subsequent plan being shared.

Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

Support for Pupils with Significant Needs:

The additional needs of most of the pupils with SEN at our School can be met by interventions and resources available from the school budget.

In some cases, where a child's needs are complex, long-term and severe it may become apparent that he or she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be fully funded long term from the school's own resources and budget. Where this is the case, the Inclusion Manager, in consultation and agreement with parents will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) assessment. Where this is agreed, a pupil will be issued with a finalised EHC plan and this will be formally reviewed annually in a meeting where the

child's parents, Learning Support (if applicable), teacher and Inclusion Manager review progress and provision in more detail. Detailed minutes are submitted to the Local Authority who own the plan. If the child is under the age of 5, this review will take place termly. If it is believed to be appropriate to review an EHCP with increased frequency than the schedule outlined, this may occur. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of external agencies, parents and pupils.

Where parents desire to request an EHCP directly, it is helpful for the school to be made aware.

Education Health and Care Plans:

An education health and care plan is for children and young people aged up to 25 who need more support to overcome difficulties that is available from funding and resources paid directly to the school.

Each plan gives specific details of any education needs or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the school.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Section 5: Meeting the needs of pupils with medical conditions

Where a child with SEN also has a medical condition, the Inclusion Manager should be made aware of this. Parents and staff should refer to Medical Policy for more information.

Section 6: Transition Arrangements – Arrangements to support pupils with SEND joining the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the Inclusion Manager.

For pupils joining the school in our Reception/Nursery classes the Inclusion Manager will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is most likely to be the case where the child has an EHC plan.

For pupils moving to a different school, the Inclusion Manager will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals discuss and plan support required to ensure there is continuity in the range and level of support offered. The annual review

of and EHCP may fall at a suitable time to invite staff from a child's next setting to learn about an individual.

Section 7: Funding and Resources

The school receives funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for SEN provision.

The school leadership through consultation with the Inclusion Manager and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school.

Section 8: Training

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to scaffold learning for the pupils with a range of SEN within everyday teaching.

Where support staff deliver intervention work, this is supported by the Inclusion Manager and specialists.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN.

The Inclusion Manager attends the termly Croydon briefing sessions and SENCO Cluster Meetings. He has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school.

In-house CPD is often delivered by the Inclusion Manager

Section 9: Roles and Responsibilities

Inclusion Manager:

The Inclusion Manager has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individuals with SEN. The Inclusion Manager provides training, guidance and support to all staff in relation to meeting the needs of pupils with SEN. The Inclusion Manager has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The Inclusion Manager will also take a key role in supporting the transition of pupils with SEN to different settings.

The Governing Body

The SEN Code of Practice 2015 states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The lead governor for SEND at Our School is: Michael Swadling

He meets at least termly with the Inclusion Manager to review and evaluate effectiveness of the schools' SEN provision and contribute to discussions about plans to develop and enhance this provision.

The lead SEND governor will also ensure that updates on the quality and impact of SEN provision are regular items on the Governing Body cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated Safeguarding Leads: Mr Stephen Jones, Mrs Petra Jones (Deputy Headteacher and DSL) and Miss Caroline McNamara (Assistant Headteacher for EYFS)

Lead teacher for effective deployment of pupil premium funding is Stephen Jones.

Lead teacher for use of sports funding is Caroline McNamara

Attendance Officer: Mrs Sue Connely

Family Support Worker: Ms Shariska Philip

Section 9: Monitoring and Evaluating SEND Provision

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved pupils achieved with no SEN as well as comparison with pupils with similar starting points nationally.

We also use other assessment measures which relate specifically to individual needs such as communication skills or personal resilience.

We monitor the impact of additional and targeted interventions and collect the views from parents and pupils on the quality of provision offered.

Case studies are also used as an evaluative tool to look at features of good practice where pupils have made good progress or to analyse what else is needed where progress is slow.

Section 10: Managing Concerns about SEND Provision

Parents are encouraged to share any concerns they have about the quality and impact of SEN provision for their child with the school at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the Inclusion Manager and senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the Educational Psychologist or Speech and Language Therapist.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of our anti-bullying policy and practices with the school community we ensure our effectiveness in reducing and responding robustly to bullying.

Section 12: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25 (2015)
- Equalities Act (2010)
- School Admissions Code of practice (2014)
- Supporting pupils at school with medical conditions (June 2014)
- The National Curriculum (2014)
- Teachers Standards (2012)
- Working together to safeguard Children (2013)

- **Croydon's local offer for SEN:**
- <http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2015

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 has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have 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 of post 16 institutions

Equality Act 2010

A disability 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 includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Local and National services and organisations to support implementation of the SEN policy:

Croydon SEN Team

Education Psychology Service (EP)

Speech and Language Service (SALT)

Occupation Therapy (OT)

Child and Adolescence Mental Health Service (CAMHS)

Paediatrics

Visual Impairment Service (VI)

Hearing Impairment Service (HI)

Children with Disabilities Team (Social Care) (CwD)

Parents In Partnership (PIP) **0208 663 5626** www.pipcroydon.com/

SENDIAS (SEND support for parents and carers)

Contact a Family 0808 808 3555 www.cafamily.org.uk/advice-and-support/

Council for Disabled Children 0207 843 1900 www.councilfordisabledchildren.org.uk/

National Autistic Society 020 7833 2299 <https://www.autism.org.uk/>