



# WALSH

MEMORIAL

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C.E. (Controlled)

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Infant School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

DATE FOR REVIEW: NOVEMBER 2022



## Walsh Memorial CE Infant School

Walsh Memorial CE (VC) Infant School creates a strong, nurturing, Christian school community, in which all pupils are valued and encouraged to embrace a love of learning. Inspired by the actions of St Peter, we strive to create resilient, independent and articulate learners who **persevere** and aspire to be the best they can. Our Christian Values enable our school community to flourish in a safe, secure and happy environment, giving every child the confidence and enthusiasm to become life-long learners. Through our value of **love** and understanding of God, our school **community** demonstrates compassion, kindness, consideration and to cherish our world and everyone in it.

Community †

Love † Perseverance

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## Special Educational Needs and Disability Policy

### Ethos statement

Walsh Memorial CE Infant School respects and values the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Walsh Memorial CE Infant school every teacher is a teacher of every pupil including those with SEND.

### Definition of SEND

At our school we use the definition for SEN and disability from the SEND Code of Practice (2014).

### This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may 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.***

## **Key Roles and Responsibilities SENCO**

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEND and disabilities.

The Inclusion Lead will co ordinate with the SENCO to ensure ....

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### **The staff in school with specific roles are:**

- SEND Governor – appointed annually
- All Teaching Assistants are trained to support pupils special educational needs individually, to carry out specific interventions and to support in small groups in class
- Mrs Down, Interim Headteacher, Mrs Wall, Deputy Headteacher, EYFS Co-ordinator are trained and have Safeguarding responsibility
- Mrs Wall, Deputy Headteacher is the Inclusion Lead and manages Pupil Premium, ELSA and extra nature groups and EAL
- Mrs Brett, SENDCO is responsible for managing the schools responsibility for meeting the medical needs of pupils

### **Introduction**

#### **How the policy was put together?**

This policy was created in partnership with the SEND Reference Group which includes the Headteacher, SEND Governor, SENDCO, representative staff and parents. This policy is reviewed with the above group annually. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

#### **How can parents/carers access this policy?**

Copies of this policy may be accessed in a number of ways:-

- The school website
- From the SENCO
- A hard copy on request at the school office

The parents and carers can let us know if they require the policy to be read to them or made available in a different format e.g. enlarged font or different language.

## **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (See School Information Report which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **Aims and Objectives Aims**

At Walsh Memorial CE Infant School all pupils, regardless of their particular needs are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- We work closely with outside agencies to ensure the best support is available and appropriate for each, individual child.

- We value our partnership with parents and have regular meetings to share progress and discuss targets.
- We have regular training to ensure all staff are fully trained in interventions.
- We have our own Speech and Language Therapist that assesses and plans bespoke interventions.

## **Objectives**

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
4. To develop a parent reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEND and disabilities

## **Identification of Needs**

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

At Walsh Memorial CE Infant School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

## **A Graduated Approach to SEND Support**

The following provision is used to support a pupil on the SEND Register:

- Quality first teaching for all
- All class teachers provide scaffolded expectations for all pupils and good quality personalised teaching. This is our first step in responding to pupils who may have SEND

- Teachers are responsible and accountable for the progress and development of the pupils in their class
- Termly SEND meetings with the SENCO and class teachers to identify and access support from teaching assistants or specialist staff
- Progress and outcomes for all pupils are monitored by SENCO and Headteacher e.g. pupil tracking system and half termly pupil progress meetings
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement
- INSET and training to develop teachers' and Teaching Assistants understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered is provided

## **Special educational provision is provided using**

This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision mapping outcomes and any specific assessments e.g. reading,

When pupils have higher levels of need, the school works in partnership with other specialist professionals and agencies to assess e.g. Educational Psychologists, Learning and Behaviour support and Speech and Language

## **How is the decision made to place pupils on the register?**

A decision to place a child on the register is made using the Surrey SEND 14 Pathway Guidance.

**Assess:** "In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs"

Example: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, STIP's and from health and social services where appropriate.

**Plan:** “Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review”

Example: Where SEND Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

**Do:** “The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support”

Example: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher

**Review:** “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date”

Example: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support

For pupils with an EHCP the LA must review the plan at least annually or for children who are under 5, every 6 months.

## **How are parents, families, children and young people involved in this process?**

Parents/carers will be involved in meeting with the class teacher and the SENDCO each term to set objectives and review the progress made by their child. Pupils will also be involved in the process by using the One Page Profile. This is a partnership approach between home and school.

## **SEND Provision**

### **What does Additional Support mean?**

SEND support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a teaching assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Please see the Special Needs Provision Map Appendix One and Local Offer Appendix Two

The Special Needs Co-ordinator manages the provision with the Headteacher. The School supports parents and carers throughout their time at our school and develop a close partnership to enable good outcomes for every child.

### **Supporting pupils at school with medical conditions**

Walsh Memorial CE Infant School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The arrangements in school to support pupils with medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff are made on an individual basis dependent on need to comply with its duties under the Equality Act 2010.

Some may also have special educational needs or a disability (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children



with SEND, this guidance should be read in conjunction with the SEND code of practice.

## **Monitoring and evaluation of SEND**

Regular monitoring and evaluation of the quality of provision offered includes:

- Role of the SEND governor
- Monitoring & review of SEND funding
- Regular reports to committees and Full Governing Body Meetings
- Class and school Self evaluation
- School Development Plans priorities and training
- Intervention Groups
- SEND Reference group
- Working with Inclusion lead to ensure First Quality Teaching, smart targets and data monitoring to ensure all SEND children are making progress in line with their peers.
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils
- Any external audits by Surrey e.g. SEND Monitoring visits by Surrey County Council and OFSTED inspections
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships

## **Training and development**

All staff are kept up to date with developments in teaching and provision to meet the needs of pupils with SEND through:

- regular training to meet the needs of the pupils currently in the school
- The SENDCO's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience
- SENDCO's membership of professional bodies e.g. Nasen

## **Storing and Managing Information**

Information will be securely managed within the school's own data management system and confidentiality policy.

## **Reviewing the SEND policy**

In line with all school policies the SEND policy will be kept under the regular review by the Parent Reference Group reporting to the Children and Learning Committee annually.

## **Comments, compliments and complaints**

The school records and deals with comments, compliments and complaints following the Surrey Guidelines for complaints alongside the SEND policy.

## Provision Map

### FIRST QUALITY TEACHING PROVISION

**All teachers are responsible and accountable for all pupils in their class wherever or whomever the pupils are working with.**

- *High expectations for all children including those with SEND*
- *Inclusion of all children whatever their SEN, medical needs or disability.*
- *Early identification and intervention in order to close the gaps quickly*
- *Partnership with all those who have a contribution to make, including the pupil's voice.*
- *Effective support for parents of all children*

<b>Also see School SEND Information Report below</b>	<b>Sensory and/or physical</b>	<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, emotional and mental health</b>
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<b>Universal (wave 1) First quality teaching provision</b>	Extra fine / gross motor activities Write Dance Writing slopes Special scissors/pencils Sensory cushions Adapted equipment	Individual instructions/ check understanding Modelling choice of responses Visual reminders/prompts Key words/vocab Minimise abstract vocab Activities and listening broken up – kinaesthetic activities Support of social skills TA's used effectively to explain and support pupils to ask and answer questions Pre-teaching of key vocab linked to Word Aware	Small group Literacy and /or Numeracy support – “Chunking” tasks Extra reading, writing and number activities Phonic groups Modification of the classroom environment Peer support systems Word banks Peer and adult support Key vocabulary taught Visual resources to support understanding	Emotional Wellbeing Support Extra individual adult support for attention difficulties or to reduce anxiety Visual timetable Classroom rewards, routines and rules Appropriate differentiation to ensure children are motivated to learn and to minimise emotional, social and behavioural difficulties Peer support systems
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<b>Targeted School Send Support (wave 2) - additional and different provision</b>	Start to Write programme Jump Ahead activities Occupational Therapy programme activity leaflets	Time to Talk programme Speech and Language Therapy phonology programmes Language for Thinking Pre-teaching of vocab Use of symbols/visual prompts to help communication	Five Minute Box : Literacy Five Minute Box : Numeracy Numicon Close the gap activities Early Literacy Support Better Reading Partners Precision teaching Increased differentiation Homework Club	Behaviour Management Support Social skills group Play time and Lunchtime support Emotional support ELSA support
		Simplification and repetition of instructions Social skills group ELSA support		
<b>Specialist Send Support (wave 3) Outside agency support</b>  <b>Specific individual programmes</b>	Occupational Therapy / Physiotherapy programmes Advisory Teacher for Physical Difficulties Adapted equipment Medical needs met Paediatrician	Speech and Language Therapy Programme Assessments and advise from Learning and Language Advisory Teacher and Educational Psychologist REMA support ELSA support	Fisher Family Trust Reading Programme Learning and Language Support Educational Psychologist support REMA support Paediatrician A structured and personalized learning programme Use of ICT to support	Advisory Teacher for Behaviour Management / EP Freemantles Outreach/Early Bird Social Services Young Carers support SEARCH nurture programme/ CAMHS Paediatrician ELSA support
<b>Statutory Assessment for an EHCP (Education Health Care Plan)</b>	If all the above support and there is still little progress an application for an EHCP can be made.	If all the above support and there is still little progress an application for an EHCP can be made.	If all the above support and there is still little progress an application for an EHCP can be made.	If all the above support and there is still little progress an application for an EHCP can be made.