Willow Bank Infant School

Special Educational Needs and Disability (SEND) Policy

Approved by	**FGB**
Review Period	**Yearly**
Approved	**January 2019**
Next Review	**January 2020**

Aspiration and Achievement

Model SEND Policy and Guidance for Schools

Meeting the needs of children and young people with Special Educational Needs and Disability in Wokingham

This 'model' policy is intended for schools to use as a framework, which can be personalised. The Children and Families Act 2014 makes a number of changes to legislation. Detailed and 'readable' exemplification is provided by '*The Code of Practice: 0 - 25*'. The code is statutory guidance, which schools must 'have regard to'. In effect, 'have regard to' means that you either follow it or you have an alternative which is equal to it or better than, and therefore we recommend that this guidance is followed.

The legislation requires that certain SEN information is published on the school website. The Code interplays 'information' and 'policy'. This document provides the mandatory information to put on the school's website – the sections are in **bold** font and numbered for ease on both the contents page and throughout the document. The document is all phases of statutory-aged education and settings will be able to personalise to their phase. Most sections contain some suggestions for text which may be helpful.

The model policy is linked closely to the Code and, in addition to the mandatory information, contains other information about SEND which allows schools to have a composite document which can be put on the web.

If you have any questions, please contact the SEN Team on (0118) 974 6216 or sen@wokingham.gov.uk

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Purpose of this document

This document sets out how Willow Bank Infant School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Willow Bank Infant Schoolwill meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under which circumstances we would request the local authority to consider carrying out an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, '*The Code of Practice: 0 to 25*' (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings (including academies, free schools and further education settings) along with a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014, all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2018. The Children and Families Act has introduced the new statutory plan called an Education Health Care Plan (EHCP) which has replaced Statements of SEN. All children with Statements of SEN will have their Statements transferred onto EHCPs in line with the Local Authority timetable. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant to all age levels and educational settings.

What are settings required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Willow Bank Infant School, we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND

- identify pupils with SEND, ensure parents are informed and provision is made in line with the SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision
- monitor SEND expenditure
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) *(see SEN Regulations 2014)*
- maintain a current record of the number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor the progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- ensure **all** policies take SEND into account through Equality Impact assessments
- keep under constant review the arrangements for pupils present with a disability and have anticipatory arrangements for future pupils with a disability
- admit **all** pupils who meet admissions criteria, whether or not they have SEND

The link between special educational needs and disability
Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '…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'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

Meeting special educational needs in Willow Bank Infant School

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The CoP has the following definitions in the introduction paragraphs xiii to xvi:

> A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> - has a significantly greater difficulty in learning than the majority of others of the same age, or
> - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
>
> A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The CoP defines special educational provision in the introduction paragraph xv as:

> Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. Mainstream schools will therefore, in particular, always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

At Willow Bank Infant School we will ensure that we meet the needs of **all** our pupils through the resources we have available, and the advice and support of other specialist professionals and practitioners.

2. How do we identify pupils who are having difficulties with learning and/or special educational needs?

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; and, make a successful transition into adulthood, whether into employment, further or higher education or training.

> In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals
>
> Code of Practice 6.38

For all pupils we use either the Development Matters Document in EYFS or the Age Related Expectations for KS1. This assessment is supported where necessary through the use of P-Scales in KS1. Where our assessment has identified that a pupil is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. We ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis of needs includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/s or carer/s, and advice from any other support professionals
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan for provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parent/s or carer/s, and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly school planning meetings

- we draw up Provision map

(An example of an SEN Support Plan appears can be found on the Wokingham Schools Hub.)

The SENCO is: Mrs Michelle Masters, HeadteacherContact details: Willow Bank Infant School, Duffield Road, Woodley, RG5 4RW. Email contact address: admin@willowbank-inf.wokingham.sch.uk. Telephone contact: 01189695452

3. Involving parents in their child's education
Parents and carers are key partners in their children's education. Evidence shows that children make the most progress when their key adults work together. AtWillow Bank Infant School, we demonstrate this by:

- **always** discussing any concerns that we have with the pupil's parents and/or carers at the earliest point
- listening to and hearing what parents and carers say
- identifying outcomes to be achieved with parents and carers
- planning interventions with parents and carers
- meeting with parents/carers to review their child's progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN 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.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority, we have an additional role to ensure the safeguarding of these children and young people, working with the local authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEN Support and with Statements of SEN / EHC Plans. In order to ensure that we are responding appropriately, we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children half-termly.
- have an up-to-date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children (LAC) including the child or young person's social worker, the Virtual School Head teacher, and the LAC nurse
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- normalise life experience wherever possible

4. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- **all** children and young people should be supported to develop aspirations for their future lives as active members of their community
- **all** children and young people have the right to have their voice heard
- children and young people should be involved in discussions about their learning, progress and how provision is made for them

AtWillow Bank Infant School, we consult all pupils by **making use of Pupil Questions in regular Learning Walks.**In addition, where pupils have special educational needs, we ensure that:

- **all** pupils are encouraged and supported to make their views known. Strategies used may include: written comments, talking to a preferred adult, friend or mentor, drawing, PowerPoint etc.
- any interventions or strategies will be explained and discussed with pupils
- **all** pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are **always** outcome-focussed. Outcomes reflect what is important to, and for, the pupil.

5. How we assess and review progress

All children are assessed according to the Development Matters Document or the Age Related Expectations (as appropriate) and their progress against their expectations is mapped on a half-termly basis. Adults in the school regularly meet to discuss the progress and expectations that are held of the child and monitor their rate and scale of progress (these meetings are held fortnightly). Parents are welcomed at any point in the year to discuss their child's progress and attainment, although we have three scheduled Parents' Evenings throughout the year, and also provide a comprehensive report at the end of each Academic year.

6. Preparing for transition

Transition is a continuum in our planning for pupils and we are continually considering the skills our pupils will need in order to access the next phase of their learning. When their learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood aims to support independence and choice making. Opportunities to practice these skills are introduced as early as appropriate. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pupils for the next stage in their learning by **Encouraging many different opportunities to experience the Junior school setting throughout the year (for example, attending the Year 3 Christmas play, and inviting last year's Yea r 2 children to return to our school to watch our Christmas play). Regular meetings between the headteachers of the school ensure that channels of communication are open, we mutually plan transition days, Year 2 children spend three days at the end of the school year with their new teachers and classmates.** For pupils with special educational needs, in addition we **schedule more visits, create a school 'passport' and encourage an INSET day visit to the Junior school to allow them to settle before starting.**

Additionally, the SENCOs of each school meet to transfer all information and paperwork to ensure that the transition is as seamless as possible.

7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed via:

http://www.wokingham.gov.uk/our-local-offer/

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, '*SEN Support*' can be found on the Local Offer page.

8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

Our staff has access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Our SENCO

Qualifications: Med (SEN), National SENCO Award Qualification

The role of our SENCO

The legislation requires that:

- the SENCO must be a qualified teacher working at the school
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been a SENCO at their current or any other school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination **within three years of appointment**
- a National Award must be a postgraduate course accredited by a recognised higher education provider
- schools should satisfy themselves that the chosen course will meet these requirements and equip the SENCO to fulfil the duties outlined in the CoP. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- determining the strategic development of SEND policy and provision in the school with the head teacher and governing body
- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date

As a school, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention. Regular meetings are held between the school Learning Support Manager and Learning Support Assistants to ensure that all individuals are supported as best as possible within the school environment.

10. Inclusive practice

We ensure that **all** our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part.

11. The social and emotional development of our pupils

- **All children are able to access additional wellbeing support through their classteachers. Regular tracking meetings highlight the need for additional support which is then arranged. Children who need more specialist support (such as external Behaviour support or Learning support) are referred to the appropriate agencies as soon as is practicable. Children are monitored and have an opportunity to have their 'voice' recorded and**

responded to a minimum of once in the year, although they are regularly seen and spoken with by the SENCo.

- **Please see our Behaviour Policy for information on how the school deals with Bullying and SEND.**

12. Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At Willow Bank Infant School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- listen to parents/carers to ensure we know which services they use and are valued by them
- ensure that we contact **all** practitioners working with our pupils to invite them to relevant meetings and reviews to ensure that interventions are co-ordinated
- use person-centred approaches with **all** our pupils who have SEND to work towards the pupil's aspirations
- value the contribution of all
- liaise with all services in a timely and professional way

13. Arrangements for handling complaints about SEND provision

We know that all parents and carers want the best for their child and we seek to resolve these concerns quickly. Where parents/carers have a concern about the provision being made for their child, they should initially contact the Class Teacher. If this does not resolve the situation, then please contact the Head Teacher in accordance with our Complaints Procedure. .

Additional Policy Information

How funding is made available to schools to meet the needs of pupils who have special educational needs at SEN Support
Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2, allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to £6000 of additional support. Further information on funding for SEN can be found in the document '*Funding to Support Learners who have Special Educational Needs'*.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan, can also be accessed through the exceptional needs funding process.

Exceptional Needs Funding Process
Wokingham has developed an Exceptional Needs Funding model which can provide the additional resources needed to meet special educational needs in mainstream settings. Willow Bank Infant School is part of a cluster of schools who discuss individual cases where schools agree that the support needs for that pupil are exceptional. We also use our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We apply for this funding stream where the learning needs of the child/young person are exceptional but do not require their needs to be met within a specialist resource/school or significant levels of intervention from health or social care impacting on their education. Further information about exceptional needs funding can be found in the document '*Exceptional needs funding: Procedures and guidance'.*

An application for ENF is not a guarantee that funding will be granted. This may have an impact on the planned support for a child with Additional Needs.

When would school 'refer' to the local authority'?
The school refers a child to the local authority when they believe that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. Historically, any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the objectives they needed to achieve and the resources which would be provided to help them achieve these. Since September 2014, schools can request the local authority to consider carrying out an Education, Health and Care needs assessments. An EHC needs assessment could result in an Education Health and Care Plan.

Education, Health and Care plans are required for those pupils:

- where the resources required to meet their special educational needs **cannot** reasonably be provided from the resources **normally available** to mainstream settings; and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress being made may still represent adequate progress relative to the child/young person's ability.

When they receive a request for an assessment, all local authorities are expected to consider:

> '-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'
>
> Code of Practice 9.14

In all circumstances, this school will ensure that prior to submitting a request for an EHC assessment to the local authority, it has:

- utilised all appropriate resources available for at least the last 12 months
- made any appropriate health and social care referrals
- created and implemented IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression
- made provision, which is appropriate to the child/young person and specific to them and their needs
- made provision which is both evidence based and cost effective
- fully and appropriately involved parents/carers
- involved relevant professionals/practitioners over the last 12 months and evidenced that their advice/strategies have been followed and evaluated