

SEND Policy and Information Report

Field Place



INFANT SCHOOL

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1. Aims

Field Place Infant School is an inclusive school, engendering a sense of community and belonging.

Our SEND policy and information report supports the principles underpinning the Code of Practice 2015 and aims to ensure:

- The participation of children, their parents/carers and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents/carers.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- A focus on inclusive practice and removing barriers to learning and engage in the activities of the school (including physical activities) together with children who do not have special educational needs.
- Ensure that pupils with SEND can be involved in every aspect of school life and feel respected and valued as individuals.
- A whole-school approach to understanding emotional wellbeing and mental health.
- Successful preparation for adulthood, including independent living and employment.

All children at Field Place Infant School are entitled to a broad and balanced curriculum. We will use our best endeavours to meet the needs of all the children.

2. Legislation and guidance

This SEND Policy and Information Report reinforces the need for fully inclusive teaching and learning styles. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and/or disabilities (SEND).

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Equality Act (2010) defines a disabled person as someone who has,

“A physical or mental impairment and the impairment have a substantial and long term adverse effect on pupil's ability to carry out normal day-to-day activities”. (EQA Section 6(1))

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Teresa Bourne who can be contacted through the school office.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Teacher in Charge (TIC) of the Special Support Centre (SSC) for Children with Speech, Language and Communication Needs

The TIC is Joanna Turner who can be contacted through the school office.

They will:

- Work with the SENDCO, headteacher and SEND governor to determine the strategic development of the SSC policy and its provision in the school
- Have day-to-day responsibility for the operation of this SSC policy and the co-ordination of specific provision made to support individual pupils with EHCPs within the SSC and within their mainstream class.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils within the SSC receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated SSC budget and other resources to meet pupils' needs effectively (within the SSC)

- Be the point of contact for external agencies, especially the local authority and its support services in relation to pupils in the SSC
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements for pupils in the SSC
- Ensure the school keeps the records of all pupils with SEND up to date

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties and multiple learning difficulties.

5.2 Special Support Centre (SSC)

At Field Place we are fortunate enough to have a Special Support Centre (SSC) for children with speech, language and communication needs. The children are from a wide surrounding area and work with dedicated staff with a wealth of knowledge and experience in the field of social communication conditions.

The aim of the SSC is to enable children to explore their potential without limits, in a caring and empathetic environment. The children are taught according to their Individual Learning Plans and Education and Health Care plans with personalised targets/outcomes to support their individual social, emotional, mental and physical needs.

In the SSC, the children are taught according to the National Curriculum through topic based activities. Every child is provided with individualised learning targets/outcomes to support their specific needs. In the SSC we take a child-centered approach to teaching and learning and therefore all aspects of their development are carefully planned and taught according to individual needs.

We provide regular speech and language sessions with a speech and language therapist, as well as one to one and group supported class based activities. The SSC aims to provide every child with a supported integration programme to provide opportunities for them to work within the mainstream environment.

The SSC provides a secure environment in which every child is provided with opportunities to learn in a way which suits their individual needs. We aim to provide a safe, stimulating and caring learning environment in which all of the children can thrive.

5.3 Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school and /or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For pupils joining our school transition meetings are held with parents, nursery's and other educational providers. When children move to the next year group we provide a variety of sessions for children to get to know their new class teacher and other supporting adults.

In Year two and during the Summer Term pupils take part in a range of activities to support their transition to Junior School. The majority of pupils attend the Orchards Junior school and for pupils transitioning to other education providers meetings and visits are arranged as appropriate.

Personalised transition programmes are based on the needs of the child who may need more support with transition and this may include: a photo book, transitional objects and more frequent visits to meet significant adults who will be working with the pupil.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. Where necessary, this will be adapted to meet the needs of individual pupils.

Depending on the needs of pupils, we will also provide the following interventions or support sessions:

- Speech, Language and Communication Groups or 1:1 sessions
- Social and Emotional Interventions, such as Building Self-Esteem, Supporting Anxiety or Lego Therapy
- Reading, writing and maths interventions
- Physical and Sensory Interventions (dependent on needs of the pupil)
- Precision teaching interventions

This list is not exhaustive and interventions are planned or used according to pupil needs.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as Makaton, coloured overlays, visual timetables, social stories etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the physical environment to meet the needs of pupils with a physical disability – please see the schools Accessibility Plan.

5.9 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as, Speaking and Listening Programmes, Sensory Programmes and ECAT.

Teaching assistants will support pupils on a 1:1 and small group basis when additional support is identified. This may be an outcome of teacher assessment or following advice from an outside agency.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT) and Physio Therapy (PT)
- Educational Psychology
- Learning and Behaviour Advisory Team (LBAT)
- Social Communication Team
- NHS Child Development Teams
- Sensory Support Team
- Ethnic Minority Achievement Team (EMAT)

5.10 Expertise and training of staff

Our SENDCO has 18 years experience in this role and has previously worked as an Advanced Skills Teacher for SEND in West Sussex.

The SENDCO is allocated works full time to manage SEND provision.

We have a large team of teaching assistants who are trained to deliver SEND provision.

In the recent academic years all teaching staff, and relevant teaching assistants, were trained in the use of Makaton. All teaching staff received West Sussex County Council Inclusion Training which focused on supporting pupils with Social and Emotional Needs. Two teaching assistants attended Sensory Training delivered by Occupational Therapists. The Teacher in Charge of the SSC and SSC Teaching Assistants received training in many areas of Speech, Language and Communication to support pupils who attend the SSC. At the beginning of this academic year the SENDCO delivered training about the schools Behaviour Policy and strategies to support pupils with social and emotional needs.

More recently, in 2021-2022, teaching assistants accessed training delivered by the Social Communication Team which included the use of Social Stories and Cartoon Strip Conversations.

5.11 Securing equipment and facilities

We endeavour to provide equipment and access facilities for pupils with SEND needs. We follow advice from outside agencies and adapt our environment as necessary. Please see the Accessibility Plan.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires

- Monitoring by the SENDCO
- Using school monitoring systems to measure progress for SEND groups and individual pupils.
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school trip(s) throughout the academic year. Staff are aware that trips must be suitable for all children.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is excluded from taking part in activities because of their SEND or disability.

Reasonable adjustments will be made by the school to take into account disabilities, such as providing additional support at break times, providing accessible parking spaces, fitting ramps, wheelchair accessibility, disabled toilet facilities and handrails as appropriate.

Reasonable adjustments to the environment for children with auditory and/or visual difficulties e.g. steps highlighted and the position of tables.

Any child with a disability who shows an interest in positions of responsibility will be actively encouraged such as joining the School Council.

We will ensure that there is relevant training for staff where appropriate

We will ensure the availability of written material of different formats when required.

Please see the schools Disability and Accessibility Plan on the School website

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND may receive specific interventions to support their emotional development. Programmes include: The Anxiety Gremlin, Social Stories and Cartoon Strip conversations, Self Esteem Building programmes etc.
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged to be part of the school council and other wider curricular roles.

We have a zero-tolerance approach to bullying. See the Behaviour and Anti Bullying Policy for further information.

We are aware that the Covid 19 Pandemic may have raised concerns and worries amongst school staff, children and parents. We have adapted our PSHE curriculum to ensure that we cover not only the hygiene requirements but also about caring for our mental health.

5.14 Working with other agencies

The SENDCO and school staff work closely with a range of other agencies to support pupils and their families.

The SENDCO and TIC make referrals to agencies to seek further advice for children (See Agency List above)

The SENDCO and TIC work within the Early Help Framework and as appropriate, will act as the Lead Worker for families who need further support.

5.15 Complaints about SEND provision

At Field Place Infant School we endeavor to work well with pupils and their families. Working together with parents/carers is essential to ensure pupils with SEND receive the support they need.

Complaints about SEND provision in our school should be made to the class teacher, SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

In West Sussex details about support services are found on the Local Offer Website.

The West Sussex SEND Information, Advice and Support Service (SENDIAS) provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. They provide a confidential helpline during the hours of 9am-4pm

The service aims to encourage partnership between parents, their child's school, the Local Authority and other agencies. They provide advice and support on the special educational needs (SEN) process, statutory assessments and statements or Education Health and Care Plans (EHCP) annual reviews, appeals and tribunals.

SENDIAS offer support at any school meeting that is focusing on the child/young person's educational needs, and also at other relevant meetings where possible. They also deliver training & guidance for education professionals on communicating with parents.

5.17 Contact details for raising concerns

Teresa Bourne – Assistant Headteacher / SENDCO

Joanna Turner – Teacher in charge of SSC

Paul Jones – Headteacher

Deb Wilkinson – Head of School

Sandra Worsfold - Deputy Headteacher

5.18 The local authority local offer

Our contribution to the local offer is advertised on the West Sussex County Council Website.

Our local authority's local offer is also published on this website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour and Anti-Bullying
- Disability and Equality Policy
- Supporting pupils with medical conditions