



Imperial Avenue Infant School

SEND Policy

Policy Date:	September 2019		
Policy Review Date:	Autumn Term 2025	Head Teacher Miss E Smith	Chair of Governors Miss E Harrop
		Signature: 	Signature: 

Imperial Avenue Infant School SEND Policy

OVERVIEW

This policy complies with the statutory guidance given in the SEND Code of Practice 0-25 September 14 3.65. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 14
- SEND regulations 2014 • Children and Families act 2014- section 69(2)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy was created by the school's SENDCO with the SEND Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND. The person coordinating the day to day provision of education for pupils with SEND is Michelle Malin. The SENDCO is also the Deputy Head teacher and a member of the Senior Leadership Team: (ref; Role of the SENDCO in Schools: SEND Code of Practice, 6.89.) The SENDCO can be contacted through the school's office phone number -0116 282 4503.

SECTION 1: INCLUSION STATEMENT

We endeavour to make every effort to ensure that all teachers in the school are able to identify and provide for those pupils who have special educational needs. We are committed to providing a whole school approach to special educational needs and disability. We ensure that parents and carers are involved in deciding whether a child or young person should be placed on the SEND register and that they are notified of a decision by the school that SEND provision is being made for their child. We believe that partnership and engagement with parents and carers plays a fundamental role in enabling children and young people with SEND to achieve their potential. We recognise and value that parents and carers hold key information and have unique knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents and carers of children with special educational needs will be treated as partners and will be supported to play an active and valued role in their children's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. We will encourage pupils to participate in decision making processes and contribute to the assessment of their needs, reviews and transition processes.

SECTION 2: AIMS AND OBJECTIVES

The purpose of our approach to SEND is to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision/support. The objectives of SEND policy and practice at Imperial Avenue Infants are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To work towards inclusion in partnership with other agencies and schools

Partnership with Parents and Carers

The school aims to work in partnership with parents and carers to achieve these aims. We do so by:

- Working effectively with all other agencies supporting children and their parents or carers
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs their child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as the child's areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child including attendance at parent's evenings/annual review meetings
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Making parents and carers aware of the SENDIASS (Special Educational Needs and Disability Information and Advice Support Service) This information can be obtained from the SENDCO and a link can be found on our school website under –Key information –SEND and there is a link to the Local SEND Offer
- Providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils' have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2014). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning (self-assessment)
- The self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for and attending meetings

We ensure that pupil perceptions of the support and progress are included in monitoring and evaluation procedures.

SECTION 3: MANAGEMENT OF SEND WITHIN SCHOOL

The Head Teacher and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENDCO.

The SENDCO's name is Michelle Malin. Every teacher is a teacher of every child or young person including those with SEND. All teachers are aware of their responsibilities towards pupils with SEND. A positive and Sensitive attitude is shown towards those pupils. In line with the recommendations in the revised Code of Practice 2014 the SENDCO is responsible for:

- Overseeing the day to day operation of this policy.
- Co-ordinating assessment and provision for children with special educational needs.
- Liaising with and advising teachers.
- Supporting Teaching Assistants
- Overseeing the records on all children with SEND.
- Liaising with parents and carers of children with SEND (in conjunction with class teachers).
- Contributing to the in -service training of staff.
- Liaising with external agencies including the LEAs support and Educational Psychology Services, Health and Social Services and voluntary bodies.

The SENDCO is responsible for reporting to the Head and the Governors with responsibility for SEND on the day to day management of SEND policy. There is a Governor with responsibility for SEND. Meetings between the SENDCO and the SEND Governor take place on a termly basis. The role of the Governor is specified in the revised Code of Practice.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act 0-25 Sept 14 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The LA determines admission, having regard to parental preference and in consultation with our governing body.

Identification and Assessment

We accept the principle that pupil's needs should be identified and met as early as possible. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. The SEND Code of practice describes 4 broad categories of need:

- Cognition and learning
- Language and communication difficulties
- Sensory
- Social and mental health-difficulties

Consideration when identifying children with special educational needs includes:

- Some children may be working below age expected levels in Literacy and/or Numeracy which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability
- Information passed from a child's previous school may indicate that a child is already identified as having a special educational need
- Reports received from e.g. doctors, Educational Psychologists, Special Needs Teaching Service, speech and language therapists may recommend specific support.
- We always take into account information given by parents and carers
- We listen to concerns expressed by the child.

Teachers will fill in an Early Concerns form for any child they are worried about which will be discussed with parents and the SENDCO. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process. After a period of Assess, Plan, Do, Review a decision may be made to place the child or young person on the SEND register under the category of SEND Support. We also consider what is not a special educational need but may have an impact on progress and attainment:

- Disability (the SEND Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Under the new Code of Practice behaviour is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

If we decide to place a child on the SEND register, our criteria for entering a pupil on the register will include the following considerations:

- Looking at what work has already been done with the child and by whom. Teachers are responsible and accountable for the progress and development of all pupils in their class. Adaptive teaching strategies are used to support child's needs. Teachers will make reasonable adjustments to the curriculum to meet individual need. At Imperial Avenue we have a well -designed curriculum with strong quality first teaching and learning. We adhere to the Code of Practice suggestion that pupils should only be identified as SEND if they do not make adequate progress once they have had good quality personalised teaching.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEND
- Additional intervention and support cannot compensate for a lack of good quality teaching
- At Imperial Avenue we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered
- It may be decided to make special educational provision through time-bound intervention- for a child or young person. The class teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It will include high quality and accurate formative assessment, using effective tools and early assessment materials
- For higher levels of need the school will draw on more specialised assessments from external agencies and professionals including:

Educational Psychologist
 Learning, Communication and Interaction Support Service (LCI)
 Early Years Support Team (EYST)
 Social, Emotional and Mental Health Support Team (SEMH)
 Education Welfare Officer
 Visual support
 Hearing Support
 Speech and Language Therapy
 Medical professionals including CAMHS
 School Nurse/Health Visitor
 Social Care and Safeguarding
 Family Support Worker
 ADHD Solutions/Nurse

Once the above has been considered a decision may be made to place a child on the SEND register. If this is the case, the child or young person will be part of an **Assess-Plan-Do** Review cycle.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

There is a single category of need called SEN Support. In order to meet the learning needs of all pupils, teachers differentiate work. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways.

The provision for pupils is related specifically to their needs. A plan/pupil passport for the child or young person and a provision map records a graduated response to individual need. Plans, pupil passports and provision maps identify need, provide ways in which to remove key barriers to learning effectively and have clear outcomes to be achieved within an agreed time frame. The level of provision is based on need. There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan/provision. The teacher, with the support of the SENDCO, will keep the plan/provision up- to- date.

Outcomes will be reviewed at least termly and more often if necessary. Parents, carers and children or young people will be invited to termly reviews during an extended parents evening appointment. Information about progress towards outcomes will also be discussed at pupil progress meetings and actions or adjustments will be put into place where appropriate.

Sometimes we are unable to fully meet the needs of the pupil through our own provision arrangements. This will be apparent if a child still appears to have significant needs or difficulties despite receiving effective, evidence-based interventions. If this is the case, we will engage the support of specialist services. Parents will always be informed if this is going to happen and a referral form to different agencies/services must be signed by parents and carers in order to gain consent.

If we identify that additional funding and support are needed from the Local Authority High Needs Block we will submit evidence including, interventions or support already being given and progress made along with recommendations put into place recommended by outside agencies and its impact. Parents and carers will always be informed if this is intended.

Sometimes a child or young person continues to have significant and enduring needs and it may be decided that an Education, Health and Care (EHC) plan is appropriate. A case will be put forward to the Local Authority and a decision-making process will begin with the full involvement of parents, carers and the child or young person. If an Education, Health and Care Plan is agreed this can stay with the young person until they are 25 if necessary. It will include long and short term agreed outcomes for the child or young person along with planned support, provision and outside agency involvement. The plan will be reviewed annually and this is called an Annual Review.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

Pupils will be removed from the SEND register if they no longer have a special educational need. Usually this happens when the child or young person has made accelerated progress and they are working at expected levels. However, if another special educational need continues to exist despite working at expected levels the pupil will remain on the register.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Parents of children or young people with special educational needs can refer to the Local Authority Local Offer (Regulation 53, part 4) which gives advice and information regarding services and provision - please see school website for the link to this
- Under statutory requirement Imperial Avenue provides a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act- please see school website under Parents- School SEND Offer
- We have close links with other agencies to support families and pupils- please see school website- Parents- School SEND Offer
- Every child, regardless of special educational needs, has the opportunity to take part in after school activities and outdoor activities including trips
- At Imperial Avenue we will support all children with transition from class to class, across key stages and to another school including Junior School

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some children or young people with medical conditions may also have special educational needs 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 and the SEND Code of Practice (2014) is followed
- Please see the schools **Policy for Supporting Children with Medical Conditions and Policy for children with health needs who cannot attend school.**

SECTION 9: MONITORING AND EVALUATING OF SEND

Monitoring

We set targets for monitoring and evaluating the effectiveness of the SEND policy. The actions to meet these targets are identified in the SEND action plan. We aim to:

- Reduce the numbers of children on the register
 - Achieve the minimum expected progress for all pupils
 - Achieve challenging progress of a percentage of pupils
 - Ensure that all pupils in intervention programmes make at least twice the normal rate of progress
- We monitor the effectiveness of SEND provision in three areas:
- Curriculum provision (Subject Leader and class teacher)
 - Individual pupil progress (SENDCO and class teacher)
 - SEND procedures and practice (SENDCO)

Monitoring of curriculum provision includes:

Classroom observation
Work sampling
Scrutiny of planning
Informal feedback from all staff
Pupil interviews

Monitoring of individual pupil progress includes:

Scrutiny of whole school data
Sampling individual pupil work
Analysis of assessment data relating to individual pupils
Scrutiny of targets
Pupil review meetings and records of review meetings
Pupil interviews

Monitoring of implementation of SEND procedures includes:

Analysis of assessment data and pupil tracking (including p scales)
Register analysis
Parent questionnaires
Staff questionnaires
Classroom and intervention observations relating to the effectiveness of support staff and SEND staff

Evaluation:

To evaluate the effectiveness of this policy and the provision made for pupils with SEND, we have identified the following success criteria: (these are related to the monitoring areas above)

Evaluation of curriculum provision:

Planning shows adaptive teaching strategies to be used and specified roles of support staff
There is clear differentiation of learning opportunities in the classroom so that pupils with SEND are given suitable learning tasks to meet their needs
Work sampling shows curriculum continuity and progression in learning
Teachers feel supported in meeting the needs of individual pupils
Pupils can identify what they are learning

Evaluation of individual progress:

Pupils with SEND make good progress in comparison with other pupil groups
Samples of pupil work show progression over time
Data recording individual progress is analysed and shows progression Targets and outcomes are SMART, relevant and reviewed regularly Targets and outcomes are shared with pupils
There is progress towards outcomes pupils are actively involved in review meetings and target setting

Evaluation of SEND procedures:

Pupil tracking systems are in place and include procedures for tracking pupils when progress may be 'out of step' with peers
Assessment data is analysed and used to inform provision
The SEND register is reviewed termly. The register is audited and analysed and any appropriate action taken
All parents are informed of their child's special educational needs and outcomes
Parents express satisfaction with the provision made and support given
Staff feel they have sufficient information and support SEND files are up to date and accessible
The SENDCO has regular meetings with the Governor with responsibility for SEND
All Support staff have clear roles and are effective in supporting pupil learning
All support staff are appraised and receive regular training
Resources are used effectively

At Imperial Avenue we use our monitoring arrangements and evaluation to promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: TRAINING AND RESOURCES

Training

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all the staff are encouraged to undertake training and development
- Training needs of staff are identified through our school's self-evaluation process. Performance management reviews support the identification of areas of development
- Individual training can be found in Personal Professional Development files. Staff have a range of training and expertise including:
 - Makaton.
 - Autism
 - Downs Syndrome
 - Team Teach
 - Interaction Therapy
 - Speech and Language
 - Better Reading/Writing Partners
 - Early Motor Development
 - TEACCH
 - Picture Exchange Communication System
 - Attention Autism
 - ADHD
 - Sensory Integration

Details of INSET run by the SENDCO and outside agencies, can be found in the SEND Management file

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils

The school's SENDCO regularly attends the Local Authorities SENDCO network meetings and the local Braunstone Hub SENCO meetings in order to keep up to date with local and national updates in SEND

Resources

The provision for SEND is supported by an allocation from the school budget for resources (Materials and Staff) The principle informing Special Education Needs resource deployment is one of ensuring access to the curriculum and therefore takes account of individual needs and implementing the SEND policy. We aim to continually improve the resources within our school for the children with special educational needs and continue to develop training for support staff so that they can effectively carry out intervention programmes as well as providing support in the classroom.

SECTION 11: ROLES AND RESPONSIBILITIES

Governors

The Governing Body has nominated a Governor to be responsible for SEND. The SENDCO meets with the Governor termly to review issues arising and evaluate the action plan. The school's annual Governors report to parents contains a report about the effectiveness of provision and any amendments made or proposed over the year to our Special Educational Needs policy. Parents are encouraged to offer their views on special educational needs provision at the annual meeting for parents which is arranged by the governing body.

The Designated Leads (DSL) with specific Safeguarding responsibility are:

Head teacher-Libby Smith

Deputy Head teacher, SENDCO- Michelle Malin

Deputy Head teacher, Head of key stage 1 - Graham Palmer

Business Manager - Debbie Maycock

The Designated Teacher for Looked after Children is Libby Smith

SECTION 12: ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Education Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. At Imperial Avenue we are committed to continually improving our provision and accessibility through a clear system of review and development. We actively seek ways to overcome barriers to learning including increasing and promoting access for disabled pupils to the school curriculum, after school clubs and trips, improving the physical environment of the school and developing the delivery of written information to disabled pupils that takes into account preferred formats of pupils with disabilities and their parents. The school has the following special facilities:

- A medical room
- A disabled toilet
- Highlighted steps/doorways marked with hazard tape
- 2 x Ramps
- Hand rails
- 2 x Hygiene Rooms

SECTION 13: BULLYING

We make every effort to ensure that vulnerable pupils including those with special educational needs are free from the risk of bullying. Please see our Anti Bullying Policy- found on our school website under Policies for more detailed information.

SECTION 14: DEALING WITH COMPLAINTS

Parents and carers of children with special educational needs are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. If this does not happen, parents may raise concerns with the SENDCO, followed by the head teacher. If necessary parents may contact the governors and, if still dissatisfied, may take their concerns to the LA. Suitable facilities for meetings can be arranged for parents with disabilities.

SECTION 15: REVIEWING THE POLICY

This policy will be reviewed yearly by Michelle Malin – SENDCO in consultation with all other stakeholders. This Policy was originally agreed by the Governing Body and will be ratified by the full governing board.