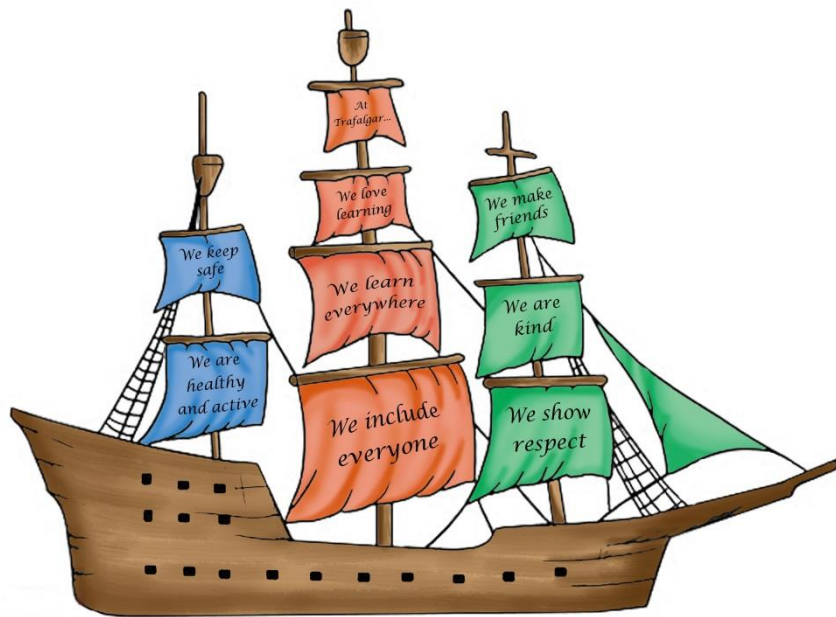


Trafalgar Community Infant School



Policy Document

SEND POLICY

REVIEWED: September 2023

REVIEW: September 2024

Trafalgar Community Infant School SEND Policy

Section 1: Introduction

“A Voyage of Discovery – We are sailing to success together”

At Trafalgar Community Infant School, we offer a safe, stimulating and inclusive learning environment, where every member of our community is valued and respected.

Our broad, balanced, creative curriculum provides opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

At Trafalgar, we recognise that every member of staff is a teacher of children with Special Educational Needs and Disabilities (SEND) and ‘Reflecting on your practice, every teacher as a teacher of SEND’ from the EEF (Education Endowment Foundation), is the foundation of our practice.

At Trafalgar Community Infant School, we believe that parent/carers know their children best and their contributions are vital in supporting children to reach their potential. Parents/carers have valuable information and ideas of how to support their child and to enable them to succeed in all aspects of life and learning, in and out of school. As a school we work in partnership with all our parent/carers to ensure that as a team, we can best meet the needs of all the children in our school.

Section 2: Aims and Objectives

At Trafalgar Community Infant School, we believe in raising the aspirations of and expectations for all children with SEND. We focus on outcomes for the children and not just hours of provision/support. We believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or continuing in education

Our objectives:

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in The Special Educational Needs and Disabilities Code of Practice 2014
- To operate a “whole child, whole school” approach to the management and provision of support for special educational needs

- To provide a Special Educational Needs Coordinator (SENCO), who is also the Inclusion Leader, who will ensure the deliver the SEND Inclusion Policy
- To provide support and advice for all staff working supporting children with special educational needs
- The SENCO (Inclusion Leader), Claire Edgal is a member of the Senior Leadership Team.

Section 3: Identifying Special Educational needs

The Code of Practice details 4 areas of need:

- Communication/Interaction
- Cognition/Learning
- Social, Emotional & Mental Health Difficulties
- Sensory/Physical

At Trafalgar Community Infant School, we identify the needs of children by considering the needs of the whole child, not just their special educational needs. We also take into account other issues that whilst not being SEND, may have an impact on progress and attainment:

- Disability (the Code of Practice outlines “reasonable adjustment” duty of 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 Child Premium Grant
- Being a Looked After Child
- Being a child of a service personnel

Inappropriate behaviour is seen as a child’s response to an unmet need. We will work with the child and their family to identify and begin to meet these needs, rather than merely sanctioning the behaviours a child displays. We believe the observed behaviours represent the small part of an iceberg above the water. As with icebergs, most of it is unseen, under the water; the underlying, unseen causes of behaviour are what a child (and their family) need support with. We have adopted the Therapeutic Thinking model of behaviour management, as recommended by West Sussex. (See the school’s Behaviour for Learning Policy and Therapeutic Thinking).

Section 4: A Graduated Approach to SEND Support

As the Code of Practice states, children are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and involvement in good quality personalised teaching.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachieving. This includes reviewing and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, we consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. As well as ongoing teacher assessment, this may include specific formal assessments, as appropriate.

For higher levels of need, we have access to a wide range of more specialised assessments from external agencies and professionals.

As a school we continually apply the ASSESS – PLAN - DO – REVIEW cycle.

When a child is assessed as having SEND we write a personal school support plan in collaboration with parent/carers and advice from outside agencies as appropriate. The plans are reviewed informally on a regular basis and more formally on a termly basis. Children move on and off the SEND register as appropriate, depending on their level of need and progress towards their personal targets.

Parent/carers are key to the planning and review of their child's individual targets and are encouraged to speak with the class teacher, in the first instance, about the progress their child is making towards their personal targets.

Children are encouraged to think about what they think is going well and what they would like to be better at ("2 stars and a wish").

SECTION 5: MANAGING CHILDREN NEEDS ON THE SEND REGISTER

Class teachers and all adults who work with children in school constantly monitor the progress of the children in their class. Where they or another adult who supports a particular child has a concern about progress, this will be discussed with the parents/carers and sometimes other members of staff (the Inclusion Leader, Leadership team) as appropriate. Child progress meetings are held after each half term with class teachers and the leadership team. Where a lack of or slower progress is identified, class teachers, with support from the inclusion team, will plan to address this. This may be adaptations in class, or additional provision, out of class. In discussion with parents/carers class teachers and the SENCO, children may be placed on silver level (pre SEND) or gold level (SEND) as appropriate and a personal school support plan will be drawn up for those children on gold level (SEND). In the case of children at gold level, parents/carers will be invited to meet with the class teacher and Inclusion Leader to work together to produce the gold personalised school support plan.

Inclusion Procedures Stages

Bronze Level

Where initial concerns are raised about a child, either by school or home, the class teacher, in consultation with parents/carers, completes the Bronze Level Initial Concerns Information Form to put the child on Bronze level. This is monitored and reviewed after 6 weeks/half a term by the class teacher, in consultation with parents/carers. This is passed to the SENCO.

Silver Level

If no progress has been made, a decision may be made with the SENCo, in agreement with the class teacher and parent/carers, to complete the Silver Level Inclusion Support Form and the child is moved to Silver level. This is monitored and reviewed after 6 weeks/half a term.

Gold Level (SEND)

If no progress has been made, a decision may be made with the SENCo, in agreement with the parent/carers, to move the child onto a Gold Plan (SEND), at the level of SEN Support. Provision is planned on a termly basis, to meet the needs of the current cohort of children in school. Contributions of progress being made towards the targets may come from support staff, teachers, Inclusion Leader and parent/carers.

The plans are maintained by the Inclusion Leader in partnership with the class teacher. The plans are stored electronically so that any adults working with the child can access them to update as necessary and paper copies are stored in the filing cabinet in the Inclusion Room.

A provision map of the current level of need is produced by the Inclusion Leader at the beginning of each academic year, with information fed in from all staff members. This is updated on a termly basis. The purpose of this is to assess the needs of the current cohort and enable the school to best match support to need.

Support is matched to need. Our school local offer can be viewed on the school website and is linked to the West Sussex Local Offer.

Where necessary we seek advice from outside agencies including: Speech and Language Therapy Service, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Educational Psychology Service, Sensory Support, Physiotherapy and Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS) and the Child Development Centre (CDC).

It is usually the Inclusion Leader who manages input from outside agencies.

Where a child's needs cannot be met at the level of SEN Support, the school will usually need to have collected a minimum of two terms evidence that despite using our "best endeavours", the child's needs are not being met from the current school resources. The next step is to request an Education Health Care Needs Assessment (ECHNA) by the local authority. This assessment may result in the child being given an Educational Health Care Plan (EHCP). Many children with EHCPs remain in a mainstream setting but some children's needs may be better met in a specialist setting. Mainstream schools may receive a small amount of High Needs funding to support the needs of a child with the EHCP, if deemed necessary by the local authority.

SECTION 6: CRITERIA FOR COMING OFF THE SEND REGISTER

Some children move on and off the SEND register. The aim is for children to receive support to enable them to close the gap in learning between them and their peers so that they no longer need to be on the SEND register. When this is the case it is discussed at the termly review meeting and if all are in agreement the child will move off the SEND register. Sometimes a child will move off and then back on to the SEND register, at a later date.

SECTION 7: SUPPORTING CHILDREN AND FAMILIES

Support is available to parent/carers to guide them through the school and LA local offer (See West Sussex Local Offer website).

www.trafalgarinfant.com

<https://westsussex.local-offer.org>

All schools are required to provide an annual SEND Information Report, which can be found on the school website.

We provide links with other agencies to support the family and child and can support parent/carers with accessing these or put them in touch with agencies such as the West Sussex SEND Information, Advice and Support Service (SENDIAS).

https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-SENDias-homepage

Our admission arrangements can be found on our school website and in our school prospectus.

We encourage all parents/carers, and particularly those parent/carers of children with an identified SEND, or where a parent/carer thinks their child might have particular needs, to contact us to discuss their child's needs and their hopes and any worries about school.

We work with the pre-school settings that our Reception children attend prior to their admission to us. We endeavour to hold transition meetings with the pre-school provider in the summer term prior to the child entering Reception class. Where there is a need identified, usually by the parent/carer, the pre-school or by us we will work with the pre-school and family to make a transition book for the child to have over the summer holidays, in preparation for them starting at Trafalgar Community Infant School.

When considering where your child will move to in Year 3, we encourage parents/carers to visit schools and talk to staff there e.g. SENCO, Headteacher. The transition of children with EHCPs have their transition managed by West Sussex Special Educational Needs Assessment Team (SENAT). SENAT will contact you to ask for your preference and consult with schools to ensure the school can meet your child's needs. It is still advisable to contact schools yourself, to you can talk to staff and arrange a visit.

Wherever your child will move on to for Year 3, we encourage parents/carers to make appointments to speak to the SENCO and other staff members of the new school, from the beginning of Year 2, to ensure that they have a clear picture of what the school is like and to plan for individual needs which

may arise during the child's transition process. Class teachers in Year 2 and 3 have transition meetings, as do the Inclusion Leaders, to ensure that there is a full sharing of information prior to the child starting at the new school.

The majority of our children move on to Greenway Junior School for Year 3. We have established robust transition arrangements with this school. We organise additional visits, usually in small groups, whereby we take a group of children and do at least one tour, in addition to the annual day they spend at their new school in the summer term. Each child in the transition group has a transition booklet that they take home in the summer holidays. Greenway Junior School often organises small group and whole year group transition activities as well.

We have established in-school transition arrangements for transition into new year groups. This includes additional visits to the classroom, either during or after the school day, and by new staff to the child's present class. We make transition books for children who may find this helpful to read in the summer holidays.

When children move school mid-year/key stage we do our best to liaise with the new school and to pass on all paper work as quickly as possible. If possible and appropriate, we will arrange meetings between school staff.

SECTION 8: SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that children 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 may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

At Trafalgar Community Infant School, we put arrangements in place to support children at school with medical conditions as needed. Please refer to the school's First Aid and Intimate and Personal Care Policy.

SECTION 9: MONITORING AND EVALUATION OF SEND

At Trafalgar Community Infant School we regularly and carefully monitor and evaluate the quality of provision we offer all children. This is done in a variety of ways including: regular audits, class drop-ins, book looks, planning scrutinies, tracking an SEND child through a typical day, sampling parent/carer views, child views, staff views. The school governors support us in ensuring that we offer the best possible provision for all our children. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

SECTION 10: TRAINING AND RESOURCES

Every year in the school budget an amount is set aside to fund the SEND provision in school.

The training needs of staff are identified and planned based on the needs of the current cohort and the expertise and interests of the team of teachers and support staff in school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

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

The school's Inclusion Leader regularly attends the locality SENCO network meetings in order to keep up to date with local and national updates in SEND.

Good local links are developed between schools and with other local agencies. We are constantly looking for new providers of support, much of which is accessed through good links with local schools and sharing good practice. We are able to buy in resources as a network, e.g. staff training, assessment materials. This enables us to access training and support that we would not be able to do on our own, because of financial constraints.

SECTION 11: ROLES AND RESPONSIBILITIES

Role of Governing Board: The Governing Board has several legal duties under the Children and Families Act 2014. They must:

- Use best endeavours in exercising their functions to ensure that the necessary special educational provision is made for any child who has SEN
- Ensure that parent/carers are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEN
- Take account of the SEN and Disability (SEN) Code of Practice when carrying out their duties towards all children with SEN
- Ensure the school produces and publishes online its school SEN information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer
- Ensure that there is a qualified teacher designated as the special educational needs co-ordinator (SENCO) for the school
- Make sure that the teachers in the school are aware of the importance of identifying children who have SEN and providing appropriate teaching
- Make sure that the responsible person (usually the Headteacher) makes all staff who are likely to teach a child aware of the child's SEN
- Consult the LA and the governing boards of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that children with SEN join in the everyday activities of the school together with children without SEN, as far as it is compatible with their receiving the necessary special educational provision, the provision of efficient education for all other children and the efficient use of resources

Role of the SEND Governor:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support children with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for children with SEN
- Assuring the governing body that the school website publishes the school's SEN offer and to support the school with developing and maintaining the school SEND provision and to be a critical friend

Role of Headteacher and SLT:

- Ensure that when a SENCO is new to the role they achieve a National Award in Special Educational Needs Coordination within three years of their appointment
- Ensure that the National Award course will meet the outcomes set by The National College for Teaching and Learning and equip the Inclusion Leader to fulfil the duties outlined in the Code, and that the SENCO has sufficient time to complete the Award
- Ensure that the SENCO has a role in determining the strategic development of SEN policy and provision in the school, ideally as part of the leadership team
- Ensure that the SENCO has sufficient time and resources to carry out their role (This should include 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 a school)

Role of Inclusion Leader/SENCO:

- Oversee the day-to-day operation of the school's SEND Policy
- Advise on the graduated approach to providing SEND support
- Coordinate the provision for children with SEND
- Ensure that all staff use the West Sussex Ordinarily Available Inclusive Practice (OAIP) guide and that teaching staff refer to this first when they are seeking ways to support children in their classes, to ensure they are providing accessible prompts and strategies for inclusive classroom practice and quality first teaching
- Ensure the planning and monitoring of School Support Plans (SSP) is carried out co-productively with the class teacher and the parent/carer, overseen by the Inclusion Leader
- Ensure that SSPs are delivered effectively
- Liaise with the parent/carers of children with SEND
- Ensure that parent/carers are kept fully involved in any decisions about their child's needs and the provision they get
- Ensure that the relevant background information about children is collected, recorded, updated and disseminated
- Liaise with external agencies, usually as the key point of contact
- Manage the Learning Support Assistants (LSAs)
- Advise and support other staff in the school. Contribute to the continuing professional development of staff, as appropriate
- Assist the Headteacher and governing board as necessary on the deployment of the school's delegated budget and other resources to meet children's needs effectively

Role of Classroom Teachers:

- All teachers are teachers of children with SEND and each class teacher is responsible for the learning and progress of all children in their class

- All staff have a responsibility to identify and address the individual needs of their children and young people. Responding to the needs of children and young people is key to promoting their wellbeing and independence, and enabling each of them to fulfil their potential
- All staff are expected to refer to the West Sussex Ordinarily Available Inclusive Practice (OAIP) guide as their first source of information when they are seeking ways to support children in their classes, to ensure they are providing accessible prompts and strategies for inclusive classroom practice and quality first teaching. This may include:
 - Know when and how to make appropriate adaptations, using approaches which enable children to be taught effectively.
 - Have a secure understanding of how a range of factors can inhibit a child's ability to learn, and how best to overcome these.
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development.
- Have a clear understanding of the needs of all children, including those with SEND, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- To liaise with parent/carers and if necessary, the Inclusion Leader, where they have concerns about a child's progress.
- To ensure that where appropriate, advice and programmes set by outside agencies are followed and a record is kept.

Role of Learning Support Assistants (LSA)-we have a number of LSAs who work across a number of classes, supporting children with SEND, one to one and in small groups as appropriate. They are not linked to specific classes and are line managed by the Inclusion Leader.

Designated Teachers with specific safeguarding responsibility:

- Miss Fiona Hickie (Headteacher)
- Mrs Lizzie Cotton (Deputy Headteacher)
- Mrs Claire Edgal (Inclusion Leader/SENCO)

Member of staff responsible for managing PPG/CLA funding:

- Mrs Claire Edgal (Inclusion Leader/SENCO)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of children:

- Mrs Jenny Knapp (LA) - responsible for Managing Medicines
- Mrs Lisa Chalmers (LA) - responsible for Managing Medicines
- Miss Hickie to oversee (Headteacher)

SECTION 12: STORING AND MANAGING INFORMATION

Confidential documents are stored in locked filing cabinets in the Inclusion Room school office and Headteacher's office.

When a child moves to a new school, all paperwork pertaining to them is passed on as quickly as possible to the new school.

SECTION 13: REVIEWING THE POLICY

The SEND policy will be reviewed annually.

SECTION 14: ACCESSIBILITY

Statutory Responsibilities

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’. Schools must not discriminate against disabled children and young people and must make reasonable adjustments to ensure disabled children and young people are not at a substantial disadvantage compared with their peers.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

At Trafalgar Community Infant School, we constantly review our facilities to ensure that we are accessible to our current cohort. If a disabled child comes to Trafalgar Community Infant School, we will work with the appropriate professionals to adapt our site to meet the needs of that child.

We encourage children with disabilities to participate in all aspects of school life, including participation in before and after school clubs. This may include providing additional adult support to enable that child to participate.

If a parent/carer wishes to speak to a specific member of staff there are a number of ways to achieve this, depending on the urgency and the nature of the matter:

- Contact the School Office to leave a message or make an appointment in person, by phone, or by email
- Class teachers are usually available after school for quick chats or to make an appointment

SECTION 15: DEALING WITH COMPLAINTS

Please refer to the school’s complaints policies and procedures.

SECTION 16: BULLYING

Please refer to the school’s anti bullying policy.