



**Banstead Infant School
Special Educational Needs and Disability
(SEND) Policy**

Section 1: Introduction, Aims and a definition of SEND

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based.

The aims of our special educational needs and disability policy are:

- All children to have access to a broad, balanced and relevant curriculum
- To enable every child to have equality of opportunity
- To help children develop confidence, self-esteem and independence
- To ensure children develop an understanding of differences and respect for others
- To promote early identification of and intervention for children with additional needs
- To have a consistent approach to the assessment and monitoring of achievement and needs
- To ensure effective provision for SEN
- To seek and include the views of the child and the parent
- To adopt a whole school approach towards SEN

These aims complement our whole **School Aims:**

Provide a rich, challenging and dynamic curriculum that:

Teaches the knowledge and skills that enable all children to be confident successful learners particularly in reading, writing and mathematics

Teaches all children the computing skills and technical knowledge necessary to enable them to explore, evaluate, exchange and communicate safely and effectively

Teaches the children to be creative thinkers who use reasoning and are imaginative, curious, observant, investigative, co-operative, adventurous and determined

Teaches the children how to be lifelong learners who take ownership and responsibility for their learning through becoming resilient, resourceful, reflective and using reciprocity

Teaches the children these key values: respect, responsibility, honesty, trust, co-operation and patience, and for the children to use these in their everyday lives towards themselves, other people, creatures and their environment

Promotes partnership with the community for the benefit of everyone

Teaches the children to understand the importance of a safe and healthy lifestyle

Every teacher is a teacher of every child, including those with SEND. At Banstead Infant School we believe that every child has the right to access the full curriculum and we recognise the importance of quality first teaching which takes into account the learning needs of all the children in the classroom. This includes creating an inclusive learning environment where children with special educational needs are provided with focused support to enable them to access the curriculum. The opportunity for all to develop skills whilst learning alongside their peers is central to our ethos. We value every child as an individual. We reject a teaching approach that relies on ability labelling and ranking. We have an expectation that every member of staff will encourage children to make choices and that at no time will a ceiling of opportunity prevent children from surprising us. We acknowledge that support should be offered within the classroom environment but recognise that there are also occasions when some children will receive support in a setting more suitable for their

learning needs. We aim to work alongside other external agencies providing both emotional and practical support for parents and children whose needs require multi-agency partnerships.

So that parents are aware of the support available from our school, and through services within Surrey, we provide additional information about this in our SEND Information Report (available from our school website under 'Parents', 'Policies'). We also include a link to Surrey's Local Offer.

We actively encourage parents to work in partnership with school to ensure that both the child and parents are central in the decision-making process in order to ensure our children have the best possible life chances.

We are aware children in care or who have previously been in care and those who have been adopted often have additional needs. We will work closely with parents and carers to ensure that staff working with the children have a thorough understanding of the effect of early trauma and attachment difficulties so that we can work together to meet their needs.

What are special educational needs (SEND) or a disability?

At our school, we use the definition for SEND and for disability from the SEND Code of Practice (2014) which reads as follows:

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

Disability: Many children and young people who have SEND 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**'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, cystic fibrosis, fragile x, diabetes, epilepsy, and cancer.

It is our duty to ensure that we do not directly or indirectly discriminate against disabled children. We will ensure we promote equal opportunity in every aspect of school life. It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and is anticipatory in nature.

We recognise that children with a special educational need or disability can be particularly vulnerable to abuse and bullying. This will not be tolerated at our school. All staff at Banstead Infant School have been trained to recognise the signs of abuse and we have a comprehensive anti-bullying policy which all staff follow. All staff have been trained to follow rigorous child protection procedures to ensure that all children are safe from harm.

Section 2: Identification of SEND

At Banstead Infant School we are committed to early identification, assessment and intervention.

Strategies used to identify children include:

- Information and records from feeder nurseries and previous schools. Prior to starting in Reception staff visit some of the nurseries to meet the children and speak to staff
- Information gathered on entry to the school
- Information or concerns passed on from other professionals e.g. health, social
- Services or through Early Help Assessments or the Family Support Programme

- Children’s progress is monitored by teaching staff. Difficulties are highlighted to the Special Educational Needs Coordinator (SENCO).
- Expression of concern from class teacher to SENCO
- Assessment by Additional Needs Team, SENCO and class teacher
- Observations of the child
- Concerns expressed by parents/carers

Categories of need:

Communication and interaction - This describes children who have speech, language and communication needs displaying difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Disorders (ASD), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

What happens when an SEN has been identified?

Meeting the needs of children with additional needs

Quality first teaching (wave 1) – This universal wave features high-quality, inclusive teaching to meet the needs of the full diversity of children, including those with additional needs, based on their prior learning. Teachers and teaching assistants can help those children who need support or extension when they are learning with their partner. We also use ‘personalised learning groups’ to give some children additional practice at basic skills. Teachers must inform parents that their child is receiving support.

Early Intervention (wave 2) – If a child is still having difficulty achieving what is expected for their age, despite having high quality teaching and personalised learning, they are given their own targets on an individual support plan (ISP). Additional targeted work is carried out by the teaching assistant, teacher and the Additional Needs Support team. The ISP is tailored to the individual child's needs. Once a child has an ISP parents must be informed.

SEN Register

If a child needs extra support to learn and is receiving support from the Additional Needs Team they are placed on the SEN Register; not all children on the register have an ISP. Information from the register is shared with governors and the multi-professional team. It is hoped that increased support will enable the child to catch up with their peers and be removed from the register. Children can come on and off the SEN Register according to their needs.

Individual Support Plan (ISP)

ISPs are reviewed through a graduated approach with four stages of action: assess, plan, do and review (see section 3 below). ISPs should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the school, at termly meetings.

Principles:

- ISPs MUST be shared with the child, parents and all the adults working with the child. All adults should be aware of their targets
- ISPs are a WORKING DOCUMENT and SHOULD be annotated or have post-its stuck on them to show assessment and evidence of progress against targets.
- ISPs must be signed by class teacher, parent and SENCO
- ISPs should include:
 - 3 or 4 targets which must be measurable, clear success criteria
 - what is getting in the way of the child's learning e.g. low self-esteem, poor fine motor skills
 - Range of activities identified to help achieve target
 - Review date
 - Number of ISP and date written
- Completed ISPs should be uploaded to the Additional Needs Room on the learning platform (available only to key staff) and a copy given to the Additional Needs Team.

- At this point, with the parents' consent, the child will be included on the school's SEN register as 'SEND Support'.

SEND Support Arrangements

The SEND support arrangements document is a working document which is regularly updated as more is understood about the child's SEND and in response to interventions tried. The class teacher and or SENCO will liaise with parents (and with the child if appropriate) in drawing up the plan which will detail clear outcomes reached by meeting the SMART (Specific, Measureable, Achievable, Relevant and Time-bonded) targets which are recorded.

The SENCO may decide to seek advice from external agencies. This is normally if progress rates are judged to be inadequate despite the delivery of high quality interventions. This will only be undertaken after parent permission has been obtained and may include referral to:

- Educational Psychologist Service
- Learning and Language Service
- Speech and Language Service
- Social, Emotional and Mental Health Support Service
- Autism Outreach Team
- Visually impaired service
- Hearing impaired service
- Physical Sensory Support Service (PSSS)
- Educational Welfare Team
- Children's Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

Additional Needs/EHCP (wave 3) – If high quality teaching and purposeful targeted intervention is not effective then we would start working towards assessment for an EHCP - children move to this stage when their achievement is significantly below that of their peers; they have at least 2 reviewed ISPs and would benefit from the intervention of the multi-professional team (educational psychologist, social, emotional, mental health support, speech and language therapist etc.). The children would also receive more time from our Additional Needs Team. A SEND support arrangements form would be produced with the child and the family and if appropriate, an Early Help Assessment (EHA) form would be completed to ensure that a multi-agency approach is taken from the start of the assessment.

Education, Health and Care Plan (EHCP)

- Where a child is still not making progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an Education, Health and Care Plan (EHCP) is needed.

Requesting an Educational, Health and Care needs assessment

- For a very small percentage of children, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.
- This brings together the child's health and social care needs as well as their special educational needs.
- This is likely to be the case for children who present with multiple additional needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes.
- Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.

Section 3: Procedures and Practice

Assess, Plan, Do, Review

The SEND Code of Practice encourages an 'assess, plan, do, review' approach to support children with SEND.

Assess - The class teacher, working with the SENCO, should carry out a clear analysis of the child's needs. This will include drawing on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to children's progress, attainment, and behaviour.

Plan - The teacher and SENCO will agree in consultation with the parent and the child 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. The SENCO may decide to seek advice from external agencies in agreement with the parent.

Do – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

Review – The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEND register.

Transition for pupils with SEND

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding the child's needs will be shared with the receiving school.

Arrangements may be made, for example individual visits or visits from a member of staff from the receiving school, depending of the needs of the child. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process.

How much support will a child receive?

For children with SEND but without an EHCP, the decision regarding the type and level of support provided will primarily be led by the SENCO, in consultation with the class teacher and parent.

Intervention

Interventions are varied and individual for each child. They take place individually and in small groups up to four children. These intervention programs include:

- Daily reading
- Daily phonics
- Handwriting
- Spelling
- Fischer Family Trust Wave 3 Literacy Programme - to support children with reading and writing
- Mathematics programme (written by the Maths Leader based on White Rose Mastery Maths programme, together with 'Primary Maths Intervention in Number Programme – Surreyplus Maths Hub)
- Speech and language (supported by the Speech & Language therapist)
- Precision Teaching - this is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or

maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught

- Occupational Therapy / Physiotherapy – we support the individual program written by a therapist

Section 4 - Roles and responsibilities

The SENCO is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are accurate records and plans in place for the children listed
- Ensuring all relevant children have an Individual Support Plan, SEND Support Arrangements or EHCP
- Providing specialist support (including relevant CPD) for teachers and support staff in the school so that they can help children with SEND to achieve
- Regularly attending the local authority SENCO network meetings in order to keep up-to-date with local and national updates in SEND
- Monitoring and evaluating the quality of provision for all children with SEND
- Liaising with the Additional Needs Team teaching assistants

Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their son/daughter is doing

The class teacher is responsible for:

- The progress and development of all children including those with SEND
- Regular liaison with the SENCO
- Identifying on planning the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs.
- Close monitoring of progress
- Identifying on planning any additional help identified children may need (this could be things like targeted work, additional support)
- Supporting the SENCO in writing and reviewing the SEND Support arrangements or EHCP which will include the writing of SMART targets
- Meeting with parents at least once a term to review progress
- Ensuring that all staff working with identified children are able to deliver the planned work/programme, so that they can achieve the best possible progress. This may involve the use of additional adults, externally provided specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Delegating key responsibilities for the day to day management of SEND to the SENCO and the class teachers but is still ultimately responsible for ensuring that all children's needs are met

- Ensuring that the Governing Body is kept up to date about any issues in school relating to SEND

The SEND governor is responsible for:

- Monitoring the effective implementation of the school’s SEN policy and the meeting of statutory responsibilities in the area of SEND primarily through regular discussions with the SENCO. The SEND linked governor will report on this area annually to the governing body

Teaching Assistants are responsible for:

- Ensuring that the day to day provision for identified children whom they support is in place
- Regular communication with the class teacher and the SENCO (as necessary) about the progress and provision for any identified child whom they support

Who can a parent/carer contact if they have any concerns?

If a parent/carer wishes to discuss their child’s special educational needs or they are unhappy about any issues regarding the school’s response to meeting these needs please contact the following:

- The class teacher
- The SENCO
- The Head Teacher
- For complaints, please follow our procedure – ‘Responding to Concerns about Academies in Surrey’ which can be found on our website.

For impartial and independent information, advice and support relating to SEND, parents may like to contact Surrey Parent Partnership – contact details available from school or at

<http://www.surreyparentpartnership.org.uk/>

Section 5: Other policies/documents available from school (or our website) which link to SEND include:

Equality Scheme
 Accessibility Plan
 Safeguarding
 Behaviour
 SEN Information Report
 The SEND Code of Practice

Our SENCO is: Mrs Ruth Tunnell (Assistant Head)

She is contactable at: school@bansteadinfant.co.uk or ruthtunnell@bansteadinfant.co.uk

Policy Development and Review:

How this policy was produced	This policy was written in line with/reference to: The 2014 SEND Code of Practice, 0 – 25 statutory guidance NASEN guidance which is in line with the special educational needs and disability regulations Sept 2014
How it was shared with stakeholders	Available on our website, from the school office or SENCO