

## Durrington All Saints Church of England Infants School

'Proud to be me and be the best I can be!'



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

"The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all pupils."

### Definition of Special Educational Needs

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

SEN Code of practice 2014 (Chap 6.15)

### Aims

- We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.
- The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all.
- We aim to enable every child to learn as effectively as possible, to enjoy his/her learning and to provide a foundation for life-long learning.

### Objectives

- To ensure the provision of a quality first learning environment for all children.
- To identify and monitor children's individual needs at the earliest possible stage so that attainment is raised and progress made.
- To engage appropriate support to meet the needs of children with SEND.
- To enable all children, through reasonable adjustment to have full access to all elements of the school curriculum.
- To work in close partnership with parents/carers of children who have SEND.
- To involve the children in reviewing their progress and planning next steps.
- To ensure that all staff are aware of their roles and responsibilities in providing for children's SEND.
- To ensure a high level of staff expertise to meet pupil needs, through well targeted and continuing professional development.

### Roles and responsibilities

#### Governors' role

**The governing body of Durrington All Saints Infants School will:-**

- Ensure the full participation in the life of the school for pupils with SEN/D through working closely with the SENCo to monitor provision
- Report to stakeholders on the implementation of the school's policy for children with special educational needs through a regular review of the policy (every three years) and the SEN/D information report (annually)
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- Ensure that parents are engaged in decision making by the school where SEND provision is necessary for their child.

The governors play an important role in ensuring that:-

- They are fully involved in monitoring the school's SEND policy.

- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is continually monitored
- Information about the provision of SEND at the school is available to parents.

### **SENCO role**

Currently the SENCO is Mrs H Cooper who is responsible for the coordination of SEND provision throughout the school. The responsibilities of the SENCO include:-

- Overseeing the day to day operation of the SEND policy.
- Coordinating provision for children with SEND.
- Supporting class teachers in assessing children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for SEND.
- Liaising with outside agencies.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the SEND Governor or full governing body.
- Liaising with parents of children with SEND.
- Ensuring the smooth transition of SEND children to other schools.

### **Arrangements for coordinating provision for children with special educational needs**

The new SEN Code of Practice (2014) makes reference to a graduated response to SEND support. We use this approach in the identification and provision for children with SEND by using the Wiltshire Graduated Response to SEND Support. We have systems and processes in place for staff to raise a concern about a child's progress. This will be followed up with the SENCO and subsequently with parents where it is deemed, according to the WGRSS, that the child has a special educational need. Staff are fully involved in using this document as a means of identification and to inform their practice. The provision depends on the severity and persistence of a specific educational need as set out in the graduated response.

The needs of the majority of children will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that they plan and implement an inclusive curriculum and provide a fully inclusive learning environment for children with SEND. For some children it may be necessary for them to receive small group or 1:1 support either within the classroom or delivered by the SEN TA and withdrawn from the classroom for specific, timed activities. The class teacher and SENCo will review the effectiveness of any intervention and take into account the views of the child. The SENCO, with the Headteacher will oversee provision to ensure it meets the objectives of this policy.

### **Admission arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. If Durrington Infants is named on a statutory 'My Plan' and the child is transferring into the school the support outlined in the Plan will be continued.

### **Specialist facilities**

Interventions may take place in the 'Sunshine Room' and delivered by the SEN TA where there is access to specialist resources. Specialist resources may be allocated to a child to use in the classroom i.e. writing slopes, weighted cushion, sitting wedge.

### **Allocation of resources**

The SENCO, with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for SEN/D provision within the school, including the provision for children with 'My Plans'. The SENCO informs the governing body of how the funding allocated to support special educational needs has been employed.

### **Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014).

The Code of Practice recognises that there are four broad areas of need.

These are:-

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

The staff follow identification procedures set out in a flow chart and use the WGRSS in order to identify SEN/D. As a school we measure children's progress in learning against National age related expectations. However, where through careful identification and assessment we determine that a child is not making expected progress, not meeting age-related expectations and the gap between him and his peers is widening, the class teacher will inform the Headteacher and SENCO at a Pupil Progress meeting held 3 times a year. They will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school the child will be seen as needing 'SEN support' and named on the SEN register. Personal targets will be set for the child and additional support will be planned for the child. Parents will be involved in this process at this stage. A continual cycle of assess, plan, do and review will be put into place that take account of the views of parents and the child and recorded on a 'my plan'.

### **SEN support**

It may be necessary to make provision for a child which is additional to, or different from, that which is already provided through quality first teaching.

In-house support provided includes:-

Blast speech and language therapy  
Sound Discovery  
NESSY  
ELSA support (emotional literacy support)  
Handwriting support  
Motor skills programmes

### **Working with Outside Agencies**

Wiltshire has a Local Offer for children with SEND under the new 0 -25 Code of Practice 2014. This can be found on their web-site [www.wiltshire.gov.uk/localoffer.htm](http://www.wiltshire.gov.uk/localoffer.htm).

Referral to outside agencies can be made after consultation with the SENCO and parents. The school has access to a range of services including speech and language, educational psychologists, behaviour support service, occupational therapists, physical and visual impairment services, physiotherapists.

### **Education, Health Care Plan (My Plan)**

Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made adequate progress, we may consider requesting an Education/Health Care plan (EHCP or known in Wiltshire as a 'My Plan' or, in some Wiltshire information, as a 'My EHCP

Plan').

The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs, including any resources, interventions and strategies that have been put in place. The family will be allocated a SEND lead worker who will look at the evidence and take the case to a panel where future provision will be considered.

Where a child is granted a 'My Plan' we will carry out an annual review in which the parents, any outside agencies involved, the SENCO, the Headteacher, the class teacher and any other interested parties including the child, will be invited to attend and to express their views. The child's needs will be discussed and reviewed and progress against his/her targets will be reviewed and new targets set if necessary.

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the Chairperson of the governing body. The procedure for making a complaint is outlined in our Complaints Policy.

### **Links and Use of outside agencies**

Close links are maintained with Wiltshire Education Authority's specialist services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCO or Headteacher will make the necessary arrangements and inform parents accordingly. Please refer to the SEND information report for further information on agencies.

### **Partnership with parents/carers/children**

Parents/carers are important partners in the effective working relationship with the school in ensuring that progress is made. They are fully involved in the identification, assessment and decision-making process in the school. Their contribution to their child's education is valued highly by the staff of the school.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in school. At an appropriate level children are involved in making decisions as soon as they start at the school. We encourage them to take ownership of their learning targets by discussing their targets, what they can do to improve and discussing their next steps. For children with SEND we encourage them to take part in reviewing their progress and setting new goals and challenges.

### **Links with other schools**

Links are maintained to ensure a smooth transfer on entry to YR through liaison and visits to local pre-school settings. Pre-school children are invited to visit for induction visits in Term 6 before they start school. If necessary the school liaises with other agencies at this stage. Close links are maintained with Durrington Junior School to ensure smooth transition between Years 2 and 3. Visits are made to Durrington Junior School in Term 6 and the Y2 and Y3 teachers, the Headteachers and SENCOs of both schools meet to discuss all the transferring children including those with SEND.

Y2 children with SEND who do not transfer to Durrington Junior School are subject to similar arrangements with their receiving school if this is possible, otherwise contact may be made by phone with the receiving Headteacher or SENCO. All SEND records are sent to a receiving school.

**SENCO Mrs H Cooper**  
**SEND GOVERNOR Mrs C Chalke**

**Reviewed September 2014**  
**Review Date September 2017**