



## COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 - 25 (2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Special Educational Needs and Disability Code of Practice 0 - 25 (2014)
- Schools Special Educational Needs and Disability Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework 2014 Accessibility Plan
- Teachers Standards 2013
- This policy was created in line with DfE and Hampshire County Council guidelines by the school's Inclusion Manager in discussion with the SLT and Governors.
- GDPR and Data Protection Act 2018

### 1. INTRODUCTION AND CONTEXT

The Inclusion Manager is Julie Watkins and she is responsible for managing the School's response to the provision which is made for children and young people with Special Educational Needs and Disability. The Special Educational Needs and Disability Governor is Mary Sheridan.

The contact details for the Inclusion Manager and the Special Educational Needs and Disability Governor are:

[adminoffice@freegrounds-inf.hants.sch.uk](mailto:adminoffice@freegrounds-inf.hants.sch.uk)

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The Inclusion Manager is not required to hold the National Accreditation Award for Inclusion Managers, owing to previous experience. The Inclusion Manager is a member of the Strategic Leadership Team and provides professional guidance and support to colleagues and works closely with staff, parents and other agencies (Ref: Role of the Inclusion Manager in Schools Special Educational Needs and Disability Code of Practice, 6.89).

We will endeavour to offer equal opportunity of access for all children regardless of gender, race, religion, disability and ability.

All children should be valued equally and have the right to learn, achieve and participate fully in education regardless of their abilities, race, gender and behaviour.

All children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths

and needs.

Teachers have responsibility for:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children

Schools must:

- use their best endeavours to make sure that a child with Special Educational Needs and Disability gets the support they need
- ensure that children with Special Educational Needs and Disability engage in the activities of the school alongside children who do not have Special Educational Needs and Disability
- inform parents when they are making Special Educational Needs and Disability provision for a child

## **2. OUR AIMS**

- to ensure effective liaison within school, with parents and outside agencies in order to fully meet the individual needs of each child
- to provide structured differentiated programmes of work to facilitate every child's access to the school's broad and balanced curriculum
- to create a fully inclusive school society in which all members see themselves valued for the contribution they make
- to raise the aspirations of and expectations for all children with Special Educational Needs and Disability

## **3. OUR OBJECTIVES**

- to identify children with Special Educational Needs and Disability as early as possible to enable appropriate provision is made so full access to the curriculum can be made
- to work within the guidance provided in the Special Educational Needs and Disability Code of Practice, 2014 (last updated 30<sup>th</sup> April 2020).
- to operate a High Quality Inclusive Teaching approach to the management and provision of support for Special Educational Needs and Disability
- to provide support and advice for all staff working with children with Special Educational Needs and Disability

## **4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The identification of Special Educational Needs and Disability should be built into the overall approach to monitoring the progress and development of all children.

The Code of Practice suggests that children are only identified as Special Educational Needs and Disability if they do not make adequate progress once they have had all the intervention/adjustments and high quality personalised teaching (CoP 2014 6.36 onwards).

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 Inclusive Teaching, differentiated for individual children, is the first step in responding to children who have or may have Special Educational Needs and Disability.

Additional intervention and support cannot compensate for a lack of High Quality Inclusive Teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes observation of lessons, pupil progress meetings, reviewing teachers' knowledge and understanding of strategies to identify and support vulnerable children.

We know if a child needs extra help through:

- looking at records and profiles from pre-schools or previous schools
- our own tracking of each child's progress
- talking to parents about their concerns
- reference to Hampshire's criteria for Special Educational Needs and Disability
- teacher assessment and observations
- medical records
- whole school screening procedures such as the Dyslexia Early Screening Test (DEST) and Speech Link

For some children, Special Educational Needs and Disability can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development.

## **5. A GRADUATED RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

The aim of formally identifying a child with Special Educational Needs and Disability is to help school ensure that effective provision is put in place and so remove barriers to learning. Decisions are made to place children on the SEND list using the Assess-Plan-Do-Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs. This is known as the Graduated response. All assessment results are analysed by the Inclusion Manager and teachers. Any pupil whose results show concerns are identified and their progress monitored.

*Section 1.24 of the Code of Practice clearly states 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and*

*colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less'.*

Any children who are falling significantly outside of the range of expected academic achievement or who have been identified as having SEND will be closely monitored.

The child's class teacher will plan interventions for individual children and the impact of these interventions will be monitored at least half termly.

The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the child in class.

Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Any concerns will be discussed with parents informally, during parents' evenings or other meetings as necessary. Meetings with the Inclusion Manager and parents should also include the class teacher. Meetings at this time may be virtual until current restrictions are lifted.

The Special Educational Needs and Disability Code of Practice 2014 describes the 4 broad categories of need:

- **communication and interaction**
- **cognition and learning**
- **social, emotional and mental health**
- **sensory and/or physical needs**

Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will endeavor to recognise. Behaviour as a category of need is no longer an acceptable way of describing Special Educational Needs and Disability.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager. The class teacher should also ensure the parents are kept informed about progress and interventions.

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions are evaluated, along with the views of the parents. This should feed back into the analysis of the child's needs. The class teacher, working with the Inclusion Manager, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

## **Referral for an Education, Health and Care Plan**

If the strategies employed at this level do not result in an improvement in the child's learning, then a statutory assessment might be requested, usually by the school but this can be requested by a parent. An EHCP needs request is now completed via the Hampshire EHC Plan Hub.

### **6. MANAGING CHILDREN'S NEEDS ON THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGISTER**

Where it is determined that a child does have Special Educational Needs and Disability parents will be advised of this and the child will be added to the Special Educational Needs and Disability list.

Where a child appears to be working below expected levels or where a child's progress gives cause for concern the school considers the information about the child's learning and development from within and beyond the school to allow consideration to be given to the needs of the whole child.

This will include

- what educational and non educational needs have been identified
- key barriers to learning
- the clear outcomes to be achieved within an agreed time frame
- reviewing impact of interventions
- how the level of provision is decided
- the process for engaging additional support/engaging specialist services

### **7. CRITERIA FOR EXITING THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGISTER**

Once a child has made good or accelerated progress and children whose identified needs are no longer cause for concern they will be removed from the Special Educational Needs and Disability list.

Children who make progress which means they are no longer on the Special Educational Needs and Disability list will continue to be monitored and their progress tracked.

Parents will be involved in the consultation and informed of their child's development.

### **8. SUPPORTING CHILDREN AND FAMILIES**

We encourage an open dialogue with parents and will use informal as well as formal opportunities to provide them with information, strategies and resources that may support a child's development.

All parents are welcomed to contact the school during the school year via email or telephone to discuss the progress and well being of their child. We welcome working in partnership with our parents in order to provide the best care and education for all our children.

During parents evenings and at any other times during the school year as necessary

the class teacher will be able to share with parents information about their child's progress, next steps in learning and what parents can do to help the child at home. Meetings with parents at this time will be virtual until circumstances change. Outside agency reports often include suggestions and activities for home.

The child's teacher will initially discuss with parents concerns that they may have. They may then:

- discuss the concerns with the Inclusion Manager
- plan additional support the child may require
- set targets for the child
- arrange meetings with parents to discuss ongoing concerns and progress being made towards meeting targets
- discuss with parents any referrals to outside agencies and professionals

There are two Parent Evenings throughout the year and we encourage all our parents to attend (this may be virtual due to current restrictions).

The Inclusion Manager will be able to signpost you to different professionals, including support groups should this information be relevant.

## **9. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Parents are welcome to come into school to discuss their child's learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the Inclusion Manager or both. A child with Special Educational Needs and Disability may have their own Special Educational Needs and Disability Support plan and their own individual targets outlining the support that is provided and the interventions or programmes which may be used. The targets are reviewed regularly by the class teacher.

A child's targets will be discussed with parents at the Parent Interviews in the Autumn and Spring Term. A parent can request additional parent interviews at any time during the school year. Parents may be invited in at other times during the year to discuss progress and new targets. The Inclusion Manager is available to attend Parent Interviews if a parent or teacher would like her to be there.

The impact of support and interventions is closely monitored by the Inclusion Manager and the progress of the children is monitored carefully.

The Inclusion Manager meets with the Special Educational Needs and Disability Governor after Milestone data has been analysed to discuss the progress of children with additional needs to ensure the school fulfils its obligations and the provision and interventions are having maximum impact.

## **10. TRAINING AND RESOURCES**

Training and expertise include:

- speech and language
- autistic spectrum disorder

- Makaton and Cued Articulation
- dyslexia
- developmental co-ordination difficulties (dyspraxia)
- Emotional Literacy Support (ELSA)
- emotional and mental health needs
- behaviour

Professional development is valued and staff regularly attend training courses (virtual at this time) and any new information and skills are fed back to staff at Learning Support Assistant meetings. When preparing for a child starting at our school who may have special educational needs we will endeavor to train relevant staff in order to meet these needs.

The Inclusion Manager regularly attends network meetings, Special Educational Needs and Disability update meetings and the annual Special Educational Needs and Disability conference.

All staff have access to specialised help and the support of the Inclusion Manager. This help may also include advice, training and support from the Children's Therapy Service, Teacher Advisors for Special Educational Needs and Disability, Hampshire Educational Psychology Service and Primary Behaviour Support Team.

The school has been accredited with the Inclusion Quality Mark and we are a Flagship School for Inclusion.

## **11. ROLES AND RESPONSIBILITIES**

The Inclusion Manager in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the Special Educational Needs and Disability policy and provision in the school in order to raise the achievement of children with Special Educational Needs and Disability. The Inclusion Manager takes day-to-day responsibility for the provision made for individual children with Special Educational Needs and Disability, working closely with staff, parents, carers and other agencies; overseeing the day to day operation of the school's Special Educational Needs and Disability Policy and coordinating provision for children with Special Educational Needs and Disability

### **Role of the Governors**

All Governors are aware of their role and responsibilities with regard to the Special Educational Needs and Disability Code of Practice. The governing body has a collective responsibility and corporate statutory duties for children with special educational needs.

## **12. STORING AND MANAGING INFORMATION**

Freegrounds Infant School is committed to maintaining the principles of General Protection Regulation (GDPR) and the Data Protection Act 2018. Best practice associated with the GDPR and Data Protection Act 2018 is based on the Data Protection Act 1998. However, GDPR and the Data Protection Act 2018 introduced new elements and provided an opportunity for the school to review current data protection and privacy practices.

The school is committed to maintaining the principles of the GDPR and the Data Protection Act 2018 at all times and strives to:

- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed (refer to the new Hampshire retention schedule).
- Review how we communicate the use of data with pupils/parents, and the rights of data subjects, with clear explanations regarding the strengthened rights (including Subject Access Requests (SARs
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests.

### **13. ACCESSIBILITY**

We are happy to discuss any individual access requirements.

We have a wheelchair accessible alternative entrance. We have an accessible toilet to facilitate manoeuvrability for wheelchair users. There are allocated disabled parking bays in both car parks.

### **14. DEALING WITH COMPLAINTS**

We will try to address any concerns you have immediately they are raised with us so please approach school to enable us to do this at the earliest opportunity. Concerns will always be listened to and we will work with you to agree the best way to support your child and work together to provide the best we can.

If you wish to discuss the provision being made for your child we would advise you to speak to the class teacher, year group leader, the Inclusion Manager and the Head Teacher in this order. The school always welcomes collaboration with parents. If you have concerns after this discussion you should refer to the school complaints policy.

### **15. REVIEWING THE POLICY**

The Policy is reviewed annually by the Inclusion Manager

Policy Reviewed: February 2023

**Agreed by Governors: February 2023**

### **16. APPENDICES - Refer to:**

- Special Educational Needs and Disability Information Report available on the school website
- Bullying Policy
- Complaints Policy
- Equality Policy
- Behaviour Policy
- Hampshire Special Educational Needs and Disability Policy (2005)
- Equality Act 2010 Advice for Schools
- Reasonable Adjustments for disabled pupils 2012



- Supporting pupils at school with medical conditions 2014
- Special Educational Needs and Disability Code of Practice 2014
- GDPR and Data Protection Act 2018
- Keeping Children Safe in Education 2022