



**BUXTON INFANT SCHOOL**

Headteacher: Jude Boyd



# **SPECIAL EDUCATIONAL NEEDS POLICY**

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**This policy was reviewed by the Governing Body on 1<sup>st</sup> February 2018**

**It will be reviewed February 2019**

**Signed:**

**Date:**

# Special Educational Needs Policy

## Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following documents. It has been written as guidance for staff, parents or carers and children.

Equality Act 2010: Advice for Schools DfE Feb 2013  
SEND Code of Practice (2015)  
Schools SEND Information Report Regulations (2014)  
Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)  
The National Curriculum in England: framework for Key Stage 1&2 (July 2014)  
Teachers Standards 2012

## Responsibility for the Coordination of SEND Provision

The person responsible for overseeing the provision for children with SEND is **Jude Boyd (Head teacher)**.

The person co-ordinating the day-to-day provision of education for pupils with SEND is **Sarah Cafferky**, the Special Educational Needs Co-ordinator (SENCO). The SENCO can be contacted at Buxton Infant School on 01298 22499.

The School Governor responsible for SEND is **Kate Grant**

## Definitions of SEN and Disability (SEND)

At our school we use the definition for SEND from the SEND Code of Practice 2015. This states:

SEN: *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 education 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 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.**”*

## Admission Arrangements

Buxton Infant School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the amended Education Act 1996, (Section 316), if a parent wishes to have their child with a statement (or Education Health Care Plan) educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility

## **Rationale**

Meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND) is central to the work of our school. All staff, parents/carers, children, governors and outside agencies work to ensure that the children have access to the highest quality teaching and learning; this helps to enable the children to achieve their potential in a supportive and caring environment. We respect the unique contribution which every individual can make to our school community.

## **Aims**

At Buxton Infant School all pupils regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.

We endeavour to monitor all children who are not making appropriate progress in the four broad areas specified in the SEN Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

## **Objectives**

Working in partnership with parents we will:

- Ensure early, accurate identification and assessment of children with special educational needs takes place
- Plan and provide appropriate support for identified children, liaising with outside agencies as appropriate
- Monitor, record and evaluate the progress of identified children on a continuous basis
- Seek and take into account the views of identified children, ensuring that all identified children access all curriculum areas at their own individual level
- Set up effective communication systems, under direction of the SEN co-ordinator, both within school and between school and parents, governors and outside agencies

The SENCO will map the provision for each year group and the impact of the provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data
- Progress against age related expectations
- Intervention baseline and exit data
- Progress against individual targets

We are sensitive to children who are experiencing emotional difficulties and they will be closely monitored by class teachers. They will consult with parents, the Family Resource Worker or the SENCO.

## **A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. The quality of teaching is carefully reviewed by the SLT through regular lesson observations, work scrutiny, planning scrutiny and pupil progress meetings.

### **1. Differentiated class work or target work**

The vast majority of children at Buxton Infant School will meet all their educational potential through high quality targeted teaching. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;

Pupils whose progress is causing concern are identified to the SENCO and are monitored. If these concerns continue to persist interventions may be run.

### **2. A child is placed on the SEND register at SEN Support**

Where progress continues to be a concern then a SEND plan will be written and a child will be added to the SEND register. Termly meetings will be held with the parents to formulate the plan to remove barriers to learning and put effective special educational provision in place. This will begin the cycle of [assess, plan, do, review](#) with the child at the centre of the process. A profile will be started for a child. It will include the parents' views, the child's views and views of the school. This will be a working document that will evolve with the child and over time.

### **3. A higher level of need**

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service
- Speech and Language Therapist (SALT)
- Behaviour Support
- Autism Outreach
- The support Service for Physical Impairment
- School Nurse or Specialist Paediatrician
- Child and Adolescent Mental Health

### **4. Application for GRIPs or an EHCP**

A small number of pupils, whose needs are complex and long term may require a greater level of support than that provided at SEN support from the schools own resources. For these pupils a request will be made to the Local Authority to conduct an assessment of educational, health and care needs. This may result in an ECHP. These replace what was formerly known as Statements of Special Educational Needs. Children who currently have statements will continue to maintain this until such time as the transition is made to an ECHP.

Where a pupil's needs are not as evidently complex for an ECHP and are more specific and not necessarily long term, then an application for GRIPs can be made.

## **Criteria for Exiting the SEND Register**

If it is felt that a pupil is making progress, which is viewed as being sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. In instances where it is agreed by all parties to take a pupil off the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings, and also by the SENCO on a termly basis.

## **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. In addition to the Governing Board the school's Head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

### **SEN Co-ordinator (SENCO): Sarah Cafferky**

- Overseeing the day to day operation of the SEN policy
- Coordinating provision for children with SEN
- Advising on graduated approach to providing SEN support
- Monitoring quality of experience for pupils with SEND, including SEN Support plans, differentiation and other intervention strategies
- Advising on use of schools delegated budget/other resources to meet children's needs effectively
- Liaising with parents of pupils with SEN, teachers and teaching assistants
- Liaising with early years providers, EP's, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure all parties are informed and a smooth transition is secured
- Working with the head teacher and school governors ensuring that the school meets its responsibilities under the Equality Act 2010 re reasonable adjustments and access arrangements.
- Ensuring records of all children with SEN are up to date
- Liaising with the Governing Body and head to ensure the smooth running of the admissions process for children with EHCPs including the SEN report for each full Governing Body meeting
- Submitting a SENCO report to each full Governing Body. To keep them fully informed of SEND issues.

### **The Teaching Staff**

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

All teachers have a responsibility within the SEN Policy:

- To provide high quality differentiated classroom teaching
- To ensure that all pupils with SEND make progress
- To work closely with Teaching Assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching
- To be fully aware of procedures for identifying, assessing and making provision for pupils with SEN

- Meet with parents of children on SEN support when compiling the SEN support plan

### **The Role of Teaching Assistants**

All Teaching Assistants should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should use the school's procedure for giving feedback to teachers about pupils' progress. Teaching Assistants work as part of a team with the SENCO and class teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in monitoring progress.

- Ensuring the day to day provision is in place for the pupils they support
- Implementing the agreed strategies and programmes, and advice from specialists
- Record keeping
- Maintaining specialist equipment
- Regular communication with the class teacher, parents and SENCO

### **Governing Body**

The Governing Body, through the SEND Governor, liaises closely with the SENCO and the Head. The Governing Body must:

- Ensure that children with SEND take part in school activities together with those who do not
- Publish the SEND information report on the schools website and ensure that it is reviewed annually
- Use best endeavours have been used to ensure that necessary provision is made for any individual who has SEND
- Co-operate with their Local Authority in the Local Offer
- Handle any complaints made by parents in line with the Local Authority procedure

### **The SEN Governor**

- Will meet with the SENCO twice a year and report back to the governing body
- The SEN Governor will ensure that the SENCO is carrying out their duties as stated in the SEN policy

### **Resources and Premises**

There will be regular updating of equipment in consultation with professionals e.g. physiotherapists to ensure that the children's individual needs are met. Every attempt will be made to ensure that:

Internal areas of the school premises are:

- Organised to reflect a knowledge of child development and, primarily, the needs and interests of the child
- Organised to provide a full range of experiences
- Organised to allow for the withdrawal of children for individual or small group work relating to Support plans or intervention programmes
- Organised to allow for the withdrawal of children for medical reasons or for children who are upset or distracted by the classroom environment

External areas of the school premises are:

- Safe, secure (possibly enclosed)
- Easily managed and supervised from a staff point of view

- Organised for adaptability with areas to stimulate a variety of opportunities for different types of play situations

All aspects of the Health and Safety Policy will be implemented.

### **Special Facilities**

The school has an Accessibility plan which sets out the school's current provision and the priorities to be addressed over the course of the next three years. Please read this documents for full details of our facilities.

The progress of the Accessibility plan is considered annually.

### **Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored in a locked cabinet. SEND records will be passed on to a child's next setting when he or she leaves.

### **Transition Arrangements**

When children leave our school the SENCO/ class teacher and/or Head Teacher liaise with schools and pass on information about pupils with SEND before their transfer to that school. The SENCO from the relevant school is invited to attend the Annual Review meeting for pupils with an Education Health Care Plan.

### **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 may also have special educational needs and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, and in these instances the SEND Code of Practice (2014) is followed.

### **Funding**

Resources will be allocated according to a priority of needs as agreed by the head teacher, the SEN co-ordinator and the class teachers involved.

### **In-Service training in relation to SEN**

Appropriate in-service training will be made available to teaching and non- teaching staff.

### **Complaints Procedure**

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint, the following procedure should be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENCO.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head teacher. If necessary, parents may complain to the Governors in writing. The complaints procedure is on the school website.

3. If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.

Adopted by the governing board of Buxton Infant School on **01<sup>st</sup> February 2018**