

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 17th March 2022

It will be reviewed March 2023

Signed:

Date:

Special Educational Needs Policy

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Buxton Infant School we strive to ensure the inclusion of every child, responding to their individual needs. Our school community fosters a holistic care for each pupil which enables staff to use their unique knowledge of each pupil to work towards removing any barriers to learning.

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. This does not mean we treat all learners in the same way, but that we will respond to learners in way which take account of their varied life experiences and needs. We respect the unique contribution which every individual can make to our 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 and identify children as early as possible who are not making appropriate progress in the four broad areas specified in the SEND 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 SEND co-ordinator, both within school and between school and parents, governors and outside agencies

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.

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)
- Safeguarding policy
- 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
- Section 69(2) of the Children's and Families Act 2014

Definitions of SEND and Disability (SEND)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special education provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

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.

Responsibility for the Coordination of SEND Provision

Provision for pupils with SEND is a matter for the school as a whole. The Board of Governors, 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.

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 **Laura Bowers**

SEN Co-ordinator (SENCO): Sarah Cafferky will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- 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 SEND 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 SEND 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 SENCO will: map the provision for each year group and the impact of the provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and progress against age related expectations
- Attendance at termly year group SEND moderation meetings
- Intervention baseline and exit data
- Progress against individual targets and SEND plans

The SEND Governor Laura Bowers will:

- Help raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Ensure that the SENCO is carrying out their duties as stated in the SEND policy
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within school
- Have overall responsibility for the provision and progress of learners with SEND and/or disability

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 SEND Policy to:

- 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 SEND
- Meet with parents of children on SEND support when compiling the SEND 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.

Teaching assistants will:

- 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 school's 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

Role and Rights of parents

We encourage parents to:

- Work closely with the school in order to develop a partnership that will support children identified as SEND
- To take part in the reviews of SEND plans
- Attend annual reviews for children with an EHCP or GRIP

Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting with pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Assessing and reviewing pupil's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our 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.

Interventions that may be used include:

- Target reading
- Specific literacy interventions such as Action Words/Whole word learning
- NELI language catch up program
- Specific numeracy interventions
- Nurture Group, Positive Play, T days or Structured play
- Developmental Coordination programmes

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 SEND 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 EHCP.

Where a pupil's needs are not as evidently complex for an EHCP and are more specific and not necessarily long term, then an application for GRIPs can be made. GRIP stands for Graduated Response For Individual Pupils.

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.

Support for pupils moving schools

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 or GRIP

Where possible we will ensure that a pupil with SEND who is moving schools has a tailor made transition programme in place so that they have time to get to know the geography of the new school, staff that may be supporting them and what the routines are.

Adaptions to the curriculum and learning environment.

We make the following adaptions to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
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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

- The school classrooms are autistic, visual and hearing impaired friendly

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 schools Health and Safety Policy and accessibility plan will be implemented. The progress of the Accessibility plan is reviewed every three years.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each cycle of assess-plan-do-review
- Using parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP or GRIP plans

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.

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. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website.

Funding

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

In-Service training in relation to SEND

Appropriate in-service training will be made available to teaching and non-teaching staff often during INSET days to address specific training needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all teachers and often teaching assistant attend weekly CPD meetings.

The schools SENCO regularly attends local SENCO cluster meetings in order to keep up to date with local and national updates and to participate in training and to share good practice.

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 17th March 2022.

[A Graduated Approach to SEND Support](#)

Differentiated class work or target work

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