

Greasby Infant School



SEND POLICY

Mission Statement

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential, and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

Definition of Special Educational Needs and Disability (SEND)

The definition of Special Educational Needs (SEN) is defined in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014' as –

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools. For children ages two or more, special educational 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 by maintained schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The Four Categories

The 'Special educational needs and disability code of practice: 0 to 25 years' describe four categories of special needs which are:

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

Greasby Infant School endeavours to support the development and progression of children who fall into these categories of need and will seek advice and work in collaboration with other agencies where necessary, in order to ensure the most suitable special educational provision is implemented.

Our Aims

In accordance with the school's philosophy and with the guidance of legislation, the school aims to:

- Build partnerships between home and school and ensure pupils and their parents/carers are treated with respect and have their views taken into account
- Ensure SEND is a whole school responsibility requiring a whole school approach
- Promote the early identification of children with SEND
- Maintain the individuality of each child.
- Help children with SEND to fulfil their potential and make the best possible progress
- Promote awareness amongst all staff of the range of SEND which children may experience
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively
- Develop and fund resources and appropriate support for SEND children
- Regularly assess and monitor pupil's progress to allow the relevant support and provision to be provided
- Maintain a Register of SEND pupils and review the SEND provision
- Promote an atmosphere of inclusion and respect for all members of the school community
- To have a school Accessibility Plan in place

Educational Inclusion

Greasby Infant School is committed to being a fully inclusive school. The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with SEND.

The ethos of our school is to value all members of the school community equally. We want all our children to feel that they are valued and capable.

At Greasby Infants we endeavour to remove all barriers to learning so that our children are able to access a fulfilling and exciting education and can reach their full potential.

Organisation of SEND - The graduated approach

School follows the graduated approach and the four-part cycle of 'assess, plan, do, review' as outlined in the SEND Code of Practice:

Assess:

The class teacher, working with the SENCO, will discuss the child's needs and will create a baseline assessment by which progress will be measured. The teacher will listen to the views and experience of parents/carers as well as the views of the pupil. In some cases, school may draw on assessments and guidance from other education professionals, for example Educational Psychologists (EP's), Speech and language therapists, the Special Education Needs Assessment Team (SENAAT) etc.

Plan:

Where SEND Support is required, an Individual Pupil Profile will be drawn up. This is a plan of additional support which will outline what progress teachers and parents hope will be made (outcomes), and by what date (deadlines).

Do:

The class teacher is responsible for the implementation of the plan. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

Review:

The impact of the plan will be reviewed each term by the teacher. This will inform the planning of next steps.

Education, Health and Care Plans

Where, despite the school having taken relevant action to meet the special educational needs of the child, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care Needs Assessment. The school would submit a range of written evidence to the local authority who would then make a decision as to whether an Education Health Care Plan (EHCP) is appropriate for the child.

An Education, Health and Care plan (EHCP) can be provided when the local authority considers the pupil to require provision beyond what the school can offer. An EHCP will:

- Include details of learning objectives for the child
- Be established through parental/pupil consultation
- Be implemented in class by the class teacher with additional support when necessary
- Be reviewed annually

Meeting the Needs of pupils with SEND

The school will follow the 'Special educational needs and disability code of practice: 0 to 25 years', other relevant Government legislation and guidance and the LEA Handbook. All relevant paperwork will be maintained by the class teachers, supported by the SENCO.

This paperwork will be kept to serve the following purposes:

- To keep record of all the pupils with SEND.
- To provide an aide-memoir so that all essential information is available to relevant staff and all children with SEND are regularly reviewed.
- To share information with other agencies, which provide services for those children.
- Records may also contain descriptions of the child's difficulty, reports, assessment data and reports from outside agencies.
- To outline the provision given to those children who have a special educational need and/or disability

Roles and responsibilities

The Role of the Headteacher

- Work with the SENCO and SEND governor to manage the development of the SEND policy and provision in the school
- Manage the funding of SEND support and resources
- Have overall responsibility for the provision and progress of pupils with SEND

The Role of the SENCO

- Have day-to-day responsibility for the operation of the SEND policy
- Act as a focal point for all school staff, for enquiries about SEND issues.
- Promote awareness amongst staff so that they recognise and prepare appropriate provision for all children with SEND
- Advise on the graduated approach to providing SEND support
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to help ensure pupils with SEND receive effective support
- Maintain the SEND Register of all the children in the school with special educational needs and/or disabilities
- Oversee the records of all pupils with SEND and maintain an effective programme of review
- Liaise with parents/carers and external agencies regularly to provide information on pupils' needs, provision and outcomes
- Ensure consistent standards of SEND assessment and provision are maintained throughout the school.
- Prepare regular reports for Governors and the Headteacher on policy and procedures
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision

The Role of the Teacher

- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND
- Implement inclusive high quality teaching in their classroom
- Effectively direct support staff in providing targeted intervention/support in order to maximise progress
- Raise any concerns about a child's progress/well-being with the parents/carers and SENCO.
- Write termly Individual Pupil Profiles for SEND pupils and complete any other necessary paperwork as requested by the SENCO
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Attend review meetings where necessary

The Role of the Teaching Assistant

- Carry out his/her role effectively as directed by the class teacher.
- Support children through targeted interventions including but not limited to; Socially Speaking, Time To Talk, Read, Write Inc phonics/reading intervention, maths intervention, Lego Therapy, precision teaching
- Prepare resources necessary to ensure that effective teaching/learning can take place.
- Support the class teacher to enable effective assessments to take place.
- Attend review meetings where necessary.

The Role of the Governing Body

- Ensure that any pupil with SEND will have appropriate provision in place for them
- Review the SEND policy annually
- Appoint one Governor to have responsibility for SEND who will meet with the SENCO regularly.
- Oversee the funding and allocation of SEND resources.

External Support

The school liaises with a wide variety of external agencies that provide us with advice and support for our children with SEND including, but not limited to;

- The Educational Psychology Service
- Occupational Health
- Paediatrics
- Speech Therapy
- CAHMS
- Physiotherapy
- School Nurse
- Staff from specialist schools

Transition between Key Stages/Schools

Prior to the transfer of the Year 2 children to the Junior School, the SENCO's of both schools will meet to discuss the pupils with SEND. All necessary information is exchanged. Junior staff are invited to the Year 2 Annual Review meeting of children with a EHCP.

If a child with SEND leaves to attend another school, SEND information will be forwarded along with normal transfer information.

Success Criteria

The success of the SEND Policy will be judged against the aims set out within it. The policy will be reviewed regularly and the Headteacher's Report to Governors will outline the implementation of the policy.

The success of supporting children with SEND can be evaluated through

- The quality of teaching and learning in the classroom
- Standards of attainment achieved by the children
- Attendance figures
- The attitudes of pupils and parents (feedback from surveys/questionnaires)

Data Protection/Confidentiality

All staff that have access to sensitive and confidential information about a child and must comply with the guidance set out in the Data Protection Act (1998). All staff must ensure that data is:

- fairly and lawfully processed
- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- not kept longer than necessary
- processed in accordance with the data subject's rights
- secure
- not transferred to other countries without adequate protection.

Equal Opportunities

The school operates an equal opportunity policy in all matters, details of which can be found in the Equal Opportunities Policy and other relevant documentation.

Health and Safety

Greasby Infant School follows Wirral Local Authority Health & Safety guidelines and documents which can be found in the Headteacher's office.

Each year group assesses the risks involved with all activities. Risk assessments are written and can be found in year group planning files. A copy is also kept by the Headteacher and can be found in the Risk Assessment File.

L. Pollitt
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