



The Southwater Infant Academy



Special Educational Needs & Disabilities Policy

Author: Pippa Hooijberg

Ratified: October 2023

**Next
Review Date:** October 2024

Aims of this SEND policy

The aims of our Special Educational Need and Disability (SEND) policy and practice in this academy are...

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the academy alongside children who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for children for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and children’s views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet child need, through well-targeted continuing professional development.
- To support children with medical conditions to achieve full inclusion in all academy activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Special Educational Needs and Disabilities (SEND)

At our academy we use the definition for SEN and for disability from the SEND Code of Practice (2014). 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 educational 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Roles and Responsibilities

In providing for children's Special Educational & Disability Needs, the Headteacher, Class Teachers, SENDCo and parents have particular responsibilities.

The Headteacher will...

- Ensure the SEND Policy is implemented.
- Provide facilities for In-service training and Continued Professional Development (CPD) for staff.
- Ensure the Code of Practice (2015) procedures are properly followed.
- Ensure the Inclusion Manager and Governors are informed of current issues and provisions.

The Class Teacher(s) will...

- Identify children according to established criteria. Providing the SENDCo with details of concerns.
- Discuss concerns with the SENDCo and Head teacher as appropriate.
- Inform parents of concern.
- Implement suitable programme to ensure progress.
- Complete necessary paperwork within the given timeframes liaising with the SENDCo and distributing copies as specified. (e.g. ILPs, Provision Maps, Meeting Logs, Intervention assessments)
- Liaise with additional supporting adults for the child (e.g. Their Learning Support Assistant, Teaching Assistant, SENDCo or outside agencies).
- Review provision with parents and other involved people at regular intervals.
- Support parents by giving practical advice of how to support at home.
- Support the transition of the child to a new class or setting when appropriate (usually at the end of an academic year).
- Use 'Provision Map' as a means of storing, retrieving and monitoring data related to children with SEND

The SENDCo will...

- Take responsibility for the day-to-day operation of the academy's SEND policy.
- Liaise with and advise fellow teachers.
- Co-ordinate provision for children with SEND.
- Maintain the academy's SEN register.
- Liaise with parents, supporting them with their concerns.
- Oversee the records on all children with Special Educational & Disability Needs.
- Contribute to the In-service training and CPD of staff.
- Liaise with external agencies.
- Manage SEND monitoring.
- Support teachers to provide Individual Learning Plans (ILPs) or Individual Behaviour Plans (IBPs) for children needing SEN support.
- Ensure all ILPs and Interventions are followed
- Provide reports to external agencies as necessary.

- Attend liaison meetings and reviews with parents as necessary.
- Ensure all children on the SEN register make good progress within the realms of their SEND.
- Support the class teacher and/or LSA to produce Pupil Passports for children in receipt of SEN Support.
- Use 'Provision Map' as a means of storing, retrieving, monitoring and analysing data related to children with SEND

Learning Support Assistants will...

- Assist children with their learning and support teachers in the implementation of ILPs.
- Deliver interventions with support from the class teacher, to support children in achieving their individual targets
- Write reports on children's development and progress to share with teachers and the SENDCo
- Measure and analyse progress of interventions they run to support children with SEND.
- Use 'Provision Map' as a means of storing and retrieving data related to children with SEND

Parents will...

- Liaise with the Academy to ensure the best possible outcomes for their child.
- Support the work of the Academy.
- Inform the Academy of any home circumstances which may affect their child's learning or wellbeing whilst at the Academy.
- Parents of children with an EHC Plan will be involved in how the personal budget will be spent if a personal budget is allocated. Regular SEN funding and top-up allocation will be used to enable the academy to ensure additional support can be put into place

The Academy board of Trustees...

The Academy board of Trustees in co-operation with the Head teacher determine the academy's policy and approach to provision for SEND establishing the appropriate staffing and funding arrangements. The named SEND Trustees, Clare Quinlisk and Kath Yardley Turpin, will maintain an oversight, monitor identification and effectiveness through regular liaison with the SENDCo.

The academy's policy supports children with any additional needs, ensuring high standards for all. The importance given to this in the overall strategic management of the academy is reflected in the high profile given to Special Educational Needs and Disabilities in the Academy Improvement and Evaluation Document (AEID), budget allocation and the evaluation and CPD.

Provision for children with SEND

At the Southwater Infant Academy we will use our best endeavours, in partnership with parents and where suitable outside agencies to make the provision required to meet the needs of all children with SEND at the academy.

Provision for children with an EHCP

For children with an EHCP, parents have the right to request a particular school or academy and the local authority must comply with that preference and name the academy or school in the EHC plan unless:

- a) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person,

or:

- b) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our academy in a child's EHCP, the local authority will send the academy Board of Trustees a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the academy where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

SEN Support

We know children may need additional support when...

- Concerns are raised by parents/carers, external agencies, teachers, the SENDCo, Head teacher or the child's previous school or pre-school/nursery, regarding a child's level of progress or inclusion.
- Assessment information from teachers, outside agencies or medical professionals may have identified a particular area of concern.
- Whole academy tracking highlights less than expected progress or attainment without good reason.
- Adjustments in provision has been made for them, but despite these, they have made less-than-expected progress.
- New information comes to light about their needs (for example, a medical diagnosis); which, subsequently, may mean that school has a clearer pathway of how to support them.
- Observation of the child indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (2015 Code of Practice: 0 to 25 Years, p.97 6.27).

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (2015 Code of Practice: 0 to 25 Years, p.97 6.28)

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (2015 Code of Practice: 0 to 25 Years, p.97 6.30).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (2015 Code of Practice: 0 to 25 Years, p.98 6.31).

3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (2015 Code of Practice: 0 to 25 Years, p.98 6.32).

4. Sensory/physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

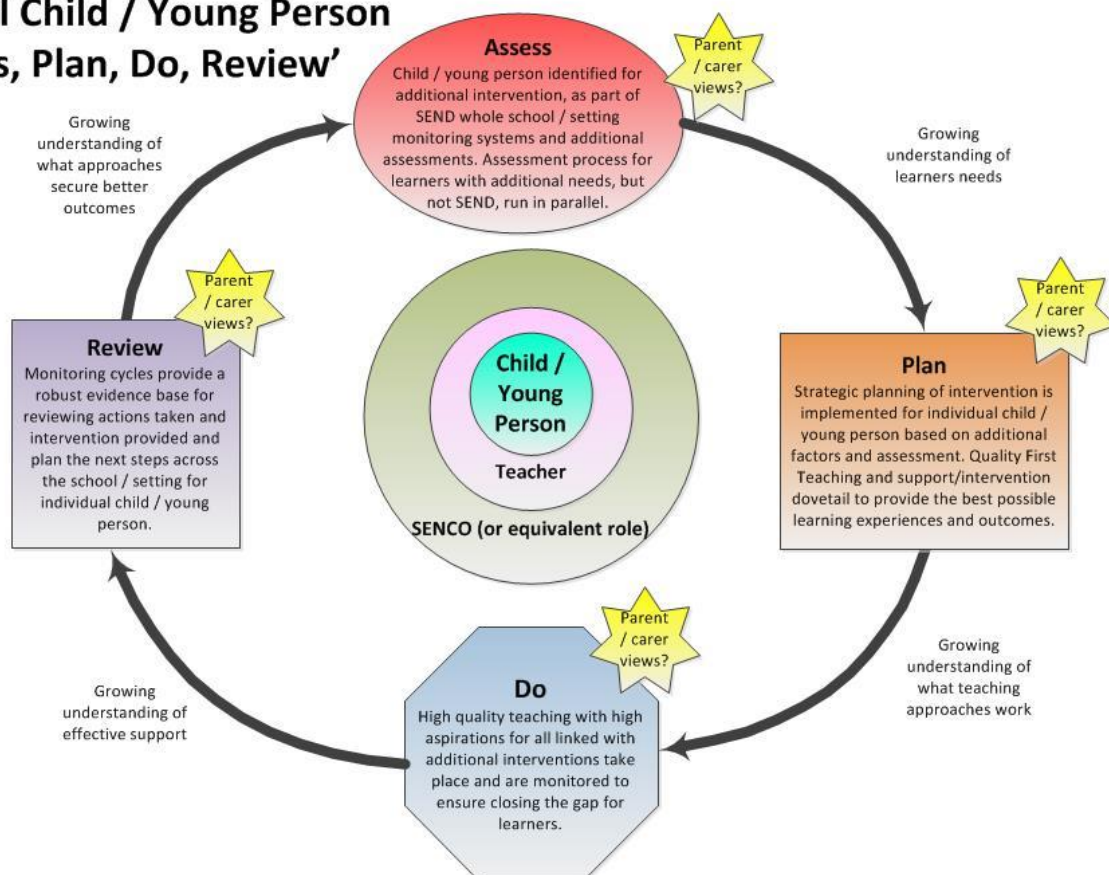
learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (2015 Code of Practice: 0 to 25 Years, p.98 6.34).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (2015 Code of Practice: 0 to 25 Years, p.98 6.35).

Quality First Teaching and all SEND provision.

- All children will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced and increase their access to the taught curriculum.
- The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:
 1. Classroom observation and 'drop-ins' by the senior leadership team, the SENDCo and external verifiers.
 2. Ongoing assessment of progress made by children with SEND.
 3. Work sampling and scrutiny of planning to ensure effective matching of work to child need.
 4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of children with SEND.
 5. Attendance and behaviour records.
- All children have personalised next steps set in line with national outcomes to ensure ambition. Parents are informed of these at Parents' Evenings, bi-annual reviews and in the End of Year Report. Children with EHCPs have termly reviews.
- Children's progress and attainment are tracked using the whole academy tracking system (Insight) and those who do not make expected levels of progress are identified very quickly.
- These children are then discussed in termly pupil progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded.
- Where it is decided, during this early discussion, that special educational provision is required to support increased rates, parents will be informed that the academy considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model as follows (overleaf)...

Individual Child / Young Person 'Assess, Plan, Do, Review'



1. Assess: Data on the child held by the academy will be collated by the class teacher and SENDCo in order to make an accurate assessment of the child's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo. This information will be recorded in an Individual Learning Plan (ILP) or an Individual Behaviour Plan (IBP).

3. Do: SEN support will be recorded on the ILP or IBP that will identify a clear set of expected outcomes, which will include challenging targets that take into account parents' aspirations for their child. Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review: Progress towards these outcomes will be tracked and reviewed with the parents and the child. This will happen on a bi-annual basis for pupils on SEN Support, and a termly basis for pupils with EHCPs. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice (where appropriate) will be sought from external agencies regarding strategies to best

meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to...

1. Specialists in other schools e.g. teaching schools, special schools.
2. Educational Psychology Service
3. School Nursing Team
4. Autism and Social Communication Team (ASCT)
5. Learning Behaviour Advisory Team (LBAT)
6. Speech and Language Therapy Service
7. The Child Development Centre (CDC)
8. The Early Help Team
9. Sensory Support Team
10. Occupational Therapy

- The academy will involve external agencies as appropriate including health and children's services, community and voluntary organisations for advice on meeting the needs of children with SEND and in further supporting their families.
- For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the academy's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Cause for Concern

- If parents have concerns relating to their child's learning they are encouraged to discuss these with their child's teacher. This then may result in a referral to the academy SENDCo (Mrs Pippa Hooijberg). The SENDCo can also be contacted via the academy office.
- Parents may also contact the SENDCo or the Head teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is offered by the academy.
- If a teacher or LSA is concerned about the progress of a child they will share these concerns with the SENDCo and/or Head teacher. The class teacher will then share these concerns with the child's parents outlining strategies for support.
- A 'Cause for concern' form will be completed detailing the strategies that will be used to accelerate progress and this child will be added to a monitoring list to ensure that their progress is carefully tracked and monitored.
- These steps are the first steps in determining whether a child has SEN. Parents will be informed if the child is being monitored for SEN and early provision is being made for them.

Joining the SEN register

The school has a legal duty to keep a record of the children who are receiving support that is additional to and different from that normally available to peers of the same age. This is called the SEN register. Their support will be detailed on an 'Individual Learning Plan', 'Individual Behaviour Plan', or a plan provided by an external agency. Parents will be notified if their child is being placed on the SEN register.

Criteria for exiting the SEN register.

The SEN register is a fluid document. Children move on and off the SEN register as needed. The aim is for children to receive support to enable them to close the gap in achievement between themselves and their peers. At this point they no longer need to be on the SEN register. This is then discussed at the child's review meeting and, if all are in agreement, the child will move off the SEN register. Frequently the child will move to the 'monitoring' (cause for concern) record and their progress is kept in check and additional support is documented accordingly. Sometimes a child will move off and then back on to the SEN register.

The Curriculum for children with SEND

Teachers plan using the Early Years Foundations Stage Framework and the Primary Curriculum 2014. They take into account children's achievement levels, differentiating tasks to ensure progress for every child in the classroom. When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists. In addition, if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents. This will be monitored and reviewed by the class teacher and the SENDCo.

Partnership with Parents

The Academy will...

- Recognise the personal and emotional investments of parents and be aware of their feelings.
- Focus on the child's strengths as well as areas of additional need.
- Ensure that parents understand procedures, are offered support and are given copies of all documents shared in meetings.
- Respect the differing needs parents themselves may have e.g. a disability or communication barriers
- Recognise the need for flexibility in timing and structure of meetings.

Support is available to parents to guide them through the academy and LA local offer
<https://westsussex.local-offer.org>

Reporting to Parents...

Parents of pupils with SEN will meet with their teachers at least three times a year to discuss their child's progress and/or plan next steps for their support. Initial meetings to discuss proposed plans are held in the first half of the autumn term. Attainment towards the identified outcomes will be shared with parents at the review meetings. This will be in February and July for parents of children on SEN Support, and will be on a termly basis for

parents of children with EHCPs. These meetings are to share feedback regarding the child's progress towards the targets set on their Individual Learning Plan (ILP), Individual Behaviour Plan (IBP) or a plan from an external agency.

Further to this, as per typical home-school communication practice, weekly feedback and informal updates will also be provided through the academy online learning journal (Tapestry), open afternoons and Parents' Evenings in the Autumn and Spring Terms. Parents may also find the home-academy diary a useful tool to use to communicate with academy staff on a more regular basis. If required, a home-school communication book may be set up to facilitate communication.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. The class teacher or SENDCo may also suggest additional ways of supporting children's learning. The academy organises some parent workshops during the year. These are advertised in the academy newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

Supporting the Well-being and Self-Esteem of children with SEND

The academy offers a wide variety of pastoral support for children including...

- An evaluated RSE curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group interventions aimed at supporting children's well-being are delivered to targeted children and groups. These are identified on the SENDCo's provision map and aim to support improved interaction skills, emotional resilience and well-being.
- Where possible, children are provided with support within class to develop their social interaction skills.
- We have a fully trained ELSA who works with children across the academy to develop their emotional literacy. This may be done on a 1:1 basis or in small groups
- We have a Family Support Worker (FSW), Tina Maxey. She works independently, however, is employed by the academy one day per week to support the link between home and school, supporting parenting and working with a holistic view of the whole team around the family.
- We have two Thrive Practitioners, who work with children across the academy using the Thrive Approach.
- In extreme circumstances, children may need a more therapeutic approach. The academy employs a play therapist, once a week, to support a very small number of children, offering 1:1 therapy sessions.
- Occasionally, a child may require a Pastoral Support Plan (PSP) to facilitate home and school partnership working and to enable them to achieve small steps targets.
- The Academy has gained Healthy School status which evidences the work undertaken within the academy to support children's well-being and mental health.

- Please see the Academy's Relational Policy for further details of pastoral approaches.

Children with medical needs (Statutory duty under the Children and Families Act)

- Children with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the office manager (who is the main first aider), healthcare professionals and parents.
- In complex cases, support may be sort from the school nursing team.
- Staff who administer and supervise medications, will complete formal training and be verified by the office manager as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting children at School with medical conditions (DfE) 2014 and identified in the academy Managing Medicines Policies.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the academy or council has discriminated against your disabled child.

Monitoring and Evaluation of SEND

At The Southwater Infant Academy we regularly and carefully monitor and evaluate the quality of provision we offer all children. This is done in a variety of ways including regular audits, sampling of parent views, pupils views, and staff views. The trustees support us in ensuring that we offer the best possible provision for all our pupils. We conduct assessments for all children in Reading, Writing, Phonics/Spelling and Maths on a termly basis. In addition, children with SEND may be assessed using a variety of diagnostic tests e.g. The Sandwell Early Numeracy Test, a Nessy Dyslexia Screening Test or the Salford Reading Test. We may also use the Boxall Profile to investigate aspects of social and emotional development. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The views of parents and pupils are heard and recorded at review meetings either on a termly basis for pupils with EHCPs or a bi-annual basis for pupils on SEN Support.

Storing and Managing Information

The Academy uses Insight to monitor the progress and development of all pupils. In addition to this we use 'Provision Map' by EduKey to store all information regarding our children with SEND. This includes ILPs, IBPs, Pupil Passports, Reports from external agencies, provision maps and meeting logs from meetings with both the parents and professionals. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. In addition to this, a paper copy is kept and individual SEND files are locked in a cabinet in the SENDCo's office. Individual SEND files are sent on to the child's junior schools at the end of Year 2.

Complaints

The academy aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any concerns should be brought to the attention of the class teacher and/or SENDCo and Headteacher. All complaints are taken seriously and solutions sought but if the problem is not resolved satisfactorily, the complaint will be heard through the academy's complaints policy and procedure. The Complaints Procedure is on the website: <http://www.southwaterinfantacademy.co.uk/page/?title=Policies&pid=8>