



**WOOD END
INFANT SCHOOL**

Statutory Policy

SEND Policy

Policy to be signed off by the Full Governing Board	
Policy last reviewed by the Full Governing Board	11/02/2019
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Matt Jeatt
Chair of Governors
11/02/2019

SEND Policy

UNICEF Article 6 – Every child has the right to life and to achieve their full potential.

UNICEF Article 23 - Every child with a disability has the right to live a full and independent life with dignity and to play an active part in the community.

UNICEF Article 1 - Every child has these rights no matter what.

UNICEF Article 28 - Every child has the right to learn and to go to school.

UNICEF Article 3 - Every child's best interest must be at the heart of everything that affects them.

Our vision

For every child to be the very best that they can be.

Compliance

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice 2014 for children with Special Educational Needs.

It has been written with reference to the following guidance and documents:

- SEND Code of Practice (0 – 25) June 2014 Code of Practice
- Equality act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Supporting Pupils at school with Medical Conditions (April 2014)

This policy links with the following policies

- Child Protection policy
- Behaviour policy
- Equalities and Accessibility policy
- Ealing's Local Offer
- Admissions policy

Aims of the Special Educational Needs and Disability (SEND) policy

- To enable all children to achieve their full potential.
- To provide equality of educational opportunity.
- To raise aspirations and expectations for all pupils with SEND.
- To help pupils develop their personalities, skills and abilities.
- To provide appropriate teaching that makes learning challenging, accessible and enjoyable.

Inclusion Team

The teaching and learning of all our children is a whole school responsibility. The Inclusion team works with pupils, staff and families to coordinate different types of support, to liaise with outside agencies and to provide specialist advice and interventions.

The Inclusion Team consists of:
Lucy Morton - Inclusion Leader
Gwendolyn Rowlands – Place2Be lead
Sue Goh – SEN Ta
Ann Kilker – SEN Ta
Jackie Pusey - Attendance Officer

The SEND governor pair for the school is Beth Parker and Matthew Jeatt
The AHT/Inclusion leader meets with them on a termly basis.

Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

(a) Have a significantly greater difficulty in learning than the majority of the children of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The four key areas of Special Educational Needs as stated in the Code of Practice 2014 are:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

From 2009 it became law for every new SEND Coordinator (SENDCo) in a mainstream school to gain the masters level National Award for SEND Coordination. Our Inclusion leader (Lucy Morton) has successfully achieved this award.

We are committed to keep up to date with current legislation and regularly train our staff in all areas of SEND so that we can meet the needs of all pupils.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against children with difficulties or disabilities and we will take all reasonable steps to provide effective educational provision (see Admissions Policy).

If a child has a EHCP of special educational needs maintained by the LA, that LA is responsible for arranging the special educational provision.

SEND Provision

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 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.

If a child is considered to have a Special Educational Need, we will always require agreement from their parents/carers. Once agreed, we will make reasonable adjustments to teaching so that the child will be able to fully access the curriculum.

This will be achieved by:-

- Carefully adapting teaching and learning to a child's specific need. This may include making a change to the learning environment, personalising the curriculum for the child and/or using an increasing range of ICT resources to provide greater access to the curriculum. We are flexible in our approach, aiming at all times to give our children the opportunity to demonstrate their full potential.
- Placing children on the SEND register.
- Creating SMART targets for children to work towards to achieve their for EHCP outcome are presented on a provision plan
- Completing and evaluating Learning Support plans on a half-termly basis. (Teacher Shared folder on server).
- Carrying out all SEND provision that has been agreed with parents/carers, Special Educational Needs Co-ordinator (AHT/Inclusion leader) and Headteacher.
- Informing the AHT/Inclusion leader of children who may require additional support
- Contacting external agencies when additional specialist support is necessary and following their advice.
- Involving the child in decision making about their special education provision in an age appropriate manner.
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

Partnership with Parents and Carers

Local authorities must ensure that children and their parents are involved in discussions and decisions about their individual support and about local provision. We ensure that our website provides all the relevant policies and links to Ealing's Local Offer.

We work closely with all our parents/carers to ensure that all children are happy and make good progress. Working in partnership with parents/carers of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through home/school link books, telephone calls, emails and quick informal chats at the beginning and/or end of the school day as and when needed.
- Have an open-door policy so that parents can make appointments to see the class teachers and Inclusion leader when they are concerned and would like a longer discussion.
- Provide an additional termly meeting with parents/carers to that a more thorough identification of a child's needs can take place and the desired outcomes, that we are all working towards can be decided upon. These meeting may take place with the class teacher and/or Inclusion leader.
- Include the progress a child with SEND has made towards their targets in their annual report.

- For any child with an EHC plan, and for some children with more complex SEND the school will work with parents/carers and children to draw up a “one-page profile” that describes a child’s needs and how they like to be supported, so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of any reports provided by outside professionals and a copy of the child’s Individual Provision Plan, which sets out their targets, strategies and interventions for the term.
- Hold an Annual Review for any child with an EHC plan.
- Signpost families to relevant agencies, services and activities outside of school to provide additional support or advice where needed.

Mapping Provision

If a child has identified SEND they will be set SMART targets for wave 2 by the SENDCo/Teacher/TA. These targets are then recorded on a Provision Map which plots progress over time. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targets will be worked with on a daily basis. Termly reviews of programmes and progress take place and are discussed between the parent/carer, child and class teacher. Progress is also discussed at the termly Pupil Progress Review meetings for children with an EHCP

The Provision map will document all types of interventions used to support children from Wave 1 to Wave 3:

Wave 1 - Differentiated quality first teaching. The child may be working below their peers and need short, targeted support.

Wave 2 – The child may be working a year below their peers and require targeted small group support delivered by teachers and/or teaching assistants responding to identified gaps in learning for specifically identified groups of children. Targets for the support are set and reviewed at Pupil Progress meetings and tracked on the year group provision map.

Wave 3 – The child may be working up to 2 years below their peers and progress over time may be slow, despite having specific interventions put in place. This support is highly individualised, usually one to one and informed by advice from external agencies and specialist teachers, e.g. the Speech and Language Therapy Service, Occupational Therapy, Primary Behaviour Service and Educational Psychologist. An Early Help assessment Plan (EHAP) may be considered if there are a number of agencies involved with the child/family. Most children who receive this type of support are recorded as SEND Support.

Children with EHC Plans receive predominantly Wave 3 support and additional 1:1 support which may be funded from the school budget. This can consist of specialised intervention programmes, Language and Communication programmes, Occupational therapy programmes, supervision at lunch and/or play times or support from Place2Be/Place2Talk on a regular basis.

Evaluation of provision

All pupils’ progress is evaluated at Pupil Progress meetings and at the end of every term. Progressive targets and additional support are put in place as deemed necessary. Children who continue to fail to make progress with this support, will be considered for referral to an outside agency so the school gains furthermore specialised advice leading to Wave 3 support.

Children who continue to fail to make progress with this support, will be considered for referral to additional outside agencies or as a last resort, application for Statutory Assessment – Ealing Request for Statutory Assessment (ERSA).

We regularly evaluate our practice and provision of SEND support through:

- Teacher observations
- Formal and informal meetings between teachers and SLT
- Scrutinising data and levels of progress made
- Book looks
- Staff appraisals
- Regular support and monitoring at subject level by our middle leadership team
- In-depth discussion and planning at senior leadership team level
- Classroom and environment learning walks

Education Health Care Plans

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make an assessment of educational and health needs and consider whether or not to issue an EHC Plan. If an EHC Plan is issued the Local Authority may consider the child to require specialist provision for their education. The parents' views will always be part of this decision-making process.

In-School Review – Additional Provision Meetings

Any pupils whose progress gives cause for concern will be discussed at the In-School Review. This is a termly meeting with outside agencies, normally the school's allocated Education Psychologist, who will discuss these children and appropriate ways forward will be suggested.

Assessment procedures for identifying SEND

To assist the school in identifying children with SEND and for monitoring their progress, there are a variety of assessment procedures in place. Progress is monitored regularly against individual targets and at Pupil Progress Review meetings. If a teacher feels a pupil gives cause for concern they will discuss this concern with the AHT/Inclusion leader and the child's parents/carers. These pupils are referred to as PRE-SEND this is in order to use a common language to discuss children who are causing us concern.

The AHT/Inclusion leader may use tests, other than the ones used at school for all pupils, to assess a specific need when it is felt necessary and can approach external agencies for help.

Provision

Class teachers have responsibility for all the children in their class and plan for specific provision and careful differentiation for those with SEND. Their classroom management ensures that resources such as people, time and materials, are used efficiently so that children with SEND can access the curriculum successfully.

Provision for some children will involve external agencies. This is coordinated through the Inclusion leader in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class, seeking advice and support from the Inclusion leader if needed.

When a child has an EHC Plan, the Inclusion leader works closely with all the professionals involved. EHC Plans are usually reviewed annually by all concerned, including the pupil, parents/carers and Inclusion leader

The Headteacher has overall responsibility for all the children in the school.

Inclusion leader Responsibilities

The Inclusion leader is responsible for co-ordinating the day-to-day provision of education for children with special educational needs. This involves:

- The day-to-day operation of SEND Policy
- Monitoring the movement of children within the SEND system in school
- Leading termly Pupil Progress and Provision Reviews (PPRs)
- Assessing in the identification and assessment of pupils with SEND
- Co-ordinating provision for children with special needs, including time-tabling support
- Allocating resources for children with SEND
- Maintaining the school database and overseeing record keeping for children with SEND
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers- including providing advice on pupils who are cause for concern
- Liaising with external agencies
- Organising In-School Reviews, EHC Plan monitoring and other multi agency meetings
- Maintaining records for SEND children and passing them on when pupils leave
- Reporting the progress of pupils with SEND to the Headteacher and Governors
- Gaining further knowledge and skills through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Headteacher and Governors
- Reviewing and updating the SEND policy in consultation with staff and Governors
- Provide support, advice and training for members of staff to ensure excellent quality first teaching as well as developing knowledge and understanding of specific learning needs.

Outside agencies

Wood End Infant School endeavours to work successfully with outside agencies and it is the role of the Inclusion leader to liaise with all the agencies and ensure that pupils receive the best service. We hold planning meetings, 'team around the child' meetings and training sessions with our colleagues. Their role is essential to the progress and well-being of our community, as is their support and expertise.

We refer children to outside agencies either through the GP, recommendation from the school's allocated Educational Psychologist, Local Authority procedures or using an Early Help Assessment Plan (EHAP). The EHAP is intended to provide an integrated support network where education, health, social services etc., can link up easily. Parents/carers play an active part in this process and for some of the support services they can self-refer.

There are a range of services and organisations that provide support for children and families and they offer advice which can make all the difference to children's progress and well-being. For more information on these please see Ealing's Local Offer <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>

Research has shown that children with SEND are more likely to experience abuse; therefore we monitor the child's learning, behaviour, physical presentation and emotional health in order to ensure that any concerns are noted and referred to the appropriate agency. This usually means a referral to Ealing's Children's Integrated Response Service (ECIRS); any referrals are made by Sharon Letch, Designated Safeguarding Lead, or in her absence Madhu Bhachu (HT).

As part of our provision we directly commission services from:

- Speech and language therapy
- Place2Be counselling service
- Educational Psychology service
- Primary Behaviour service

Pupils Transferring to a New School

Whenever a child moves to another school we always pass on school records to the new school. If a child has SEND we also:

- Pass on SEND records, including Learning Support plans, or EHC plans and "one page profiles" drawn up.
- Liaise with the SENDCo of the new school to clarify any information necessary.
- If needed we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHC plan. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition; drawing pictures/maps of the new school and/or making a Transition book.
- If possible we invite the new school to the last Annual review of a child with an EHC plan and then a transition plan can be set up at this meeting.

School Self-evaluation of policy and practice

The following analysis is completed routinely to monitor and evaluate our success in supporting pupils with SEND.

- **Pupil Progress and Provision reviews** - meetings tracking pupil progress occur at least termly led by the AHT/Inclusion leader and Deputy Head. These also involve sharing good practice and effective strategies.
- **Data analysis** –analysing progress of pupils with SEND and examining the impact of support.
- **Annual School Self Evaluation and School Development Planning Day** – the Senior leaders, staff and governors work together to review progress against the school development plan.

Role of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governors are kept informed and consider the overall provision and development for children with SEND. The Headteacher and Governors review SEND expenditure annually through the budget setting process. The AHT/Inclusion leader's report to the governing body includes a SEND Update.

There is an identified pair of Governors with the responsibility for overseeing the schools provision for pupils with special educational needs, they meet regularly with the Inclusion leader for an update as to the latest developments. The SEND Governors ensure that all

Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.

Possible areas of need.

Communication and Interaction

Attention and Listening.

- Appears to ignore you.
- Talk when should be listening.
- Can only concentrate on one thing.
- Do not appear to know what to do and can have difficulty following instructions.
- Are easily distracted.
- Fidgety.
- Require a high level of support to complete tasks.
- Can distract others.
- May be passive and quiet.
- Doesn't look at adult speaking.

Engagement.

- Have difficulties sharing toys and taking turns with peers.
- Find it difficult to follow the routine of and/or difficult to access activities
- Talk too much about themselves or their interests.
- Have difficulties talking about the topic being discussed and try to change the focus of the topic by introducing something that they are interested in.
- Ask repetitive questions, this may be because they are anxious or because they want some control over the conversation.
- Be able to initiate interaction with peers but struggle to make friends with others because their friends do not play by the child's perceived rules of the game.
- Always wanting to be first or to be chosen for activities and not understand that others also need to go first.

Understanding.

- Give poor eye contact.
- Not remember anything you say.
- Has fewer words than other children.
- Sometimes does not seem to hear or pay attention.
- Often does not make sense.
- Does not follow instructions.
- Can present with challenging behaviour.
- Enjoys hands on practical activities more than language based ones.
- Can be fidgety at story time but has more attention when doing something physical.
- Has difficulty repeating back what you have said.

Speaking.

- Uses single words
- Speaks in simple phrases
- Limited vocabulary
- Speech is repetitive
- Difficult to understand
- Giving incomplete, irrelevant or not response to questions
- Does not ask when doesn't understand
- Omits /leaves out words and word endings

Social, Emotional and Mental Health

- Withdrawn or isolated.
- Displaying challenging, disruptive or disturbing behaviours
- Self-harming
- Anxiety/depression – may be linked to learning
- Hyperactive
- Difficulty empathising
- Poor self-esteem
- Finding it hard to learn social rules
- Over emotional
- Anger
- Dis-organised – can be seen in inability to follow instructions to complete learning, or in gathering belongings at the end of the day, losing homework or reading books
- Non-compliant
- Lack of engagement/motivation
- Easily distracted, appears to day dream
- Work avoidant
- Be able to initiate interaction with peers but struggle to make friends with others because their friends do not play by the child's perceived rules of the game.

Cognition and Learning

- Poor working memory
- Segmenting and blending
- Encode/decode words
- Phonological awareness (recognising phonemes)
- Processing speed (can appear lazy)
- Unable to copy from the board
- Confusion of letters when writing e.g. b/d
- Auditory confusion – *do they appear to mishear?*
- Issues with tracking – following the line of writing
- Needing lots of reinforcement with new concepts
- Difficulties following instructions
- 'Forgetful'
- Poor concentration
- Unusual spellings for words
- Fails to recognise familiar words
- Difficulties with sequencing stories or events
- Unable to retell a familiar/known story
- Issues with the beginnings or ends of words
- Confusion with number order and/or symbols
- Difficulty with telling the time
- Unable to complete an activity independently
- Difficulties with rhyming words and/or syllables

Sensory and/or Physical

- Eyesight – can they see the board? Do they squint at writing?
- Hearing – do they look to others when you have given instructions?
- Confusion of letters
- Auditory confusion – *do they appear to mishear?*
- Poor muscle tone 'floppy'
- Incorrect and loose pencil grip
- Clumsy – often falling over or bumping into things
- Difficulties with laces, buttons etc
- Needing to fidget or touch things
- Easily frustrated
- Hypersensitive to sight sound, smells
- Poor working memory

Ideas to support pupils with Attention/Concentration difficulties within a class setting:

1. Seat the pupil near the teacher but include him/her as part of the whole class
2. Place the child up front with his/her back to the rest of the class, keeping others out of view
3. Allow him/her to use objects to manipulate when sitting (fidget toys) – aids concentration
4. Surround the child with good role models, preferably those seen as significant others
5. Encourage peer tutoring and cooperative learning
6. Avoid distracting stimuli. Try not to place the child near heaters, doors or windows or other potential distractions. High levels of background noise can also be a problem
7. Try to avoid changes in schedules, physical relocation or unnecessary transitions. Children with ADHD may not respond well to change or unplanned activities, so monitor them closely on extra-curricular activities such as educational outings
8. Be creative. Produce a reduced-stimuli area or workstation for learners to access
9. Maintain eye contact with him/her during verbal instruction
10. Make directions clear and concise and be consistent with daily instructions
11. Make sure s/he understands instructions and what is expected before beginning a task
12. Help him/her to feel comfortable with seeking assistance
13. Encourage pupil independence, becoming less reliant on the teacher
14. Ensure that a communication diary is set up between the parent and teacher
15. Give one task at a time, monitoring frequently and modify tasks as necessary
16. Develop an individualised learning programme for specific subjects
17. If the pupil is easily distracted by noise, use ear defenders to minimise triggers
18. Break work tasks down into manageable chunks
19. Encourage controlled movement during class time
20. Incorporate 'take ten' and relaxation techniques into your timetable
21. Provide sensory stimulus e.g. weighted blankets, OT ball, exercise drills
22. Make appropriate use of computerised programmes and resources for specific learning objectives

23. Make sure you test knowledge, not attention span; don't penalise your pupils with these difficulties
24. Pause and create suspense by looking around before asking questions
25. Signal pupils' attention - say that someone is going to have to answer a question about what is being said