



## **St Stephen's Infants School**

### **SEND Policy**

**SENCO: Anna Cornelius**

**SEND Governor: Melissa Tanner**

#### **Introduction**

St Stephens Infant's School is committed to providing a stimulating and secure environment that is accessible to all, where children are valued as individuals and motivated to learn. We encourage a positive Growth Mindset where perseverance, creativity, team work and challenging oneself is encouraged.

#### **Aims**

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour.

Our aim is to provide children with the best possible outcomes, supporting the development of the whole child in preparation for life-long learning, whatever their needs. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

#### **Objectives**

- To identify at the earliest opportunity those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets in support plans.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
  - To make adaptations to the curriculum and learning environment to meet children's needs
- To consider the views of the child when planning appropriate support.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- An appropriately qualified/ experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.



## **Roles and Responsibilities**

The SEND governor will offer support and challenge to the school SENCO. They will monitor the quality and effectiveness of SEND provision and report back to the Full Governing Body regularly.

The SENCO will coordinate provision for SEND pupils across the school; liaise with external agencies and the SEND governor. The SENCO will update their practice and disseminate information to all of the staff within the school. The SENCO is an advocate for parents/carers and children with SEND.

All teaching staff will implement the code of practice 2014 building in differentiation, developing support plans, liaising with parents and effectively deploying teaching assistants.

Teaching assistants will ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases a teaching assistant will be allocated to an individual child. Teaching Assistants are invited to attend and contribute to a child's Annual Review process.

Although young, all pupils are encouraged to take ownership of their learning/progress and their views are regularly collected for pupil profiles and during pupil conferencing.

A Local Authority service agreement offers access to a range of external agencies, including an Educational Psychologist, Inclusion Support and Behaviour Support Advisors. Access to these additional support services will be allocated and prioritised in collaboration with the SENCO and Head teacher.

## **Identifying Special Educational Needs**

Children's needs can be categorised into four broad areas, these include;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

## **A Graduated Approach to SEND support**

### **Assess**

Obtaining a clear understanding of a child's needs is crucial to allow teachers to plan effective strategies, provide appropriate provision and make adjustments to teaching to ensure progress and improved outcomes. Assessment begins when the child is identified as not making adequate progress despite high quality teaching.

Teachers use: their observations, assessments and experience of the pupil and their behaviour and the individual's development in comparison to their peers. The views and experience of parents and the pupil as well as advice from external support services. We acknowledge children's strengths, as well as their differences on their pupil profiles.



## **Plan**

Once the need for SEND support has been identified it is essential to ensure that high quality teaching, differentiated for individual pupils, is in place. Teachers will adapt their teaching and provision to overcome the barriers of learning. Appropriate differentiation may involve modifying learning objectives, teaching styles and strategies to support and scaffold learning to ensure full accessibility to the curriculum. Teachers will seek the support of the SENCO when required. We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year. Advice will be sought and followed from various outside agencies as required. In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take account the statutory requirements from their EHC Plan.

## **Do**

The teacher needs to work closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

## **Review**

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. In addition to this, for pupils with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

## **The role of Parents/ Carers and Children in the graduated approach**

It is so important to collaborate and work closely with parents/carers. Three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school.

## **Managing pupil's needs on the SEND register**

Under the SEND Code of Practice 0-25, there are two ways in which a child with SEND might have their needs categorised; SEN Support or Education Health Care Plan (EHCP). Those with an EHCP have their statutory rights protected by law and those categorised as SEN support will be met in school according to specific needs. A SEN register is kept and updated at least three times a year, following data analysis and pupil progress meetings. Using the plan, do, review process teachers will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. Additional support from specialist services may be sought where necessary with parents and carers full involvement in the process by contributing and consenting to the referral. Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process. If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEN register, then in consultation with the parents, an agreement will be made to remove the child from the register. The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents.

The school is responsible to provide adequate resources through the budget assigned to SEN and this is monitored closely by the Senior Leadership Team (SLT). For pupils eligible for funding through an EHCP this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEN case panel (South Gloucestershire). The panel will then identify if the EHCP will require any adjustment.



## **Training and Resources**

Training and Resources Training needs for all school staff can be identified in the following ways:

- Staff Audit of expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCO attends regular training on updates in SEN issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources are purchased as and when they are required.

## **Access facilities**

The school is wheelchair friendly including access to toilets and disabled parking for parents /carers. Learning areas are painted in neutral colours to provide low arousal to support children with ASD and dyslexia. The Rainbow Room is available for sensory circuits, relaxation and to support children to regulate their nervous systems.

## **Transition**

Some children beginning EYFS require a supported transition from their preschool setting and this involves the SENCO and class teacher meeting with the preschool and parents to aid this transition. Transition between year groups is supported through extra visits for children identified as needing this as well as personal books being made for specific children. Transition to KS2 is carefully planned and supported by class teachers and the SENCO in arrangement with our St Stephen's Junior school or elsewhere.

## **Information storage**

All documentation linked to children on the SEND register is securely stored on CPOMS and stored securely on site. Documents are handed to new settings during transition. Any documentation no longer required is shredded.

## **Complaints Procedure**

Positive relations with parents often mean that concerns and complaints can usually be dealt with between parent's carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our schools complaints policy.

The SEND policy is reviewed on an annual basis.

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(Chair, Education Committee)

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(Date)

**October 2023**