



SEND POLICY

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND) including:
 - Creating an environment that meets the Special Educational Needs/ disabilities of each child
 - Identify, assess, support pupils of concern as early as possible
 - Involve & inform parents/carers of their child's changing needs and subsequent provision
 - Advise parents/carers of organisations or services which can provide additional support
 - Ensure all members of staff recognise and accept responsibility for meeting a child's individual needs
 - Work closely with outside agencies where relevant
 - Provide an adapted curriculum appropriate the child's needs.
 - Ensure all pupils have access to a broad and balanced curriculum
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide a SEND team who will work within the SEND policy
- Provide support & advice for all staff working within the school and specifically for those working with children with additional needs.
- Develop and maintain high levels of engagement with parents
- Eliminate any barriers that may prevent pupils from participating fully in the life of the school
- Support the principles underpinning the SEND code of practice

- The participation of children, their parents/carers in decision making
- The early identification of children & young people's needs and early intervention to support them
- Greater choice and control for young people and parents/carers
- Collaboration between education, health & social care services to provide support
- High quality provision to meet the needs of children & young people with SEND
- A focus on inclusive practices & removing barriers to learning and engaging in the activities of the school (including physical activities) together with children who do not have special educational needs
- Ensure that pupils with SEND can be involved in every aspect of school life and feel respected and valued as individuals
- A whole school approach to understanding emotional wellbeing and mental health
- Successful preparation for adulthood, including independent living and employment

All children at Thomas A' Becket Infant School are entitled to a broad and balanced curriculum and high quality teaching that is adapted and personalised to meet their individual needs, including children with Special Educational Needs and/or disabilities, and those who show exceptional talents and academic ability. We will use our best endeavors to meet the needs of all children within our school.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- Equality Act 2010 which protects disabled people against discrimination.

3. Definitions

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

They have a learning disability if they have:

- A significantly greater difficulty in learning than the majority of 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 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 mainstream schools.

Four broad categories of need can be identified:

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

4. Roles and responsibilities

4.1 The SENDCO

The SENDCo 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Monitor and track progress including specific interventions
- Maintain an up to date SEND register

- 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
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Oversee children's wellbeing (pastoral, mental, medical, social support) to build pupil's independence and resilience

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governors meetings and ensure the Governing body takes responsibility for implementing the SEND code of practice including:
 - Maintaining the school's SEND & Inclusion policies, and School Information Report and ensure that they are published on school website
 - Ensuring the school consults with parents & includes them in their child's education
 - Ensuring complaints are correctly handled
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
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4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
 - Ensures the SEND policy is implemented
 - Keeps staff & governors informed of issues and provision for SEND
 - Provides opportunities for training & INSET
 - Ensures SENDCo is informed of current issues
 - Attend interviews/meetings with parents/carers as required
 - Works closely with the SENDCo in development of policy & provision
 - Observes and monitors teaching to ensure it is adapted and of high quality

- Regularly monitors & evaluates the quality of provision

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- High quality teaching and adaptations
- Improving progress and outcomes for all – aiming to close any gaps
- Liaising with SENDCo and staff working within the classroom
- Liaising with external agencies
- Meeting with parents/carers to ensure they understand the strengths and development areas and next steps for their child
- Ensure appropriate use and deployment of resources
- Planning for trips/extracurricular activities to reflect the needs of all pupils
- Inform colleagues where appropriate of relevant information provided by parents/carers
- Creating & implementing individual learning plans (ILPs) and Pupil Passports (one page profiles) in consultation with staff/parents/carers as appropriate, and sharing them with all adults in the classroom.
- Guide TAs in planned interventions/individual programmes
- Maintain record keeping
- Implement individual programmes from outside agencies
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they implement the SEND policy

5. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, and 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 or communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Class teachers will use a combination of observation, screening, standardised testing, and termly work to identify SEND and monitor progress. These assessments are an integral part of the whole school assessment policy and where necessary other diagnostic testing may be undertaken.

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.

5.2 Consulting and involving 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
- We will discuss with parents when a pupil may need to be included on the SEND register.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

- Assessments will be regularly reviewed and shared with parents/carers
- In some cases outside agencies may be involved (e.g. Speech Therapist)

Plan

- Parents/carers will be informed of the planned support /interventions
- Targets will be set and agreed

Do

- Class teacher has overall responsibility for working with SEND children on a daily basis
- Class teacher will work closely with the SENDCo and any other staff working with the pupil to plan and assess the impact of any support/interventions and discuss effective teaching strategies

Review

- Progress and attainment will be monitored in accordance with the school's assessment policy and planning, interventions and support will be adjusted accordingly

The class teacher will work with the SENDCO 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 and 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

5.4 Education, Health and Care Plan (EHCP)

Where a pupil remains a significant cause for concern despite an individualised programme of sustained intervention an EHCP will be requested.

Parents/carers, the headteacher or an outside agency may also request an EHCP.

- The guidelines from WSCC will be followed with regard to information collected.
- Parents/carers will be informed by WSCC and a draft plan provided

An annual review will take place with the school and parents/carers together with any additional representation required by WSCC

- School & Local Authority guidelines for these reviews will be followed.

5.5 Supporting pupils moving to another educational setting

We will share information with the new school or other setting. Meetings will be held with the school and visits arranged for the pupils where this is appropriate. Parents will be consulted and their views taken into account when transferring pupils.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide interventions. These are outlined in the School Information Report.

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils are able to access it (for example, by grouping, 1:1 work, teaching style, content of the lesson, expected outcomes).
- Adapting our resources and staffing
- Using recommended aids which link specifically to the individual pupil's needs (for example laptops, coloured overlays, visual timetables, larger font).
- Adapting our teaching (for example, writing scaffolds, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud)
- See also our Accessibility Policy

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 or small group basis when required by an ILP or EHCP

We work with many external agencies to provide support for pupils with SEND including:

- Learning and Behaviour Team
- Autism and Social Communication Team
- Speech and Language Service
- School Nurse
- Educational Psychology Service
- Occupational Therapy
- Sensory and Disability Team
- Virtual School

5.9 Expertise and training of staff

The SENDCo regularly attends meetings and training to ensure our school's information and practices are current.

Information and training is fed back to all staff based on the relevance and importance for their role

Support agencies are regularly invited in to staff training sessions to further develop knowledge and skills across the school.

5.11 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 half term
- Monitoring by the SENDCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in all activities in the school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

SEND or disability does not exclude children from taking part in school based activities

- The accessibility and equality policies are available on the school website

5.13 Support for improving emotional and social development

The school has a strong ethos linked to values which form part of our everyday teaching and PSHE is an integral and important part of our curriculum. We also have a number of interventions to support emotional and social development eg learning mentor sessions, nurture group. The school has a zero tolerance attitude to bullying which is detailed in our Anti Bullying Policy.

5.14 Working with other agencies

We fully support inter agency working and liaise regularly and work closely with West Sussex Early Help Team, social services, local family centres, and charities such as Aspens, West Sussex Parent Carer Forum & Reaching Families. Information from other agencies is regularly shared on our website and in our fortnightly newsletter.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should initially be made to the class teacher, and this may be followed up by SENDCo or headteacher as appropriate. The school has a complaints policy which will be followed if the matter cannot be resolved quickly and to the satisfaction of the parents/carer.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

We fully support our parents to seek advice from parent support agencies. Information for parents is available from SENDIAS (SEND Information and Advice Service) on 03302 228 555 or sendias@westsussex.gov.uk

5.17 Contact details for raising concerns

If you would like to raise your concerns with the school, you can contact

hifould@tabinfant.org.uk (SEND Support)

cthomson@tabinfant.org.uk (SENDCo)

office@tabinfant.org.uk for the attention of Mandi Dingwall, Head Teacher

5.18 The local authority local offer

Our local authority's local offer can be found at: www.westsussex.local-offer.org

A school information report is available on our school website at: www.tabinfant.org.uk

6. Monitoring arrangements

The SEND policy and School Information Report will be reviewed regularly. They will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Speech and Language provision (appendiced)
- Single Equalities Policy
- Supporting pupils with medical conditions
- Anti- Bullying Policy
- Intimate Care Policy
- Inclusion Policy
- Prevent Risk Assessment
- Complaints Policy

Committee:	Signed by:	Date:
Teaching & Learning	Chair – Johanna Hopkins	28 February 2023

Review Date March 2025
