



**Donnington Wood Infant School  
& Nursery**

**Special Education Needs (SEN) Policy**

Date of Policy creation	September 5 <sup>th</sup> 2015	Named responsibility:	Mrs R Vazquez
Date of review completion	15 <sup>th</sup> October 2015	Named responsibility:	Teaching and Learning Committee
Inception of new policy	5 <sup>th</sup> November 2015	Named responsibility:	Mrs C Boddy
Date of Policy Adoption by Governing Body:	5 <sup>th</sup> November 2015		

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parents and members of the wider community.

**COMMITTMENT TO REVIEW**

This policy will be flexible to change and will be reviewed on an on-going basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on a yearly basis by a named person responsible, who shall be accountable for that action.

## 1. Introduction

1.1. This Special Educational Needs Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the Code and the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1.2. This policy was created by the school's SENCO and the SEND Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND. It is based on a template recommended by NASEN and recognises that following the introduction of a new SEND Code of Practice. As such we are working closely with the Local Authority to transform our provision for individual pupils.

1.3. This policy should be read in conjunction with our SEND Information Report and our Local Offer and we strongly recommend parents of pupils with special educational needs read the guidance provided by the DfE: Special Educational Needs: A Guide for Parents and Carers. <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## 2. Responsible Persons

2.1. **The special educational needs co-ordinator (SENCO)** is: Mrs Vazquez.

Mrs Vazquez is a fully qualified teacher, who gained the National Award for Special Educational Needs Co-ordinator (NASENCo award) which is a Postgraduate Certificate in Vulnerable Learners and Inclusion qualification through Bath Spa University. She is a member of the Senior Leadership Team (SLT).

Contact details: 01952 386640 (school office) or a2041@telford.gov.uk

The teacher assistant with responsibility for SEND is Mrs Tibbetts.

The school Governor with responsibility for SEND is: Miss Hall.

### 3. Aims and objectives

3.1. We aim to challenge all pupils, including those with special educational needs, to achieve more than they first think is possible. Therefore, we ensure all pupils have their needs met and that they receive their entitlement to a broad, balanced and relevant curriculum that prepares them for life in modern Britain.

3.2. At Donnington Wood Infant School and Nursery we aim to:

- Raise the aspirations of and expectations for all pupils with special educational needs;
- Enable pupils with special educational needs to achieve their full potential;
- Close the gap in attainment and progress of pupils with special educational needs and the attainment and progress of those pupils without special educational needs;
- Support all pupils with special educational needs so that they can become confident individuals and make successful transitions into future schools, training, employment and adult life.

3.3. To achieve our aims we:

- Identify and provide support and challenge for pupils who have special educational and additional needs;
- **assess** individual pupils' needs, **plan** for them, **do** and **review** their progress regularly;
- retain our high expectations and provide quality first teaching;
- respond to individual needs by listening to pupils with special educational needs and their parents;
- ensure that resources are deployed efficiently to meet the needs of our pupils with special educational needs;
- work within the guidance provided in the SEND Code of Practice, July 2014;
- provide a Special Education Needs Coordinator (SENCO) and experienced support staff;
- Train, and provide guidance and advice for all staff working with pupils with special educational needs.

3.4. All the teachers in the school are teachers of children with special education needs. As such we adopt an inclusive and 'whole school approach' to special education needs which involves all members of staff adhering to our models of good practice. We are committed to identifying and providing for the needs of all of our pupils in a wholly inclusive environment. Inclusion is regarded as crucial to our Special Educational Needs Policy.

3.5. The school operates an equal opportunities policy for all pupils. This ensures pupils with special educational needs are afforded the same rights as other pupils. This includes all pupils registered on the SEND Code of Practice, those with existing statements of special educational needs or on the new Education, Health and Care Plans and those who experience other learning difficulties and have a target plan.

#### **4. Identifying Special Educational Needs**

4.1. Pupils' special educational needs at Donnington Wood Infant School and Nursery are generally thought of in the following four broad areas of need and support defined in the SEND Code of Practice:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical difficulties.

4.2. We recognise there are other issues that may impact on an individual pupil's progress and attainment but these may not necessarily be considered special educational needs:

- Disability;
- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of pupil premium grant;
- Being a looked after child;
- Being a child of serviceman/woman.

4.3. A pupil's behaviour may be an underlying response to a need but is no longer defined in the SEND Code of Practice as a discrete need. We recognise these traits, and based on our knowledge of individual pupils, we plan to modify patterns of behaviour by ensuring other learning needs are met and identified pupils are able to access and benefit from a variety of interventions.

## **5. Access to the Curriculum**

5.1 All pupils have the entitlement to a broad, balanced and relevant curriculum. At Donnington Wood Infant School and Nursery we believe that all pupils with special educational needs should be taught wherever possible with their peers in mainstream classes who use a range of teaching methods and strategies to develop pupils' knowledge, understanding and skills. However, where access to the curriculum is impaired by low literacy levels, pupils may be withdrawn as a part of an intervention strategy.

5.2 The school makes provision for pupils with special educational needs to match the nature of their individual needs. Their class teachers and our SENCO keep regular records of pupils' special educational needs, the action taken and the progress made.

5.3 Pupils with special educational needs are grouped flexibly so that learning needs are met in individual, small group or whole class contexts.

5.4 Our curriculum is differentiated to meet the needs of individual pupils. Teaching styles and flexible groups reflect this approach.

5.5 Curriculum tasks and activities are often broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5.6 In addition to the statutory curriculum, we offer extracurricular activities after school for all children. All children are encouraged to join in and benefit from these activities.

## **6. Policy in Practice**

6.1 We offer a flexible graduated approach to support for pupils with special educational needs. Our provision is based on the following 'wave' intervention model:

### **Waves of Intervention Explained**

Wave 1: Inclusive, high quality teaching for all designed to enable children to work at age related expectations or above.

Wave 2: Additional interventions designed to enable children to work at age related expectations or above.

Wave 3: Additional and highly personalised interventions designed to enable children to work at age related expectations or above.

6.2. The school offers a differentiated curriculum. Teachers respond to the pupil's need through 'quality first teaching', which is high quality and differentiated teaching in the classroom.

When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; has a sensory or physical problem; or communication or interaction difficulties, the school will initially place the pupil on an '**initial record of concern**'. Teachers will **always** involve the parents/carers at this stage, and parents can also request a meeting with the teacher at any time. Parents/carers are always given the opportunities to offer their views and information, and are consulted throughout their child's education. Children also have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

6.3. If these difficulties persist and progress is further impaired, the school will complete a target plan. This does not mean the child has a special educational need. The plan is put in place to ensure that small targets can be achieved for future progress to be made and will be reviewed at least termly. Parents/carer's and children can add their views to this target plan. All target plans are reviewed termly and the next steps are recorded onto this plan. Possible next steps are:

- Monitor - no target plan to be made
- Continue with new target plan
- referral to outside agency
- Complete Common Assessment Framework (CAF)
- Start/maintain SEND support (on SEND register)
- Educational Health Care Request (EHCP)

As stated previously, parents and carers are involved throughout their child's education. Their views, as well as the child will always be taken into consideration. Parents will be notified through a discussion and signing the target plan, when their child is placed on the special educational needs register. This usually happens after targeted interventions (graduated approach of plan, do and review) and outside agency advise. However, it does not mean a child entering the school cannot be placed directly onto the SEN register and receive additional support immediately.

6.4 If a pupil does not make progress despite the school taking the action outlined above, advice will be sought from the appropriate outside agencies. The target plan will be amended accordingly to reflect additional intervention and support needed and the pupil may be moved onto the special educational needs register. At this stage teachers will respond to recommended guidance provided by external professionals.

6.5 If progress is still not achieved despite the interventions made on the SEN target plan and following the advice given from outside agencies over a period of time, the pupil may be assessed in line with the guidance from the Local Authority with a view to initiating a

statutory assessment of special educational needs under the SEND Code of Practice July 2014. This may lead to an Education, Health and Care Plan. The appropriate forms will be used for recording and referral as necessary.

6.6 The identification of pupils with special educational needs is undertaken by our SENCO who responds to data in the reporting cycle and concerns raised by pupils, parents and staff. Appropriate records are maintained.

6.7 The progress of pupils with special educational needs is reviewed through formative and summative assessments and child observations as outlined in the SEND Code of Practice. Our target plans are reviewed no less than three times a year.

6.8 Additionally, the progress of pupils with a Statement of Special Educational Need or Education, Health and Care Plan is formally reviewed annually, as required by legislation. Year 2 students will have their annual review during the autumn term, so any necessary changes can be made before their transition to the Junior school.

6.9 Regular liaison is maintained with the following external agencies for pupils identified as SEN :

- Educational Psychology Service (EP)
- Speech and Language Therapy Team (SALT)
- Occupational therapy Service (OT)
- Learning Support Advisory Team (LSAT)
- Sensory Inclusion Service (SIS)
- Child Development Centre (TCDC)
- Haughton Outreach
- Behaviour Support
- Paediatrician
- Health visitors/school nurse

6.10 The number of pupils registered on the SEND Code of Practice is reviewed termly and the needs of pupils are audited to inform our planning and resource allocation where pupils are not making progress in line with expectations.

6.11 A pupil who is making adequate progress or achieving in line with his/her peers may be considered for a move from an Education, Health and Care Plan to a target plan.

6.12 A pupil who makes expected progress will not necessarily be removed from SEN support. For example, if the provision in place is securing the expected progress and it is considered that, without it, the pupil would not be able to do so, then the support may remain.

6.13 If the pupil is making and maintaining expected progress and the extra provision has ceased or been significantly reduced then SEN support may no longer be required. As such, intervention through quality first teaching in the classroom would be appropriate.

## **7 Supporting pupils and families**

7.1 The school actively seeks the involvement of all parents in the education of their children. It is recognised that this is particularly important for pupils who have special educational needs, where the support and encouragement of parents is often the crucial factor in achieving success.

7.2 Parents are always kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice, July 2014. Communications between the parent and the school will be consistently maintained.

7.3 Parents are fully consulted before the involvement of external agencies with their children, and are invited to attend any formal review meetings at all stages.

7.4 The school ensures that pupils are fully aware of their individual needs and the targets are recorded onto a target plan. Appropriate steps are taken to involve pupils in decisions which are taken regarding their education which is shared in an age appropriate way.

7.5 The Information, Advice and Support Services (IASS) offer independent and impartial information and advice for parents of children who have or may have Special Educational Needs or a Disability who live in Shropshire or Telford and Wrekin. <http://www.iass.org.uk>

## **8 Supporting pupils with medical conditions**

8.1 The school supports pupils with medical conditions and ensures that they have full access to education, including physical education and school trips. Some children with medical conditions may be registered as disabled and where this is the case the school complies with its duties under the Equality Act 2010.

8.2 Some pupils with medical conditions may also have special educational needs and may have a statement, or Education, Health and Care Plan that brings together health and social care needs, as well as their special educational provision. In these cases the SEND Code of Practice 2014 is followed.



## **9 Bullying**

**9.1** Support for vulnerable pupils, including those with special educational needs, is clearly defined within our Anti-bullying Policy. We aim to prevent and tackle any unpleasant and intimidating behaviour to ensure all pupils are able to fulfil their potential. Bullying is dealt with seriously. By challenging bullying effectively we improve the safety, happiness and performance of our pupils.

**9.2** It is vital that our children acquire the knowledge, understanding and skills they need to manage their lives - now and in the future. We are using the 'Jigsaw' programme to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Jigsaw has two aims for all children :

- to build their capacity for learning
- to equip them for life

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each Puzzle starts with an introductory assembly so there is a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

## **10 Dealing with complaints**

**10.1** Parents (and others) are encouraged to raise complaints or concerns initially with their child's teacher, a Senior Member of staff or the Head teacher who will be able to discuss them either there and then or at a mutually agreed time.

**10.2** If the Head Teacher is unable to resolve the concern, parents/carers should follow our Complaints Procedure which can be found on the school's website.

## **11 Roles and responsibilities**

**11.1** The SENCO will provide coherent and effective leadership of SEN and promote and ensure high quality learning and teaching for all pupils registered on the SEN Code of Practice to raise pupil achievement and improve value added.

**11.2** The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

**11.3** In line with their statutory responsibilities the Headteacher, staff and governors draw up our Special Educational Needs Policy and report annually to parents on its impact and effectiveness and on the school's work with and for pupils with special educational needs.

11.4 All members of staff ensure all pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

11.5 The SEND Governor champions the issue of special educational needs within the work of the governing body and has specific oversight of the school's arrangements and provision for meeting special educational needs. The SEND Governor will;

- develop and maintain an awareness of special needs provision in the school on behalf of the governing body.
- understand how the responsibilities for SEND provision are shared within the school.
- meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and monitor the implementation of our SEND policy;
- report to the Governors through the Teaching and Learning Committee at least once a term.

11.6. The designated person for safeguarding provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. However, everyone who comes into contact with children and their families has a role to play in safeguarding children.

11.7 The designated teacher for looked after children has lead responsibility for helping school staff understand the issues which may affect how looked after children learn and achieve. The designated teacher:

- promotes a culture of high expectations and aspirations for how children, looked after learn;
- makes sure the young person has a voice in setting learning targets;
- is a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of assessment for Learning;
- makes sure that children looked after are prioritised in school and that carers understand the importance of supporting learning at home has lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school

## 12. Staff development

12.1 In-service training needs related to special educational needs are identified by the SENCO in consultation with staff. Relevant training opportunities are signposted or incorporated into our whole school training plan. Training is delivered by external agencies as well as by individuals from within the school. Other opportunities are available to staff to train in response to specific areas of interest and the needs of the pupils they teach or support e.g. ASD, Dyslexia, sensory issues, etc.

12.2 Teaching pupils with special educational needs is included within our induction programme for newly-qualified teachers and relevant information is shared with all new members of staff to ensure that the needs of pupils with special education needs at Donnington Wood Infant School and Nursery are understood and met.

## 13 Monitoring and evaluation of SEND

13.1 In line with their Terms of Reference, the Governors' Teaching and Learning Committee is responsible for; reviewing our Special Educational Needs Policy and its impact annually.

13.2 In line with their Terms of Reference, the Governors' Teaching and Learning Committee is responsible for;

- monitoring the curriculum provision for and the achievement of all learners, including those with special educational needs;
- Advising the Governing Body on policies related to the Curriculum, including statutory requirements on the implementation of national education policies and all other curriculum matters.

13.3 Raising progress is one of our core priorities and our provision for **all** pupils and is an objective within our school development plan. This is routinely monitored by the senior leadership team through our calendared cycle of class observations, progress meetings and our rigorous and on-going self-evaluation.

13.4 A comprehensive annual audit of our provision for pupils with special educational needs and its impact on their progress informs our planning for individuals and key groups of pupils. This includes feedback from staff, pupils with special educational needs and their parents in response to surveys and interviews.

13.5 The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work and we routinely look for the following evidence:

Staff awareness of individual pupil need through;

- Our provision map for each pupil on the SEND Code of Practice;
- Records of meetings between SENCO and teachers, teacher assistants, apprentices, lunchtime supervisors and pupil and family manager/worker.
- Lesson planning and the use of data driven plans;
- Assessment methodology that takes account of SEND information;
- Continuing professional development related to SEND for all staff;
- Regular observation of class teachers by members of the Leadership Team.

Other monitoring of SEND pupils includes;

- Consultation with parents;
- Pupils' awareness of their targets and achievements;
- Attendance of pupils with SEND;
- The number of children supported by the funding allocation for non-statemented special educational needs eg. early years inclusion panel, fair access panel.
- The number of pupils moving between target plans and EHCP's.

## **14 Storing and managing information**

14.1 The school understands its responsibility under the Data Protection Act 2003. It commits to ensure that the information is:

- used fairly and lawfully;
- used for limited, specifically stated purposes;
- used in a way that is adequate, relevant and not excessive;
- accurate; kept for no longer than is absolutely necessary;
- handled according to people's data protection rights;
- kept safe and secure; not transferred outside the UK without adequate protection.

## **15 Accessibility Statutory Responsibilities**

15.1 The school's Accessibility Policy clearly sets out the proposals of the Governing Body to increase access to education for disabled pupils in three areas required by the planning duties in the Disability Discrimination Act:

- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## **APPENDICES**

Link to Telford and Wrekin SEND offer <http://www.telford.gov.uk/send>

SEN Direct - [www.sendirect.org.uk/](http://www.sendirect.org.uk/)

Our school SEN Information report

School Offer link

Data protection policy

Anti- Bullying policy

Accessibility Policy

Disability Policy

The policies above can be viewed on our website:

<http://donnington.schooljotter2.com/policies-performance/school-policies>