

# Folly Hill Infant School

Special Educational Needs Suite



## SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

Please read alongside our SEND information report, provision map and link to Surrey's local offer on the school website, behaviour policy, equal opportunities policy and admissions guidance.

This policy was reviewed and updated in line with SEND and Disability Regulations 2015 and The children and Families Act 2014 and is available on the school website. A hard copy is available upon request from the school office.

Signed ..... **Chair of Governors**

Signed ..... **Head teacher**

Date: **Autumn 2019**

Review Date: **Autumn 2020**

### Introduction:

Folly Hill Infant School is a mainstream school. We welcome all children to our school and use our best endeavours to ensure that appropriate provision is made to cater for their individual needs.

**Every teacher is a teacher of every pupil.**

This school provides a broad and balanced curriculum for all children.

All children access quality first teaching. The National Curriculum/EYFS profile is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. As part of our graduated approach to SEN support at this stage staff will observe all children and monitor their progress. Staff will assess children's needs and look for ways to support them in order to aid progress, for example this may take the form of a pencil grip, wobble cushion or focussed small group intervention. At Folly Hill we follow the assess, plan, do, review format for developing Special educational Needs Support. Where staff continue to have concerns regarding a child's progress following initial intervention and reference to Surrey's SEND Profiles of need, individual plans will be created using Surrey SEND Support paperwork involving both child and parents in setting targets. At this point the child will be added to the Special Needs Register and external support will be sought as appropriate. Children on the SEN Register have identified barriers to learning requiring staff to plan for their additional needs and offer appropriate extra support to enable them to participate effectively in curriculum activities. A very few children may have barriers to learning which may require them to be submitted for assessment in order to receive the support of an Educational Health care Plan.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and /or disability takes account of the type and extent of the difficulty experienced by the child.

The *Disability Discrimination Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the *Disability Discrimination Act*. We will assess each child as required, and make the appropriate provision, based on its identified needs.

As stated in the Code of Practice the four broad areas of need are:

Communication and interaction

Cognition and learning

Social Emotional and mental health difficulties

Sensory and/or physical needs

### **Aims:**

The aims of this policy are:

- to put the child at the centre of our planning.
- to ensure that children and their families have a voice in the process.
- to encourage all our children to develop the confidence, self-respect, understanding and awareness of cultures, religions and values that lead to respect for each other.
- to assist all of our children to acquire the knowledge, competencies, experiences and skills which will enhance their life-chances.
- to raise the expectations and aspirations of all children, to expand their horizons and foster an awareness of the range of opportunities available.
- to raise attainment and promote inclusion.
- to enable all of our children to reach their potential
- to create an environment which meets the educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- to make clear the expectations of all partners and stakeholders in the process.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- to enable all children to have full access to all elements of the school curriculum.

### **Educational inclusion:**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
  - require different strategies for learning;
  - acquire, assimilate and communicate information at different rates;
  - need a range of different teaching approaches and experiences.
- There should be a shared understanding of the needs of ALL pupils by all staff.

## **Information about our school**

### **1. Definitions**

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevent or hinders her/him from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are assessed when they enter our school through Early Years Foundation Stage Profile, we can then build on prior learning. We use this information to provide starting points for the development of an appropriate curriculum for each child.

Please see our admissions policy for further information.

Staff have access to a range of strategies to support the learning of pupils with SEND needs. Lessons have clear learning intentions; we differentiate learning appropriately and use assessment to inform the next stages of learning.

SEND plans and intervention groups plans detail targets for children with identified needs. Targets are identified individually or by group as appropriate. All plans are assessed as part of the Assess, Plan, Do and Review approach to SEND needs.

We support children in a manner which acknowledges their entitlement to share the same learning experiences as their peers. SEND support is provided through one to one support, group support, external agency support, cohort support and whole school support.

We ensure that:

- we identify and assess children with SEND as early as appropriate.
- All staff are aware of the procedures for identifying children with SEND.
- There is an involvement with pupils and parents at every stage
- Clear, factual and up to date records follow the child through to Key Stage 2. We are working with Key Stage 2 through our Transition programme. Key Stage 2 SENCOs visit pupils with SEN at our school as well as having a formal transition meeting with Folly Hill's SENCO (Special educational needs co-ordinator).
- Information is stored confidentially and shared as appropriate.
- We raise awareness and expertise through pupil review staff meetings, regular SEND reports at support staff meetings and additional SEND INSETS with appropriate training from outside agencies when an identified need arises. All staff meet with SENCO both formally and informally on a regular basis. We are committed to including all children with SEND
- SEND is resourced through provision in the school budget.
- We maintain close links with support services including the STIPS (Specialist Teachers for Inclusive Practice) team, CAMHS (Child and Adult Mental Health), SALT (Speech and Language Therapy) EP (Educational Psychology) teams and Freemantles Outreach Service

### **2. Staff**

Our Senco is Charlie Farr.

Our Link Governor for SEND is Joan Maynard.

Senco and Link Governors receive support from local Senco support groups which meet regularly, The Graduated Response Team, Surrey SEND Local Offer and Surrey SEND.

### **The role of the governing body:**

The governing body have a mandatory duty to children with SEND

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body works to secure the necessary provision for any pupil identified as having special educational needs. Governors work with staff, LA and other schools when appropriate. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

Our SEND Governor, ensures all governors are aware of the school's SEND provision, including the deployment of funding, resources and personnel. SEND Governor may be involved with review meetings, staff training and meetings with outside agencies whenever possible.

#### **The role of the SENDCO;**

- Over sees the day-to –day operation of the policy;
- is a member of the senior leadership team;
- co-ordinates the provision for SEND.
- supports and advises colleagues on the graduated approach to SEND support to include developing CPD
- oversees the records of all children with special educational needs and/or disability;
- liaises with parents;
- acts as the link with external agencies and other support agencies as listed above;
- monitors and evaluates the special educational needs provision, and reports to the governing body' For confidentiality reasons children will be known as Child A, B, C etc and this will be cross linked through provision maps.
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff
- Liaises with Early years providers, other schools, external agencies, health and social care professionals
- Is a key point of contact with Local authority and support services
- Liaises with next providers of education and ensures parents and pupils are kept informed.

#### **The Role of teaching and support staff:**

- providing support and appropriate activities for children who need help with accessing the curriculum.
- planning and assessing appropriate support for children with SEND
- liaising with SENCo when setting targets, planning interventions.
- identifying training needs
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Liaising with parents and families.

### **3. Admissions**

The school admits pupils irrespective of their gender, race, disability, or special educational needs provided that there are good prospects for the meeting of their needs without unduly prejudicing the education and welfare of other pupils.

The school's admission arrangements are published separately and in line with Surrey County Councils admission policy.

#### **4. Information about the school's policies for the identification, assessment and provision for all children with special educational needs and /or disability.**

##### **SPECIALISMS**

- The school has experience in supporting children with a variety of needs.
- There is an allocated cost centre for SEND.
- A resource base is equipped with appropriate resources to support pupils with special educational needs and /or disability. The base is used as a quiet area for children to learn in a small group or one to one basis.
- There is a ramp to the entrances and wheel chair access to all classrooms. We have a toilet for people with disability. Individual escape plans are drawn up for people with a disability. We continuously update our Equality Scheme to sit alongside our accessibility plan.
- Staff have accessed training on SEND, autism, PDA, colourful semantics, precision teaching, TEACCH and MAPPA

##### **IDENTIFICATION, ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES**

An initial expression of concern may be made known by parents or a member of staff. This is usually through the class teacher who will identify a need through a graduated response:

- Observation
- One to one conversations with a child
- Tracking documents if showing below expected progress
- Assessment of learning including progress following interventions
- Referral to Surrey SEND Profiles of Need
- External agency reports
- Liaison with SENCo

Following discussions with SENCo if the level of progress continues to fall below expected extra support to remove barriers to learning may be required.

- A SEND Support plan will be put in place
- Targets will be set and provision identified
- This will take place via discussion with parents and taking the child's opinions into account where appropriate.
- Learning will continue to take place in a variety of ways, through group interventions, in class with appropriate modifications if required and one to one support also if required.
- Staff will continue to monitor and assess the impact of the learning, measuring progress against targets.
- Outside agency support will be sort as appropriate depending on needs identified. SENCo and Class Teacher will liaise with services using their advice to set targets and inform provision.
- If, after advice from EP or other professionals, the school consider that further long term help is needed from outside the school's resources the SENDCO requests that a Statutory Assessment for an Education Health Care Plan be made for the child. The school will provide written evidence and may ask for further information and views from adults involved. Should Assessment Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and intervention plans. Children may be assessed through the Early Help Assessment (EHA) by health, social and education professionals.
- If the panel agrees to assess for an EHCP the Authority then makes provision dependent on the particular needs of the child.
- All children with EHC Plans will have their needs reviewed annually. The SENCo will invite all interested parties to take part in the review.

The child's progress towards targets is recorded by staff and formally reported to pupils, parents and SENDCO at termly pupil review meetings. Progress is assessed through processes listed above.

The intervention plan is reviewed, and new targets identified.

If a pupil has made significant progress, a decision may be made to make a different level of provision or remove the child from the special needs register.

The SENDCO should report on monitoring of the budget and provision to staff and governors on an annual basis.

## **5. Allocation of resources**

The SENDCO manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs. She regularly reviews human and material resources to ensure they provide value for money and are adequate to give the level of support, which is the child's right and expectation. This can be measured through tracking of achievement. She liaises with staff when reviewing targets and discussing progress.

The SENDCO also works with staff to agree on how to use funding and makes the appropriate budget bid to the SEN cost centre. Funding is based on EYFS results for each cohort.

SEND is resourced through provision in the school budget.

There is no additional funding for children on pre SEND, funding can be bid for if a need is identified for pupils accessing SEND Support.

A child with an EHCP may have additional County funding. The school funds the first £10,000 which should cover the first 10 hours of support directed by the plan.

SEND Governor, ensures all governors are aware of the school's SEND provision, including the deployment of funding, resources and personnel. The governing body advise and support the SENDCO in appropriate funding of SEND.

## **6. Complaints procedure**

We aim for a close working partnership with parents and families. If parents are anxious about any aspect of their child's education, they can approach the school.

Informal complaints about child's progress or provision can be discussed with the class teacher by appointment.

Formal complaints can be discussed with the head/SENCO in the hope that a satisfactory resolution can be found.

SEND Governor may be consulted at this stage.

A committee of the governing body may be convened to hear the complaint.

If parents are dissatisfied after these stages they can make a written complaint to the school governors.

Please see complaints procedure for further details.

## **7. Staff development**

We recognise that all staff will need regular in-service training on aspects of special needs, disability and inclusion in order to update policy and inform practice.

As part of our induction process for new staff, a register of SEND and inclusion policy is to be found in our school handbook. New staff will have allocated time with the head teacher/SENCO in order to discuss and inform them of SEND and inclusion in our school.

One Inset day a year is usually allocated to SEND training for all staff.

Parents are invited to termly review meetings and termly open evenings to discuss progress with staff.

The SENCO also works with external support services as necessary.

As part of our local support, SENCOs meet termly for updates, training and support opportunities.

### **8. Partnership with parents**

The school works closely with all parents including those whose children have a special educational need and/or disability. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and/or disability.

The school brochure contains details of where to find our policy for special educational needs, and the arrangements made for these children in our school. This can be found on our website. Parents are also directed to the Surrey Local Offer website which contains a wealth of information and support for parents of children with SEND.

We have regular meetings each term to share the progress of special needs/disabled children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We also have a pack in school which provides up to date information for parents and their concerns about their child's needs.

We also work with parents through:

Relevant home learning tasks

Review meetings

Parent/teacher consultation sessions.

Giving parents information about relevant courses, resources, web sites.

Appointments with head teacher, SEND governor

We do keep records of formal conversations, phone calls, letters or e mails.

### **9. Pupil participation:**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets as part of their daily learning and will contribute to SEND plans. Children are encouraged to make judgements about their own performance against their targets. They have a termly meeting with both their class teacher and SENDCO to discuss their progress. We recognise success here as we do in any other aspect of school life through praise, [gold points](#), marking, certificates, stickers and head teacher awards.

We also encourage pupil to talk about their learning and support through:

- School council
- Circle time
- Learning reviews
- Target setting
- Informal conversations on a daily basis with all members of staff

### **10. Transition**

The above policy comments on our links with Key Stage 2 schools. The SENCO and class teachers liaise with all schools involved with the transition process. Vulnerable children have transition plans and extra support to aid a smooth move. The Senco ensures all records are with the new school before transition and the class teacher will visit children in their new school where possible. [See Transition Policy](#)

**Monitoring and review**

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Further information on SEND provision in Surrey can be accessed through the Surrey SEND Local Offer. Log onto <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>