

**Arden Forest Infant School**

**SEN POLICY**

The Governing Body of *Arden Forest Infant School* adopted this policy*.*

Signed ………G Cave………………………………………………….. Chair of Committee

Signed ………R Gunn…………………………………………………… Head teacher

Date of review: October 2021

Next review: October 2022

# Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014, updated May 2015) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools (DfE Feb 2013)
* SEND Code of Practice 0 – 25 (May 2015)
* Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
* The National Curriculum in England Key Stage 1 framework document (September 2013)
* The Statutory Framework for the Early Years Foundation Stage. (March 2014)
* Teachers Standards (September 2012)

It links to our Accessibility Plan and Safeguarding Policy.

# Vision

**At Arden Forest we will:** Enable our school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

Empowering them to:

* be independent, responsible, confident learners,
* enjoy the challenge of learning
* achieve high standards
* respect themselves, others and the environment,
* embrace healthy lifestyles,
* make a positive contribution to the community.

We work in partnership with families and the community to provide:

* a safe, secure learning environment where children are nurtured and cared for,
* an exciting and creative curriculum, fit for the 21st century, within and beyond the school day.
* and high quality teaching, indoors and outside.

# Aim

To raise the aspirations and expectations for all pupils with SEN through a focus on improving outcomes for achievement in school, and for life-long learning.

# Objectives

* To identify and provide for pupils who have special educational and additional needs.
* To work within the guidance provided in the SEND Code of Practice, 2014
* To promote a holistic approach to learning, life and well-being.
* To provide a Special Educational Needs Coordinator (SENCO) who will work with *staff and families.*
* To provide advice and support for all staff working with special educational needs pupils
* To work with parents to promote positive relationships which support learning and well-being.
* To ensure that pupil voice is at the heart of our policy and support children with SEN to give their views.

# Admission Arrangement

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The school adheres to the Warwickshire County Council Admissions Policy.

# Definition of Special Educational Needs

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

# SEND Code of Practice 2015 Identifying Special Educational Needs

We identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational need. The purpose of identification is to be clear about what action we need to take. We accept the principle that pupils’ needs should be identified and met as early as possible.

The four broad categories of need are:

**Communication and Interaction**

This includes:

* Children with speech and language delay, impairments or disorders,
* Children with specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia
* Children with hearing impairment
* Children who demonstrate features within the autistic spectrum.

**Cognition and learning**

This includes:

* Children who demonstrate features of moderate, severe or profound learning difficulties
* Children with specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia

**Social, emotional and mental health difficulties**

This includes:

* Children who present as having immature social skills.
* Children who may be withdrawn or isolated
* Children who may be challenging or disruptive
* Children who may lack concentration.
* Children who are hyperactive.
* Children who may be anxious or depressed

**Sensory and/or physical needs**

This includes:

* Children with sensory, multi-sensory or physical needs.

Arden Forest Infant School also recognises that pupils may have needs, which impact on progress and attainment that are not SEN. These include:

* Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
* Attendance and Punctuality
* Health and Welfare
* English as an Additional Language (EAL)
* Being in receipt of Pupil Premium Grant
* Being a Looked After Child
* Being a child of Serviceman/woman
* Behavioural issues which do not necessarily describe SEN but can be an underlying response to a need.

# Identifying SEN for Children whose first language is not English

We take particular care in the identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child’s performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs

# Quality First Teaching

We have a “high quality teaching” approach. The key characteristics of high quality teaching are:

* Highly focused lesson design with sharp objectives
* High demands of pupil involvement and engagement with their learning
* High levels of interaction for all pupils
* Appropriate use of teacher questioning, modelling and explaining
* An emphasis on learning through dialogue, with regular opportunities for pupils to talk with adults and peers in partners or in groups
* An expectation that pupils will accept responsibility for their own learning and work independently through the use of our Learning Behaviours.
* Regular use of encouragement and authentic praise to engage and motivate pupils.
* An understanding that teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers, supported by the SENCO and Senior Leadership Team, make regular assessments of progress for **all** pupils. These are used to identify pupils making less than expected progress. This is characterised by progress which:

* 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

Our first response to such progress is high quality teaching targeted at a child’s areas of weakness.

# Identification, Assessment and Provision - The Graduated Approach to SEN Support

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Where it is determined that a pupil does have SEND, we will have discussions with parents for the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The SEN support provided in school consists of a four – part process:

**Assess Plan Do Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

# Assess

We clearly analyse children’s needs using

* the class teacher’s assessment and experience of working with the child,
* details of previous progress and attainment and comparisons with peers and national data,
* knowledge and views of the parents and child,
* advice from external support services where necessary.

This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work helps inform the assessment of need or we will refer to an outside agency to support our assessments as required. Where a new referral to an outside agency is required it is completed in consultation with parents.

# Plan

At the planning stage, the parents, teacher, SENCO and intervention staff will meet to identify areas of need, plan outcomes and the adjustments, interventions and support that are required to meet them. We value parental involvement in order to keep parents fully informed of our interventions in school and how they can support at home. All those working with the pupil, including support staff are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes. An SEN Support Plan is formulated from these discussions.

# Do

The class teacher remains responsible for working with the child on a day-to-day basis. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Teachers work closely with teaching assistants and support staff in planning provision.

# Review

Reviews will be undertaken in line with agreed dates. The review process evaluates the impact and quality of the support and interventions. It also takes account of the views of the child and their parents. The class teacher, with the child, family and SENCO revise the support and outcomes based on the pupil’s progress and development. The **assess, plan, do, review** cycle then starts again with the development and implementation of a new support plan and provision. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice is then incorporated into the child’s individual planning and targets.

The majority of children and young people with SEN will have their needs met within the school.This cycle of assess/plan/do/review will continue if it is agreed that the child is making progress **with** this additional and different intervention and their needs can be met within the school’s SEN budget.

# Requests for Statutory Assessment for an Education, Health and Care plan

If a child has significant long-term difficulties they may undergo a Statutory Assessment process for an Education, Health and Care plan by the Local Authority. This is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment will be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget. Paperwork will be completed in line with Warwickshire statutory expectations and will include The Provision Matrix, A School Referral, My Views – voice of the child document, a Family Conversation Record, an Educational Psychologist report and reports from other outside agencies. All submitted reported will be recent and relevant. The Senco is responsible for completion and coordination of referral paperwork with input from all relevant staff.

# The SEN Record

The SENCO and Senior Leadership Team are responsible for maintaining our Record of SEN Support. After discussion with parents/carers, a child may be added to the SEN record if they:

* Make little or no progress, even when teaching approaches are targeted in a child’s identified area of weakness. Their attainment is also significantly behind (18 months).
* Persistent SEMH factors which are not improved by the behaviour management techniques usually employed in the school. They impair the child’s ability to engage in learning.
* Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment. They impair the child’s ability to engage in learning.
* Has communication difficulties and continues to make little or no progress despite the supporting communication techniques usually employed by the school.
* They require support through the assess-plan-do-review cycle beginning at QFT which utilizes additional to and different from.

Where a child is placed on the SEN Record, the class teacher, supported by the SENCO will record targeted support on a class Provision Map. Entry and exit points for targeted interventions will be reviewed on a half termly basis. Pupil progress meetings take place for all children on a termly basis between the Class Teacher, Head Teacher and SENCO. Additional Pupil Progress discussions are held on a termly basis between the SENCO and Class Teacher for children on the SEN Record.

# The SEN Record

Parents will be informed when school identifies a Special Educational Need. They will be consulted when setting targets and the child will then be included in our record.

Where a child makes significant progress and is judged to be in line with age related expectations, they will be removed from the SEN Record. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. The pupil will continue to be monitored through the schools monitoring procedures. If it is felt that the pupil requires some additional assistance or intervention, the procedures set out in this policy are followed

# Working with Outside Agencies

Where a child continues to make limited progress, we access outside agency support. Referrals for outside agency support are made in collaboration with parents. At Arden Forest, we buy in specialist support from an Educational Psychologist and a Specialist Teaching Service Teacher. Specialist support is also accessed through the Warwickshire Integrated Disability Service, Speech and Language Therapy Services, Physiotherapy Services, Occupational Therapy Services and CAHMS. We use The Warwickshire Local Offer at www.warwickshire.gov.uk/send to identify appropriate agencies, including voluntary sector organisations that can also support individual needs in school.

We have three staff that are Early Help trained and are able to work as a lead professional in coordinating services around the needs of a child.

# Supporting Pupils and Families

Partnership plays a key role in enabling children and young people with SEN to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs. All parents of children with special educational needs are treated as partners, given support to play an active and valued role in their child’s education.

We are able to support pupils and families through:

* Guiding parents pupils towards the Warwickshire Local Offer at www.warwickshire.gov.uk/send
* Linking parents to Warwickshire SENDIAS. (SEND Information, Advice and Support Service)
* Having our SEN Report and policy available on our website.
* Linking parents with outside agency support.
* Involving parents in the formulation and review of SEN Support Plans.
* Tailored and effective ‘One Page Profiles’ at transition points.  Assisting in the completion of forms and assessments.
* Providing an Early Help around a child or family.
* Being a ‘listening ear’ to share concerns or celebrations.

**Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

* Share their aspirations and hopes for the future
* State their views and feelings about their education and learning
* Identify their own needs through self-assessment
* Take a responsibility in working towards a planned outcome
* Self-review progress against outcomes
* Participate in Annual Reviews

# Supporting Pupils at School with Medical Conditions

* We ensure that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.
* Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010.
* Where a child has an Education, Health and Care Plan, we follow healthcare guidance from the plan in school.
* Where the child has medical needs, the school follows the procedures laid out in its’ Supporting Pupils with Medical Needs Policy.

# Monitoring and Evaluation of SEND

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through:

* lesson observations,
* book trawls
* pupil progress meetings
* discussions with children
* working alongside staff and children
* evaluation of SEN support plans
* informal discussions with the family
* staff discussions around the needs of a child.

# Training and Resources

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. Training needs are identified through the Performance Management process and the School Learning Improvement Plan. Opportunities for staff development include:

* Staff meetings led by the SENCO
* Opportunities to work alongside outside agency staff
* Visits to other settings to observe good practice
* Specific training to meet the needs of individual children
* Half termly intervention team meetings
* Support from the SENCO and relevant subject leaders in meeting the needs of a child.

The SENCO attends Local Authority termly SENCO network meetings

# The role of the Governing Body

The governing body at Arden Forest School has due regard to the Code of Practice when carrying out its duties towards all pupils with SEN and holds the school to account for the progress of children with SEN. Pupil progress is monitored with the Head Teacher. A designated member of the Governing body monitors the school's work for children with special educational needs. Routine monitoring is carried out with the SENCO.

# The Role of the SENCO

Our SENCO is Mrs Joanne Shreeve. Her role is to:

* Manage the day to day operation of the SEN policy
* Co-ordinate the provision for children’s special needs
* Manage the responses to children’s special needs
* Support and advise colleagues
* Oversee the records of the children with special educational needs
* Act as a link with parents alongside class teachers
* Act as the link with external agencies and other support agencies
* Monitor and evaluate the special educational needs provision and report to the governing body
* Analyse data for children with SEN and use it to inform planning and provision
* Manage a range of resources, including support staff, to enable appropriate provision for children with special educational needs
* Contribute to the professional development of all staff

# Storing and Managing Information

* Information is stored in line with Warwickshire LA policy on Management of Information and Freedom of Information.
* All staff are aware of sharing information on a ‘need to know’ basis.
* Confidential information is stored on CPOMS which is a secure software package.
* Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

# Dealing with Complaints

If a parent is concerned about any aspect of their child’s education regarding SEND, they should contact the Class Teacher, SENCO or Head teacher, as soon as possible. Written information about a formal complaints procedure is available on the school website or by request from the school office.

Warwickshire Local Authority (LA) provides aSpecial Educational Needs, Information, Advice and Support Service (SENDIAS), which can offer advice and support about special educational needs issues. The contact details are:

**Telephone:** 024 7636 6054

**Email:** wias@family-action.org.uk

**Website:** www.family-action.org.uk/wias