



Special Educational Needs and Disability Policy

Name of School	Petersgate Infant School
Date of review	March 2024
Date of next review	March 2025
Reviewed by	Wendy Mitchell Headteacher

School Vision

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.
- All staff promote a learning ethos for all children to help them achieve the highest standards possible.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

1. Aims:

Our SEND policy and information report sets out how our school will support and make provision for pupils with Special Educational Needs and will explain the roles and responsibilities of everyone involved.

2. Legislation:

This policy 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 SEN and disabilities
- The Special Educational Needs and Disability Regulation 2014, which set out schools' responsibilities for education health and care plans, SEN co-ordinators and the SEN information report.

3. Definition:

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

They have a learning difficulty or 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.

4. Purpose:

We at Petersgate Infant School believe that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have special educational needs or a disability at sometime during their school life. Some pupils may require support throughout their time in school whilst others may only need help for a short period of time. In order for these pupils to make good progress, we must recognise this and plan accordingly.

Petersgate Infant School aims 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 community. We will give them meaningful access to learning and the national curriculum. We aim to:

- Have clear procedures for identifying and providing for children who have special educational needs.
- Ensure that all staff have access to support and advice from the SENDCo and outside agencies where necessary, and understand the need for high quality inclusive teaching and ordinarily available provision that meets the needs of all the children in their class.

- Ensure that staff have a clear idea of outcomes for children with SEND in their class, how they are going to support the children in achieving these outcomes and that this information is disseminated to relevant others.
- Create an environment that meets the special educational needs of each child.
- Identify the roles and responsibilities of staff and governors in providing for children's special educational needs.
- Enable all children to have full access to all elements of the school curriculum.
- Ensure that parents/carers are able to support their child's education and development.
- Ensure that our children have an input in this process.
- Enable every pupil to experience success.

5. Roles and Responsibilities:

This policy will help ensure that the school takes positive action to support vulnerable pupils.

Provision for children with special educational needs is the responsibility of the whole school. It is each teacher's responsibility to provide for children with SEND within their class. All staff are responsible for helping to meet an individual's needs and for following the school's plan and procedures for identifying, delivering and making provision to meet those needs.

The governing body in co-operation with the Headteacher has a legal responsibility for determining the policy and provision for pupils with SEND. The full governing body has appointed a governor who takes particular interest in this aspect of the school.

The Headteacher has responsibility to:

- Work with the Special Educational Needs and Disability Coordinator (SENDCo) and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Manage all aspects of the schools' work including the provision for SEND pupils.
- Keep the governing body informed about SEND issues.
- Ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND.
- Ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Ensure that the progress and attainment of pupils with special educational needs or disability are monitored and evaluated when reviewing the effectiveness of the support given.
- Ensure that the implementation and effectiveness of this policy is monitored and reported to governors.

The Special Educational Needs and Disability Coordinator has responsibility to:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Oversee the day-to-day operation of this policy and co-ordinate the specific provision made to support individual pupils with SEND including those with an EHCP.
- 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.
- Be the point of contact for external agencies, including the local authority and its support services. Arrange meetings and provide a link between agencies, teachers and parents.
- Liaise closely with parents of pupils with SEND arrange regular meetings individually and in groups.
- Support class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupil and advising on resources and materials to use with pupils with SEND.
- Carry out detailed assessments and observations of pupils with specific difficulties. Monitor and evaluate the impact of interventions.
- Advise on the allocation of the school's delegated budget and other resources to meet pupils' needs effectively.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Maintain the school's SEND register and ensure that all records are up to date.
- Liaise with the SENDCO's in receiving schools to ensure pupils and their parents are informed about options to help provide a smooth transition from one school to another.

Classroom Teachers are responsible for:

- Identifying children with SEND.
- Providing high quality inclusive teaching which removes barriers to learning and supports achievement.
- Planning lessons that are differentiated for individuals.
- Including pupils with SEND in the classroom provide an appropriate curriculum.
- Ensuring that they access all available information and support to make effective educational provision for all pupils.
- Making regular assessments of progress of all pupils in their class.
- The progress and development of pupils in their class, assessing the impact of support and interventions.
- Working with the SENDCo to review each pupil's progress and development and decide on any change to provision.

The Governing Body will ensure that:

- SEND provision is an integral part of the school improvement plan
- The necessary provision is made for any pupil with SEND.
- The progress and attainment of children with special educational needs or disabilities are monitored and evaluated when reviewing the effectiveness of the schools' support for children with SEND.
- They are fully informed about SEND and the quality of the SEND provision is regularly monitored.

6. Monitoring and Evaluation:

The success of the schools SEND policy and provision is evaluated through:

- The monitoring of classroom practices by the SENDCo and subject co-ordinators.
- The analysis of pupil tracking data.
- Termly monitoring of procedure and practice by the SEND governor, including learning walks, analysis of progress and attainment for children with SEND by looking at learning in books and/or Seesaw, as well as, intervention records.
- The School Strategic Plan.

7. Identifying Special Educational Needs:

Under the new SEND Code of Practice 2014, children's needs are broadly categorised into four areas:

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

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a category. At Petersgate Infant School, we consider the needs of the whole child, not just their special educational needs.

Identification of children with SEND is after consideration of:

- Parents and/or class teacher have raised concerns about the child;
- The child is performing at significantly lower levels than would be expected at the chronological age of the child, despite high quality inclusive teaching;
- The child requires support that is additional to or different from children of a similar age.

It should also be noted that identifying behaviour as a need is no longer an acceptable way of describing SEND. At Petersgate Infant School, we believe that staff need to investigate what the behaviour is communicating to us, in order to support the underlying need.

8. Managing Pupils on the SEND Register

Clear outcomes for children are identified on their Pupil Profile, as well as how these outcomes are to be achieved. The class teacher is responsible for making sure the child is effectively working towards their outcomes, with support from the SENDCo.

Outcomes are reviewed at least every milestone point, after progress has been assessed. Evidence of achievements should be evident in the child's workbook, on Seesaw, or adults notes which should be transferred to the Pupil profile where possible. These should be available for parents, the SENDCO and senior management team to view. Parents/carers have the opportunity to meet with the SENDCo at each milestone to review their progress against their targets.

Any member of staff working with a child or group of children with SEND on particular programmes should keep a record of when the intervention is carried out, and the reason for missed sessions.

If a child is not moving towards their expected outcomes and targets are not being met, the SENDCO will observe the child, the teaching and closely monitor personal provision for the child, and provision may be adjusted in discussion with the class teacher. If a child is added to the SEN register, then this is communicated to parents.

Specialist support may be sought at this stage too, after discussion with the class teacher and parents. Access to this support is usually gained by submitting referrals and providing evidence of what has been tried already. Access to external support is monitored by the SENDCO. Parents are invited to any meetings/discussions after the professional has worked with their child.

An Education, Health and Care plan (EHCP) may be considered if a child is not making progress after evaluating quality first teaching, intervention work and advice from outside agencies has been implemented and reviewed. This will be in discussion with parents and the Senior Leadership Team. This is accessed through an Education, Health and Care Needs Assessment (EHCNA) Request.

Children exit the SEND register if it is deemed by the SENDCO and class teacher that the child no longer requires provision that is additional to or different from other children of a similar age. The date the child was removed from the register will be noted on the register, Arbor and through a communication with parents and the child's progress will be discussed at the next SEND review time.

9. Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an Equalities Policy which can be found on our website. The school identifies barriers to learning through our ongoing monitoring and evaluation procedures.

We remove these barriers by ensuring that:

- All teachers have with high expectations for pupils' achievements in all curriculum areas
- A rigorous, sequential approach to developing literacy and numeracy skills
- A sharp assessment of progress in order to determine the most appropriate programme or support
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning
- Highly effective use of time, staff and resources

Activities and school trips are available to all. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

Risk assessments are carried out and procedures put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

We run a range of school clubs for children. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

The governing body is committed to having a high level of support from LSAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is on one level for children to access. As such, the school is fully accessible for wheelchairs. There are disabled toilet facilities and designated parking for disabled if there is a need.

This policy supports our vision that all children will grow into responsible caring individuals who actively and positively contribute to society.