

## Sholing Infant School



## Special Educational Needs Policy



<b>Approved by:</b>	Lisa Houghton and governing body	<b>Date:</b>
<b>Last reviewed on:</b>	September 2023	
<b>Next review due by:</b>	September 2024	



‘Disabled pupils and those who have special educational needs are making rapid progress and their achievement is outstanding. They receive appropriate support and work in class is well matched to their needs.’

Ofsted Inspection 2014

## **Vision, Values and Aims:**

- All children should be valued regardless of their abilities, needs and behaviours.
- All children are entitled to a broad, balanced and holistic curriculum which is matched to meet each individual's learning needs.
- All teachers are teachers of children with Special Educational Needs and Disabilities (SEND).
- All children can learn and make progress at their level.
- All children should be challenged to achieve their full potential, using our best endeavours to secure special educational provision for pupils for whom this is required which is "additional to and different from" that provided within the differentiated curriculum
- We respond to the four broad areas of need which are 1. Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, and 4. Sensory/physical.
- We request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- We ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- We support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals as well as parents in order to meet the medical needs of pupils.
- We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **We Believe in:**

- Effective provision and assessment for children with SEND.
- Developing pupils' self-esteem, confidence and independence in preparation for the future.
- Valuing all pupils, to make them feel fully included in school.
- Setting small manageable targets for children to work towards, regularly reviewing these and setting new ones when they have been achieved.
- Support all children to be included with daily school life, including children with medical needs.
- Developing children's resilience, reflectivity, aspiration, curiosity, independence and creativity through their broad and balance curriculum.
- Working with external agencies to ensure children access specialised support when needed.
- Providing children with a foundation for all future learning and life skills.

## **What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*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.*

***Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### **Roles and Responsibilities:**

- In collaboration with the Headteacher, and Governing body, the SENCos will determine the strategic development of the SEND policy and provision at Sholing Infant School with the ultimate aim of raising the achievement of pupils with SEND needs.
- Managing the SEND team of teaching assistants and teachers who support learning for all SEND pupils.
- Collaborating with the SENCos in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of EHCPs and records for all SEND pupils.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND pupils.
- Liaising with parents/carers of SEND pupils in co-operation with teachers, teaching assistants and others as appropriate.
- Liaising with pupils to enable them to understand themselves as learners but also to influence the provision created for them to best meet their needs.
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

### **Facilities for those with SEND:**

Sholing Infant School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We

comply with the requirement to support children with disability as defined by the Act. The buildings at Sholing Infant School have wheelchair access from the main playground to the KS1 building and the EYFS playground to EYFS classrooms. There are disabled toilets in both buildings. Adaptions are made to ensure all children are able to use all the equipment and facilities. The school may receive advice regarding access from a range of agencies including the Children's Therapy Service and Hearing & Vision Support Service. Please see our accessibility plan on our website for more information.

### **SEND Information and the Local Offer:**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the schools. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff. We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [Special Educational Needs and Disabilities \(SEND\) Local Offer southampton.gov.uk](https://www.southampton.gov.uk/special-educational-needs-and-disabilities/send-local-offer). The local offer website holds a directory of facilities and resources available from many services within Southampton.

Sholing Infant School presents its SEND information in three ways:

- by information placed on the school websites which can be found at [Sholing Infant School - Home](#)
- by following the link from the school website to the local authority's Local Offer website;
- through information contained in this policy which is also published on the school website.

All information can be provided in hard copy upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

### **Identifying Special Educational Needs:**

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

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

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. Every effort is made at the school to make an early identification of a child who may have special educational needs. The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. SEND pupils may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupils own

observations or by external agencies. If there is cause for concern as a result of these assessments, the child might be offered further support in order to clarify targets. If and when a child is identified as having SEND, Sholing Infant School will seek to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as a 'graduated response.'

### **Graduated Response:**

Our Graduated response explains clearly the level of support that is available to all children in school. At each level of the graduated response different interventions are provided, however it is expected that the support on offer in the previous level would continue to be provided for the child. Once the child is receiving all the support from stage 1-3 and needs a higher level of support in order to make progress in all areas of learning then we would hold a co-production meeting with parents to discuss adding the child to the SEND register. By this point parents or carers would already know their child is receiving interventions in school, this would have been discussed at parents evening, as well as provision resources or suggestions that could be used to support the child at home. During the initial co-production meeting we will work through a document that identifies children's barriers and then use this to help create the first IEP for the child. The identification of barriers document has strategies that can be used to support pupils in school, parents alongside the class teacher and at times SENCo too will pick out strategies to use in school to support the child and this will be included within the IEP.

If, once on the SEND register the child continues to need a high level of intervention and little progress is seen, after the support of external agencies, then we (the parents, child and school) may consider to complete an EHC plan request for assessment, moving the child from stage 4 to stage 5. This would only be the case for a small handful of children, as usually once on the SEND register, with the high level of support children make good progress.

Please see the graduated response to SEND at Sholing Infant School below



# A Graduated Approach to SEND at Sholing Infant School

## Stage 5

Provision over and above what would be expected at universal and targets support levels because the pupils needs are exceptional, severe, complex and long term

Interventions identified through EHCP provision

Health care provision

OT and Physio

Total communication

and...

NHS speech and Language

Mental health therapies

EP/ SAOS

Social Skills interventions  
circuits

SALSA

Sensory

Attention Autism

Behaviour response planning

differentiated behaviour reward systems  
completed in co-production with parents.

Identification of barriers document  
and...

ELSA including play bunch and lunch bunch  
guage interventions.

HLTA delivered speech and lan

Phonics boost

Fisher Family Trust Reading

BLAST wave 2

Narrative group

Fine motor

and...

Afternoon interventions for accelerated progress in  
reading writing maths and phonics

Resources to be used in class, talking tins,

pencil grips etc. TEACCH trays

Small group work Scribing and annotation

Pre-teaching

and...

## Stage 4

Meeting with parents when reviewing  
targets and setting new targets—  
parents evenings

## Stage 4

Co-production meeting and added to SEND register

Targets intensive additional support (on the  
SEND register)

## Stage 3

Targeted additional support

(added onto SEND register at the end of stage 3)

intervention

## Stage 3

## Stage 2

## Stage 1

Universal provision

## Stage 1

## **Identifying SEND with External Agencies:**

The school may request support from other agencies to support a child's needs and to increase progress. These agencies include: Children's Services, the School Health Service, Southampton Advisory Outreach Service (SAOS), Specialist Hearing or Visual Impaired Advisory Teachers, CAMHS and any other service that may prove useful in supporting staff and children. Parents are consulted before the involvement of any outside agency and consent is obtained. Parents are kept fully informed about the advice provided by such agencies.

The consultation with these outside agencies is intended to ensure:

- Early and accurate identification and assessment of special educational needs so that the child / young person's requirements are provided;
- Continuing social and academic progress of children / young people with special educational needs;
- Personal and academic targets are set and met effectively. Where it is decided that a child does have SEN, the decision is recorded in the school records and the child's parents/carers are informed that special educational provision is being made.

## **Managing Children with SEND at Sholing Infant School:**

Where a child is identified as having SEN and or a disability, Sholing Infant School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. This is achieved at Sholing Infant School through an Individual Education Plan (IEP), in school we call them Pupil Passport. Pupil Passports outline strategies to support a pupil's learning and personalised targets that are reviewed 3 times a year. Outcomes on Passports are agreed with staff, parents and pupils. All Passports reflect a shared partnership to support learning both at home and school.

Parents will be invited in at the end of each term to co-produce IEPs. During these meetings the targets will be reviewed and new targets will be set for the following term. Where parents do not attend the IEP meeting the IEP will be generated by the class teacher and shared with parents and children. Although the meetings are not compulsory we would encourage parents to attend these meetings as parents know their children best and are a vital part of the process.

The SENCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. The majority of children with special education needs or disability will have their needs met by the school. In a very small number of cases a child's needs may require a request to be considered by the Local Authority for an Education Health Care Plan (EHCP). Parents are involved at all stages of this process. Staff monitor the progress of all children to identify those at risk of underachievement. We recognise

that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

### **Monitoring and Evaluation of pupils with SEND at Sholing Infant School:**

Early identification is key. The class teacher informs the parents at the earliest opportunity regarding their concerns and enlists their active help and participation. Parents are also encouraged to approach school if they have any concerns. The class teacher, SLT and the SENCo assess and regularly monitor the children's progress in line with existing school practices. This is an on-going process. The SENCO works closely with teachers, SLT, parents and the children to plan an appropriate programme of support. This may also include an individual behaviour plan (see school behaviour policy). The assessment of children reflects as far as possible their participation in the whole curriculum of the school, both academic and social. The Senior Leadership Team monitor the progress of all children within the school, including those children with Special Educational Needs or who are pupil premium.

At Sholing Infant School we use a pupil support scale to identify how much support a pupil has been required in each lesson. This is used for pupils working in the lowest 20% of in each class and in each subject. This allows SLT to track the level of support pupils are requiring to access learning over time. Over time we would hope to see that children will be requiring less support as they make progress. However, if they require a high level of support continually then this may indicate that the pupil needs additional interventions. Please see Appendix 1 for the full support scale.

Teachers and SLT, including the SENCO will review progress throughout the year both in relation to the curriculum but additionally the progress against their personalised targets. Children with EHCPs will be monitored continually against the small step targets that are set out in their EHCP. Children will have a learning journey book which will collect evidence for each target area. This is used to support the annual review, which will review the targets from the EHCP and will set new targets for the following year. IEP targets are derived from EHCP targets.

### **Coming off the SEND register:**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully without a high level of support (stage 4 of the Graduated Response). This will be discussed with parents at the time of removal from the SEND register and the child's progress and attainment will be closely monitored by the class teacher and SLT. For some children it is possible that they will dip in and out of additional support throughout their school experience; therefore will be added to and removed from the SEND register as required. Parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However a child's progress will continue to be monitored by using the school's tracking systems.

### **Storing and Managing Information:**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information. When the children transition to a new school paper records will be sent to the new school once the children are on role.

### **Supporting children with medical conditions:**

Sholing Infant School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that as a school we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

Children with complex medical needs will have an IHCP, and in a small number of cases may need additional support in school. In these cases advice will be taken from the Local Authority and funding will be applied for to allow additional support to be put in place. Where a child is unable to attend school for medical reasons advice will be taken from the Local Authority, and a referral for Hospital School outreach may be made. Further information can be found in the first aid and medical conditions policy and supporting pupils with medical conditions who cannot attend school policy.

### **Transition:**

Sholing Infant School are committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the SENCO and class teacher will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education. On Entry into Sholing Infant School if the child has identified SEND the SENCO will arrange a meeting with parents to discuss their child's needs, and may also arrange a visit to the child's current setting to talk to staff about strategies use to support the child as well as observing the child. Occasionally the SENCO may attend the home visit in September, to discuss the child with the parents further.

Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the SEND Code of Practice. The Local Authority will send a consultation request through to the school, the SENCO, Headteacher and Chair of Governors will read the draft or final EHCP and will respond to the Local Authority within 10 days, addressing if Sholing Infant School will be able to meet the needs of the child.

Sholing Infant School will work with feeder schools to plan and manage a successful transition for the children. Additional transition will be arranged for pupils with identified needs as well as those who have been identified by the school or parents as requiring additional support. Teachers will meet with feeder school teachers and junior schools to which our pupils transfer and share information about the children, including strategies that work well for the child, late in the summer term, this allows the receiving school to make plans for the children as well as putting provision in place for them ready for September.

### **Training and Resources:**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The SENCo will provide information on specific needs for new staff. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

### **Complaints:**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. Parents / carers should talk to the class teacher in the first instance. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo or Headteacher. For further information please see the Complaints Policy on the school website; this information can be found under the Policy section.

### **Review:**

This policy will be reviewed annually.

## Appendix 1 : Pupil Support Scale

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.

1	2	3	4	5	6
Correcting	Modelling	Clueing	Prompting	Self-Scaffolding	Independence
Pupil requires intensive support	Pupil requires substantial support	Pupil requires moderate support	Pupil requires some support	Pupil self-supporting with given resources	Pupil requires no support
<p><b>Pupil demonstrating</b></p> <p>Lesson objective can only be achieved with total support</p> <p>The pupil is unable to initiate any independent thinking.</p> <p>The pupil is unable to draw upon prior learning or knowledge.</p>	<p><b>Pupil demonstrating</b></p> <p>needing constant</p> <ul style="list-style-type: none"> <li>• Verbal reminders</li> <li>• Visual reminders</li> <li>• Prompted reminders</li> <li>• Model and do</li> </ul> <p>Pupil needs tasks to be broken down for session</p> <p>Pupil actively watches and listens, then tries step for themselves</p>	<p><b>Pupil demonstrating</b></p> <p>Pupil needs their attention drawn to a particular rule or strategy</p> <p>Pupil needs to be taken back a few steps as a structured reminder</p>	<p><b>Pupil demonstrating</b></p> <p>Pupil needs metacognitive support and encouragement</p> <ul style="list-style-type: none"> <li>• “What do you need to do first?”</li> <li>• “What’s your plan?”</li> <li>• “You can do this!”</li> </ul> <p>Pupil has a visual reminder and uses it independently</p>	<p><b>Pupil demonstrating</b></p> <p>Lesson objectives can be achieved with no support</p> <p>Pupil needs <b>no</b></p> <ul style="list-style-type: none"> <li>• Prompts</li> <li>• Cues</li> <li>• Reminders</li> </ul>	<p><b>Pupil demonstrating</b></p> <p>Pupil demonstrates spontaneous use of skills required inside and outside of attention focused sessions, paired learning or independent tasks</p>
<p><b>Pupil is supported by</b></p> <ul style="list-style-type: none"> <li>• Being shown answers</li> <li>• Being told answers</li> <li>• Copying answers</li> <li>• Repeating answers verbalised by support</li> </ul>	<p><b>Pupil is supported by</b></p> <ul style="list-style-type: none"> <li>• A Choice of two answers</li> <li>• A form of cue articulation</li> <li>• A correct answer or response and a different example</li> </ul>	<p><b>Pupil is supported by</b></p> <p>Retrieval of key information through</p> <ul style="list-style-type: none"> <li>• A small clue</li> <li>• Closed and open questioning</li> <li>• More discreet visual or verbal prompting</li> </ul>	<p><b>Pupil is supported by</b></p> <ul style="list-style-type: none"> <li>• Refocus of attention</li> <li>• Encouragement</li> <li>• A retrieval strategy</li> <li>• Reminder of a self-help strategy</li> </ul>	<p><b>Pupil is supported by</b></p> <ul style="list-style-type: none"> <li>• TA observing</li> <li>• Giving processing time</li> </ul>	

	<ul style="list-style-type: none"><li>• A Sign, symbol or visual</li><li>• Closed questioning</li></ul>	<ul style="list-style-type: none"><li>• Scaffolding support, word bank, task board, working wall</li></ul>			
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