



Special Educational Needs & Disability (SEND) Policy

At Tavistock Infant School we believe that each pupil has individual and unique needs. However, some pupils may require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs and/or disabilities (SEND) at some point in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Tavistock Infant School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum and Early Years Curriculum where appropriate. In particular, we aim to:

- enable every pupil to experience success.
- promote individual confidence and a positive attitude.
- ensure that all pupils, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- identify, assess, record and regularly review pupils' progress and needs.
- involve parents/carers in planning and supporting at all stages of their children's development.
- work collaboratively with parents, other professionals and support services.
- ensure that the responsibility held by all staff and governors for SEND is implemented.

Definition of SEND

As defined in the Code of Practice 2014, there are four areas of SEND:

- Communication and Interaction: Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC, which includes Asperger's Syndrome and Autism)

- Cognition and Learning: Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD, which includes Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia)
- Social, Mental and Emotional Health: Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder, Autism, Pervasive Developmental Disorder, Anxiety Disorder, Disruptive Disorder and, rarely, Schizophrenia or Bipolar Disorder
- Sensory and/or Physical Needs: Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD)

Roles and Responsibilities of the Headteacher, SENDCO, other staff/governors

Provision for pupils with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational need and/or disability and for following the school's procedures for identifying, assessing and marking 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 appointed link governor (Sophie Breese) maintains a general overview, carries out an annual monitoring visit and attends relevant training.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND.
- keeping the governing body informed about SEND issues.
- working closely with the SEND personnel within the school.
- making all staff aware of the need to identify and provide for pupils with SEND.
- ensuring 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.
- with a prompt from the SENDCO, notifying parents if the school decides to make special educational provision for their child.
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

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.
- they have regard to the requirements of the *SEND Code of Practice (2014)*.
- the progress and attainment of children with special educational needs and disabilities and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND.
- they report to parents on the implementation of the school's SEND policy.
- they are fully informed about SEND issues.

- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.

The special educational needs co-ordinator (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy.
- ensuring that an agreed, consistent approach is adopted.
- liaising with and advising other staff.
- helping staff to identify pupils with SEND.
- facilitating detailed assessments and observations of pupils with specific learning problems.
- co-ordinating the provision for pupils with SEND and producing the School SEND Report which outlines this provision for parents and children alike.
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs) or Individual Behaviour Management Plans (IBBP), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of pupils with SEND to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the school's SEND work.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register and records.
- assisting in the monitoring and evaluation of progress of pupils with SEND.
- contributing to the in-service training of staff.
- managing learning support staff/teaching assistants.
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- taking part in LA SEND moderation.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- ensuring that they access all available information and support to enable them to make appropriate educational provision for all pupils, including looked after children and pupils with SEND.
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and pupils with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Tavistock Infant School is committed to early identification of Special Needs and adopts a graduated response to meeting special educational needs and disabilities in line with Hampshire County Council's guidelines and the Code of Practice 2014:

A Graduated Response**Raising a concern**

1. Meeting the needs of all of the pupils in the school is the responsibility of every member of staff. Assessment procedures are in place to ensure that all pupils are progressing and to quickly mark up any difficulties a child may experience. If there are concerns about a pupil's learning or behaviour, contact Claire Jamfrey, SENDCO.
2. The Class teacher identifies a pupil's special educational needs, seeks advice from the SENDCO and tries alternative classroom strategies.
3. The teacher will discuss with the SENDCO the strategies used and assess the progress that ought to have been made. Together the decision for extra provision will be made. At this point the learner and the parents are included in the process.
4. If the staff and parents agree that interventions that are additional to or different from the school's differentiated curriculum and strategies are needed, these trigger SEND Support.

SEND Support

5. Information now needs to be collected from:
 - The class teacher.
 - The SENDCO.
 - Any outside agency who may be involved (with parent's permission).
 - The parents.
6. SENDCO can:
 - Arrange for further assessment if needed.
 - Plan future support with class teacher.
 - Monitor and review any action taken.
7. The class teacher and teaching assistant can:
 - Plan and deliver an individualised programme.
 - Work with the pupil on a regular basis.

8. SENDCO and class teacher can:
 - Consult with parents and the child about the plan.
 - Inform parents and the child about progress.
9. The school action might include:
 - Different learning materials.
 - Special equipment.
 - Individual or group support.
 - Staff development/training in alternative strategies.
 - Adult time to plan interventions and monitor progress.
 - Occasional advice from LEA support team.

An IEP needs to be kept detailing between 1 and 4 short-term targets that are additional to and different from the differentiated plan for the class. Depending on the main area of need, these targets could be linked with Reading, Writing or Maths targets set within class. This should be reviewed termly and shared with pupil and parents.

If the pupil continues to make little or no progress in learning or behaviour, the school will need to seek help from outside agencies.

10. Along with outside agencies, the SENDCO will review interventions already implemented.

Those involved in this review could be:

- The learner
- Class teacher
- LEA support teacher
- Health or social services representative
- Literacy & numeracy co-ordinators
- Behaviour support team

They can consider:

- Tried strategies
- The targets set
- Any progress made

11. New targets and strategies will be added to the IEP or IMBP alongside those set by the EP and other involved agencies. The parents must also be involved.

The SENDCO will record what further advice is being sought and what will happen meanwhile in terms of intervention.

It is the class teacher's responsibility to carry out the interventions as laid out in the IEP. They should be carried out by the school in the classroom and the

parents and pupil should be involved in these discussions. If these strategies do not result in an improvement in the child's learning or behaviour, then an **Education, Health and Care Plan** may be applied for.

Education, Health and Care Plan (EHCP)

12. The Head Teacher will request an Education, Health and Care Plan. The SENDCO, Head Teacher and class teacher will work closely with external agencies that should support the request.
13. During the assessment period the child will continue to be supported using the procedures described in SEND Support Plus.
14. In exceptional circumstances a child may be referred for an Education, Health and Care Plan as soon as diagnostic or medical assessment has been carried out. This can be done if the school considers that the child's needs cannot be met and immediate specialist intervention is required.
15. An Education, Health and Care Plan is given to the child. This will contain advice and allocate individual support time for the child. The governors are legally responsible for ensuring the funds provided through the Education, Health and Care Plan are used for the named pupil.
16. Once the plan is created and accepted the SENDCO will monitor that:
 - The pupil's records are maintained.
 - The class teacher monitors and reviews progress on a regular basis.
 - The school's usual pastoral and curriculum monitoring processes are used.
 - IEPs are in place.

Transfer Arrangements

17. If a pupil has received any sort of special needs support the SENDCO will transfer all relevant documents with the pupil to the receiving school. A transition meeting or Inclusion Partnership Agreement may be used:
 - IEPs
 - Assessment details
 - Background information
 - The Education, Health and Care Plan

If a pupil has an Education, Health and Care Plan, the new school will have to be named in an amended plan before the transfer takes place, particularly at a phase transfer. The SENDCO will arrange for an annual review to take place in the preceding school year to allow time for the transfer process to be completed.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to

Speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents are advised to contact the Headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Senior Leadership Team, Year Group Leaders, SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts, including pupils on the SEND register and Looked After Children (LAC)
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's annual review of provision for pupils with SEND and looked after children
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans (SEND children) or personal education plans (LAC), evaluate impact and celebrate success.