Special educational needs and disabilities (SEND) policy

Forefield Community Infant and Nursery School

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Forefield Community Infant and Nursery School we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is adapted to meet the needs and abilities of all of our pupils.

Inclusion at Forefield Community and Infant school is embedded within all areas of the curriculum. Each child is respected as a unique individual with their needs catered for through creative approaches to teaching and learning that focus on high quality teaching for all.

At Forefield Community Infant and Nursery School we recognise that some of our pupil's will present with differences which will affect their learning and emotional wellbeing.

We aim to give all of these pupil's the opportunity to achieve to the highest standard and so we ensure that such differences are responded to sensitively and consistently within the classroom and main frame of teaching and learning so as to ensure that each pupil fulfils their potential.

3. Legislation and guidance

This 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 with SEND

- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

The SENCO

The SENCO at our school is Mrs. V Buckley VBuckleySENDCO@forefield.sefton.school

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Mrs. R Thomas admin@forefieldinfant.sefton.school

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through the graduated response
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

The contribution that parents make to their pupils' education is extremely valuable and we attempt to develop strong links with all parents.

This is particularly crucial for parents of pupils who have special needs.

Partnership with parents plays a key role in enabling all children and young people with SEND to achieve their potential.

The key knowledge, skills and opinions that parents bring to the school are invaluable in identifying a child's needs.

The support that they can provide both at home and in school can be immensely beneficial to a child's progress. Parents are encouraged to inform the school (either class teacher or SENDCo), of any problems or difficulties they feel their child may be experiencing.

The school will also inform parents of any concerns that they may have.

Parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to discuss the needs of their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Contributing to review meetings

SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

On entry to school new parents are encouraged to share information regarding their concerns linked any differences that their child may have with the class teacher.

The SENCO will then keep a record of these pupils and will ensure that regular observations linked to identify need will take place to ensure a clear overview linked to developmental milestones is gained.

All pupils are taught by teachers who aim to deliver lessons that motivate and inspire all pupils.

Each pupils progress is rigorously monitored through data analysis that happens each term. It is integral in supporting a pupil with SEND to identify early in their school life any potential barriers to learning and appropriate intervention be put in place to support them to fulfil their potential.

Any pupil who is making progress below that expected, be in consultation with parents added to the special educational needs list.

An Individual Education Plan and Personal Profile will ensure that specific targets linked to SEND need are implemented and timely monitored.

The Graduated Approach

At Forefield Infants the process for implementing SEND support is in line with the standards within the new Code of Practice incorporating the four stages of the Graduated Approach.

Assess:

The school will gather information from parents, outside agencies and any other relevant people involved in the care or education of the child.

In order to gain an accurate picture of the child the pupil's needs, attainment, anticipated end of key stage targets, intrinsic motivators and appropriate teaching strategies that are individual to the pupil.

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and barriers to learning your child has.

We will ask for you and your child's input, as well as getting help from external professionals where necessary

Plan:

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will create a plan of the support we will offer your child to help them meet those outcomes including support from external agencies.

An individual education plan is aimed to outline learning goals with specific achievable outcomes. At Forefield Community Infant and Nursery School we use the Birmingham Toolkit to assess and implement Individual Education Plan's in the areas of Speaking and Listening, Reading, Writing and Mathematics.

Do:

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended

Review:

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Consulting and involving pupils and parents

At Forefield Community Infant and Nursery School we set a high priority of a shared understanding of need. We work in partnership with parents to secure the very best outcomes for all of our pupils. Opportunity for parents to meet with the SENDCo are available every half term.

We work transparently to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and barriers to learning
- We consider any concerns the parents have
- Everyone understands the agreed outcomes
- Everyone is clear on what the next steps are

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND List. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Educational Health Care Plans:

EHC Plans are implemented where the special educational provision necessary to meet the pupil's needs cannot be reasonably provided within the resources normally available to mainstream schools and early years setting. Where this occurs school will request a referral for an assessment to the local authority

The information presented to the LA when considering an EHCP may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes

- The pupil's health including the child's medical history where relevant.
- For Key Stage One children, National Curriculum level attainments in literacy and mathematics,
- For Foundation Stage Children who have a low level of attainment in one or more areas within the Early Years Foundation Stage any assessments that have been made
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parent and the pupil
- Involvement of other professionals such as Health, Social Care or Education Welfare Service

Annual review of an Educational Healthcare Plan:

All EHCP's must be reviewed at least annually with via a multi-agency meeting including, parents, professionals and where appropriate the pupil. During the annual reviews the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

Supporting children with medical conditions:

Forefield Community Infant and Nursery School recognises that pupils at school with medical conditions should be 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 the school will comply with its duties under the Equality Act 2010 and Statutory Guidance on Supporting Pupils with Medical Conditions 2014.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using Birmingham Toolkit
- Monitoring by the SENCO and Subject Leads across the curriculum
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Completing whole school learning reviews
- Holding Pupil Progress Meetings termly

Expertise and training of staff

Our SENCO is Mrs. Vanessa Buckley

Mrs. Buckley has thirteen years' experience in this role and has worked previously for 18 years in a specialist provision within Sefton. Mrs. Buckley is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2014. She is allocated 4 hours a week to manage SEND provision in our school.

Mrs. Rebecca Thomas is our Special Educational Needs link governor

Class teachers

All of our teachers receive in-house training where necessary and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions which are delivered in a way that supports access to a broad and balanced curriculum.

Links with external professional agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

Admission and accessibility arrangements

Admission arrangements

The admissions criteria applies to all pupils for whom education in a mainstream school which is in line with Sefton's admissions policy.

Children on SEND support may be given an enhanced transition depending on need. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills so that all children regardless of individual need make the best possible progress.

For pupils who have an EHCP and where school has been cited as a preference, there will be a request for consultation sent to the school for the school to respond to stating if they are able to meet the needs of the pupil within a fourteen-day timescale.

Accessibility arrangements

Our school has adopted an accessibility policy which can be found on our school website or is available from the school office upon request.

If you have specific access queries or concerns please contact the school office. We will endeavour to enable children with SEND and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.

In compliance with paragraph 3 of schedule 10 to the Equality Act 2010, we have accessibility plan.

Complaints about SEND provision

Should parents have any concerns then they should firstly talk to the child's class teacher. Parents can also make an appointment to see the school SENCO or Headteacher.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in this policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of specific SEND needs at the start of the autumn term with training arranged where needed
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Discussions with parents around the effectiveness of support

Monitoring the policy

This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

Links with other policies and documents

SEN information report

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2023/03/FFI-SEND-Information-Report-2022-2023.pdf

The local offer
https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

Accessibility plan

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2021/09/Accessibility-Plan-1.pdf

Behaviour policy

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2019/09/Behaviour-policy.pdf

Equality information and objectives

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2021/09/Equality-Information-and-Objectives-2020-2022.pdf

Supporting pupils with medical conditions policy

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2023/03/Supporting-Medical-Needs-2023.pdf

Attendance policy

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2022/11/FCINS-Attendance-Policy-Sept-22.pdf

Safeguarding / child protection policy

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2022/11/FCINS-Safeguarding-Child-Protection-Policy-Sept-22.pdf

Complaints policy

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2021/09/FCINS-Complaints-Procedure-Oct-19.pdf