



Dropmore Infant School
Littleworth Road, Dropmore, Burnham
Buckinghamshire SL1 8PF
Telephone: 01753 644403

Headteacher: Mrs Gitta Streete

Chair of Governors: Mr Tim Wicks

Policy No: 015

Policy Title: SEND Policy

Issue No: 003

Effective Date: February 2020

Next Review Date: February 2021

Approved by Chair of Governors: *Mr Wicks*

Date: 10.03.2020

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

RESPONSIBILITIES

Mrs G Streete: Headteacher, Designated Safeguarding Lead, Responsible for managing pupil premium and looked after children funding.

Mrs L Huse: SENDCo

Mrs R Fearon: SEND Governor

This policy has been shared with the parents, staff and governors of Dropmore Infant School and should be read in conjunction with the 'Special Educational Needs Information Report 2019'.

SECTION 1: INTRODUCTION

At Dropmore Infant School we are committed in offering a fully inclusive curriculum to ensure the best possible progress and outcomes for all our pupils, enabling each child to develop his or her full potential. Each child has access to a broad and balanced curriculum regardless of needs or abilities. Educational experiences are provided for all children which develop a pupil's achievements and recognise individuality. Diversity is valued as a rich resource, which supports the learning of all. We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities.

SECTION 2: AIMS & OBJECTIVES

We aim to:

- Ensure the implementation of Government and subsidiary Local Authority (LA) Guidance surrounding the SEND Code of Practice 0-25 (January 2015).
- Ensure that the diverse needs of children are provided for; barriers to learning are minimised and there are equal opportunities for all children to participate in the full curriculum.
- Provide appropriate teaching which makes learning challenging and enjoyable, based on best practice using past practice strengths and new guidelines.
- Inform parents/carers how SEND provision is identified and managed at Dropmore Infant School and how it is a collaborative process between child, parents, teachers, SENDCo and other professionals.
- Raise the aspirations and expectations for all pupils, helping them to achieve their full potential.
- Celebrate strengths within an inclusive community.

We aim to achieve this by:

- Working within the guidance provided in the SEND Code of Practice 2015 and to ensure the SEND Policy is implemented consistently by all staff.
- Ensuring provision is co-ordinated and integrated across the school.
- Providing support, advice and training for staff working with children with special educational needs.
- Providing a range of appropriate resources, both human and material, and to ensure their maximum and proper use.
- Monitoring and reviewing pupil progress using tracking systems and regular assessment to allow for early identification and use of the Graduated Approach (assess, plan, do, review), involving the child where possible.
- Identifying barriers to learning and ensuring all pupils have access to an appropriately differentiated curriculum by considering the needs of the whole child.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Working in partnership with parents/carers in supporting their child's education at an early stage.
- Recognising, valuing and celebrating pupils' achievements, however small.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability which requires special educational provision, additional to or different from the normal adaptations made as part of Quality First Teaching, to be made in order for them to access the full curriculum.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

SEN Code of Practice 2015 xiii, xiv.

Many children who have SEND may have a disability under the Equality Act 2010 described as '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'. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Types of Learning Difficulty

The SEND Code of Practice (2015), recognises four categories of learning difficulty which may or may not be co-occurrent (a child may have SEN in more than one). These 4 categories are described as:

- **Communication and Interaction** (e.g. language disorders, Autistic Spectrum Disorder)
- **Cognition and Learning** (e.g. Dyslexia, Dyspraxia)
- **Social, Emotional and Mental Health Difficulties (SEHM)** (e.g. ADHD, Anxiety Disorders)
- **Sensory and/or Physical Needs**

The SEND Code of Practice recognises that all children are unique and that fixed categories cannot reflect the diversity of young people.

Identification of SEND

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Dropmore Infant School, class teachers make regular assessments of progress for all pupils and share the information with the Headteacher. Where a concern may be raised this will be shared and discussed with the SENDCo. Concerns may be raised if a child:

- Is making significantly slower progress than their peers, starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to reduce the attainment gap between the child and their peers.
- Widens the attainment gap.

Some learning difficulties and disabilities occur across the range of cognitive abilities and left unaddressed may lead to frustration. This may manifest itself as disaffection, emotional or behavioural difficulties. It can also include lack of progress in **areas other than attainment** – for instance where a pupil needs to make additional progress with wider development or social needs.

Factors which can Impact on Progress and Attainment

None of the factors listed below in isolation will result in a child being identified as having a SEN but can result in slower than expected progress or may act as a barrier to learning.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Any concerns relating to child or young person's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

Teachers and the SENDCo, will identify such barriers to learning and consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress before deciding if a Support Plan is necessary. This information gathering will include early discussions with the pupil and their parents to determine the child's strengths and difficulties. Sometimes external assessment or advice is sought from agencies linked to the school.

SECTION 4: THE GRADUATED APPROACH TO SEND SUPPORT

Quality First Teaching, differentiated and adapted for individual pupils, is good practice for all children and is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Dropmore Infant School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This is done through staff training carried out by the SENDCo and using external agencies where necessary. Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEND support takes the form of a four part cycle (Assess, Plan, Do, Review) 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.

Assess

When identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil as well as their previous progress and attainment. It will draw on their development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is informally reviewed on a regular basis. This ensures that support and intervention are matched to need, barriers to learning are identified and that a clear picture of the interventions put in place and their effect is monitored.

Plan

Where it is decided SEND provision is necessary, the pupil will be formally recorded on the SEND Register and a SEND Support Plan will be drawn up. The SENDCo, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, outcomes, support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCo and in consultation with the parents and the pupil, will be responsible for implementing the SEND Support Plan.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher where necessary in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher will revise the support in light of the pupil's progress and development and, working with the SENDCo, decides on any changes to the support and outcomes in consultation with the parent and pupil.

Educational Health Care Plans (EHCPs)

Where a child has a profound, severe or complex needs requirement, an EHCP may be in place before a child starts school. When needs become apparent at a later stage, the Local Authority may be requested to make an assessment of a child where the school is unable to meet their needs with reasonable support, differentiation and adaptations. The LA will make a decision on whether to progress with the assessment and if so, will require detailed information and evidence to make their decision. If an EHCP is issued it will be specific to that child and the LA will provide additional resources tailored to the individual circumstances. The EHCP is reviewed annually and parents/carers are involved monitoring progress.

Emotional and Social Development

Where a child's behaviour is having a marked impact on their education, the school will sometimes request support from the Pupil Referral Unit. This support is usually in school but can sometimes involve the child attending sessions at our local unit.

SECTION 5: MANAGING PUPILS NEEDS**Support Plans**

Support Plans are written for children who may require additional intervention over and above the expected classroom support. A support plan is designed to celebrate strengths whilst outlining ways to support areas of development at home and school. These are reviewed termly in conjunction with the SENDCo, class teacher, parents and where possible the children.

EHCPs

Pupils with EHCPs have outcomes listed on the document issued by the Local Authority. Provision to support the achievement of these outcomes is put in place by class teachers and monitored termly using Provision Plans or Multi Agency Provision Plans (MAPPs) where other agencies are involved. A formal review takes place each year. Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place.

In class support

All pupils identified as having SEND or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate and adapt teaching and learning. Pupils with EHCPs are supported in class according to the requirements of their EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. Hours given on a child's EHCP does not mean that the child necessarily has 1:1 support throughout the school day. If a pupil does not have an EHCP, individual class support is given on a needs basis. Strategies to support pupils identified with SEND are included on their Provision Map/SEND Support Plan.

Interventions

Dropmore Infant School has a variety of interventions which can be used to support pupils. These are offered depending on the need of the pupil. Where necessary, this additional support is provided through small group or 1:1 interventions where pupils will be withdrawn from class for the period of the intervention, usually by a Teaching Assistant. However, teachers may also deliver interventions where deemed appropriate. Where children are withdrawn from class, we aim to do this outside of the core subjects (maths, literacy, science) where possible.

External Agencies

We have limited access to a number of external professionals including Speech and Language therapists and Occupational Therapists. The referral process varies according to the agency; however, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of one term before any referral will be considered. In some cases, parents choose to have their children assessed privately for learning difficulties/disabilities. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. Support will be offered as per the graduated approach.

High Needs Block Funding (HNBF)

Where the school feels it is unable to fully meet the special educational needs of a pupil through its own provision arrangements yet a child does not meet the criteria for an EHCP, an application can be made for the LA to provide short-term additional funding. Evidencing a case is a lengthy and intensive process requiring detailed information from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. At the very least, the school must demonstrate that the pupil requires more than 13.5 hours of additional 1:1 support per week, equivalent to £6,000, to qualify for HNBF.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

As part of the Graduated Approach to SEN, the school will seek to reduce intervention on the evidence of monitored progress. Removal of a child from the SEND register will only take place when the circumstances which allow removal are met. Close monitoring and review of progress can show that a child no longer needs additional provision and intervention. When it is felt that the child can be supported within standard class differentiation, a review meeting will be held between the class teacher, SENDCo and parents.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Dropmore Infant School publishes an annual report on SEND, which can be accessed on the school website.
- Admission arrangements are set out in the Admissions Policy, which can be accessed through the school website.
- Teachers and the SENDCo ensure that children with SEND receive appropriate access to tests and formal assessments. This is specified in each Provision Plan where appropriate.
- Termly reviews are held, to which parents are invited. These reviews provide an opportunity for the parents to discuss with the SENDCo or class teacher, achievements, current requirements for their child, targets set and provision offered.
- Transition between classes and to the next school is managed sensitively and according to each child's needs. Transition reviews are held for children with EHCPs and a member of staff from the next school will be invited to attend.
- The views of parents are welcomed and the class teacher can usually be seen at the end of the school day but appointments can also be made through the school office. Appointments with the SENDCo are by appointment only, made through the school office.

- The Local Authority Local Offer sets out support available and can be found on the school website or the Bucks Learning Trust website at <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Children with medical needs will have an Individual Health Care Plan tailored to a child's particular needs and agreed by the school, parents, child (if appropriate) and the relevant healthcare professional. These can be updated as needed, throughout the school year.

SECTION 9: MONITORING AND EVALUATION OF SEND

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done through:

- Rigorous monitoring of classroom practice by the Headteacher and SENDCo.
- Analyses of pupil tracking data.
- Meetings between parents and staff to plan outcomes and recognise progress or shortfall.
- Consideration of the effectiveness of interventions and provision.
- An Annual Action Plan for SEND and the Annual School Self Evaluation and School Development Plans.
- Termly monitoring of policies, procedures and practice by the SEND Governor.
- Regular meetings between LSAs and staff to monitor the level of success of interventions.

SECTION 10: ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEND and disability.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.
- Taking account of SEND pupils when planning all matters for the school as a whole.
- Working with the head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEND and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEND support.
- Considering SEND issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self review and continuous improvement plans.

The Headteacher is responsible for:

- Regularly reviewing how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEND, and the progress made by pupils.
- Identifying any patterns in the 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 SENDCo is responsible for:

- Working with teachers to ensure day to day implementation of the SEND policy.
- Planning for all the Special Needs provision in the School – including resources, staffing, training, additional support requirements, and new programs.
- Providing appropriate resources and ensuring their proper use.
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Supporting and advising class teachers and learning support assistants on SEND identification, managing and other issues.
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes.

- Arranging external specialist assessment and support programmes and ensuring that their recommendations and advice is shared and implemented.
- Monitoring the regular review meetings of SEND pupils (and attending where requested).
- Keeping the Governing Body informed of progress, plans and issues via regular liaison with the SEND Governor

Class Teachers are responsible for:

- The progress of all pupils in their class including those with SEND.
- Including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEND pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.
- Feeding back to parents how a child is progressing towards their SEND learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers (eg. Supply teachers, visiting specialist music/ sports etc teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEND interventions in their class/year group

Learning Support Assistants/Teaching Assistants are responsible for:

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with SEND within the class.
- Implementing and managing the differentiated programs prepared by the teachers/SENDCo.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including SEND Support Plans, MAPPs, and Statement reviews.

SECTION 11: STORING AND MANAGING INFORMATION

The SENDCo maintains paper copies of information for SEND children in each class. Where possible, paper work is also stored electronically on the school's secure system. Class teachers have an SEN file of current paperwork for the children in their class. SEN paperwork is forwarded to each child's next school when they leave Dropmore. Emails are sent and where necessary, initials rather than names are used. Secure or sensitive information is sent using a secure email service or via the school office.

Sensitive information is shared only with relevant personnel.

The school policy on information and data protection can be found on the school website or by contacting the school office.

SECTION 12: REVIEWING THE POLICY

The SEND policy is reviewed annually by the SENDCo, in line with the Code of Practice. Any changes are presented to the staff and the Curriculum Development and Pupil Matters Committee (CDPM) for approval by the Governing Body.

SECTION 13: EQUALITY IMPACT STATEMENT

- The accessibility plan is available on the school website.
- At Dropmore, we offer an inclusive curriculum which is available for all pupils. All pupils, irrespective of their special educational or medical needs or protected characteristics, are entitled and encouraged to participate in school visits and extra-curricular activities.
- For each pupil, areas of need will be identified, manageable targets will be set and decisions will be taken by the class teacher, in consultation with parents and SENDCo about the provision to be offered.

SECTION 14: SCHOOL COMPLAINTS

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the Headteacher or SENDCo stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process and the Buckinghamshire SEND Information and Advisory Service (formally Parent Partnership) may be able to help with this.

The Complaints Policy is available on the school website or a copy can be obtained from the school office.

SECTION 15: CONTACT DETAILS

The named SENDCo at Dropmore Infant School is Mrs Louise Huse. Please use the school telephone number or email using senco@dropmore.bucks.sch.uk

APPENDIX

SEND DEFINITIONS:

ASD	Autistic spectrum disorder
CAHMS-SPA	Child and Adolescent Mental Health Service – Single Point Access for professionals in Bucks making referrals.
CLA	Children and young people who are in Care of the LA
EHCP	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistants
EPS	Educational Psychology Service
Graduated Approach	The use of the Assess, Plan, Do, Review cycle to effectively meet the needs of the child or young person through reviewing and refining actions.
HNBF	High Needs Block Funding
LSA	Learning Support Assistant
MASH	Multi-Agency Safeguarding Hub
OT	Occupational Therapy
PECS	Picture Exchange Communication System
PRU	Pupil Referral Unit
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SLE	Specialist Leader of Education
SpLD	Specific Learning Difficulties
STS	Specialist Teaching Service
TA	Teaching Assistant
LA	Local Authority