



Reviewed by A&C Committee: Summer 2018

Next Review: Summer 2019

Special Educational Needs and Disability (SEND) Policy

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following:

Managing Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy Inc Child Protection, Teaching and Learning Policy, Complaints Policy, Inclusion Policy and Accessibility Strategy and Action Plan,

This policy will be reviewed annually.

Definition of Special Educational Needs (SEN)

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. **We use our best endeavours to ensure that such provision is made for those who need it.**

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The kinds of special educational need for which provision is made at Trafalgar Infant School



Trafalgar Infant School is a mainstream Infant School committed in school culture, policy and practice to inclusive principles – Ref. INCLUSION POLICY

At Trafalgar Infant School we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Needs / Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, speech and language needs, Autism, Asperger's Syndrome, learning difficulties and mental health difficulties (e.g. ADHD). There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a Statement of Special Educational Need / Education, Health and Care plan with the following kinds of special educational need: Visual Impairment, Glut IDS (rare metabolic condition), Autistic Spectrum Disorder (ASD), Speech, Language and Communication delay/disorder, Motor Co-ordination Disorder, Diabetes, Cerebral Palsy. Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Identifying SEN in schools

Information about the policy for identification and assessment of pupils with SEN

At Trafalgar Infant School, class teachers formally monitor and review the progress of all pupils termly. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, spelling age, reading age, SATs etc. Ref. ASSESSMENT AND RECORD KEEPING POLICY

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are small group and paired work with an adult (TA or teacher), one to one adult support and intervention in or out of the classroom, rehearsal and revisiting of work with an adult, small group and one to one regular reading practice, motor skills work, social skills and self-esteem interventions etc. Ref. PROVISION MAP

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In



many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The school has close links and works in partnership with various outside agencies that offer additional support and access to education for families and children/young people. These include the Educational Psychology Service; Speech and Language Therapy Service; Occupational Therapy Service; Emotional Health Service; Child and Adolescent Mental Health Service; Educational Welfare Service; Family Support Service; Social Care Service.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. At the start of any intervention, the child will be **assessed** to establish clear baseline measures that feed into the **planning** of an appropriately-focused intervention programme. The intervention will then be **done** over a period of half a term, and once ended, a further assessment is carried out to establish progress made. There is a **review** meeting with class teacher, parent, and specialist service involved, and here judgements are made about whether the additional support and intervention programme have had an impact on the pupils' educational progress. This is the **Assess, Plan, Do, Review** model. Ref. SEN CODE OF PRACTICE (SEN CoP)

Effectiveness of provision

How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a Statement of Special Educational Needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, mother, father, carer and class teacher will be



taken into account. The assessment information from class teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- being similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress
- allowing the attainment gap to close between the pupil and children of the same age

For pupils with or without a Statement of Special Educational Needs / Education, Health and Care Plan there will be a review of the provision made for the pupil each term. This will enable an evaluation of the effectiveness of the special provision being made. There will also be an annual review of provision and progress for all children with a Statement of Special Educational Needs/Education, Health and Care Plan. The collation of all termly and annual review evaluations of effectiveness will be reported to the governing body in the Inclusion Co-ordinator's (InCo) annual SEND report.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school will be assessed regularly and their progress tracked termly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

Teaching pupils with special educational needs

The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 SEN most frequently encountered. (CoP 6.34)



We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this. **This is called special educational needs support**

In meeting the requirements of The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage - the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching /small group teaching, use of ICT software learning packages e.g. 'Clicker 6'. These are often delivered by trained Teaching Assistants under the close direction of class teachers. **The class teacher will remain responsible for all work with the pupil on a daily basis.**

The school has a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions. Ref: DFE 'SUPPORTING MEDICAL NEEDS IN SCHOOLS' APRIL 2014

An explanation is available of medical support available in the school for pupils with SEND and/or who have a medical condition, and how the school manages the administration of medicines and provision of personal care. Ref: DFE 'SUPPORTING MEDICAL NEEDS IN SCHOOLS' APRIL 2014

An explanation is available of school support for managing behaviour, tackling bullying and avoiding exclusions. Ref. MANAGING BEHAVIOUR AND ANTI-BULLYING POLICY
An explanation is available of school measures to increase attendance and encourage promptness. Ref. ATTENDANCE AND LATENESS POLICY

How the school adapts the curriculum and learning environment for pupils with special educational needs

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

At Trafalgar Infant School we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care Plans.



Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and evidenced-based. The amount of support required for each pupil to make good progress will be different in each case

The Headteacher has the final say in the use of the personal budget within the school.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Trafalgar Infant School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with mothers, fathers and carers.

All curriculum activities, and extra-curricular activities, including lunchtime and after-school clubs, are run by both school and outside providers. All these activities undergo regular risk-assessments to ensure there is an inclusive ethos and accessibility for all. Mothers, fathers and carers are invited to comment during review of these activities, through questionnaires, one to one meetings/discussion etc., and mothers, fathers and carers of individual children with SEND are encouraged to discuss any queries or concerns regarding accessibility at any time with the provider/member of school staff.

Mothers, fathers and carers are involved in the planning for any curriculum activities or day trips, and may be invited to accompany their child. There will always be appropriate adult support provided for children who require it.

Each class has a dedicated lunchtime supervisor who provides support and intervention at lunchtimes, and where required, there are extra adults on duty, e.g. those supporting pupils with a statement of SEN/Education, Health and Care Plan, or children with specific social/behavioural issues. Break times are supervised by class teachers and Teaching Assistants, and extra adults are on duty, as outlined above, if required.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Trafalgar Infant School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PHSCE, SEAL assemblies, Social Skills small groups, Listening Friends, and indirectly with every conversation adults have with pupils throughout the day.



For some pupils with the most need for help in this area we also can provide the following e.g. access to Emotional Health Service, external referral to CAMHS, time-out space for pupil to use when upset or agitated etc

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are always interested in hearing mothers, fathers, carers and pupils' views. Pupil and parent questionnaires, class discussions, small group work, Listening Friends, etc. provide opportunities for pupils and parents to contribute their views, particularly in relation to provision for them, and how they can best be supported when issues with behaviour/bullying may arise.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they, or the adult responsible for them, report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. The school's behaviour management policy and its practice ensure there is an awareness of SEN for all children and adults in the school community. Ref: PARENTS' AND STAFF BEHAVIOUR MANAGEMENT LEAFLETS.

The name and contact details of the Inclusion Co-ordinator (also known as the SENCo)

The InCo at Trafalgar Infant School are Mrs Sam Kavanagh and she can be contacted via the school office on 0208 894 5729.

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have regular training and development opportunities to enable them to teach and support children with SEND e.g. planning for differentiation, autism awareness. multi-sensory room use.

Where a training need is identified we will find a provider who is able to deliver it. Examples of training providers we can approach are Local Authority special schools (e.g. Clarendon), 'Achieving for Children' continuing professional development opportunities at Twickenham Training Centre, Educational Psychologist, Speech and language therapist, occupational therapist, physiotherapist, Learning Needs Team dyslexia specialist, Play Therapist etc.

How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis



The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All mothers/fathers/carers of pupils at Trafalgar Infant School are invited to discuss the progress of their children at least twice a year and receive a written annual report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact mothers/fathers/carers to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Mothers/fathers/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, mothers/fathers/carers of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to, and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. This will be planned and co-ordinated by the InCo.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted in an age-appropriate manner regarding arrangements that have been made for them as part of person-centred planning.

During the early years of a child's education, the mother/ father/carer will play a more significant role in this consultation process.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Trafalgar Infant School are used for complaints about provision made for special educational needs and disabilities. We encourage mothers/fathers/carers to discuss their concerns with the class teacher and the Inclusion Co-ordinator or Headteacher, to resolve the issue before making the complaint formal to the Chair of the governing body. Ref: SCHOOL COMPLAINTS POLICY

How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils



The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 30 hours per year
- A Service Level Agreement with Educational Welfare Service for 10 days a year
- 3 Play Therapists
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- School membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

KIDS, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for mothers/fathers/carers who have children with special educational needs or disabilities (0-19/25).

KIDS aims to ensure that mothers/fathers/carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. KIDS aims to build partnerships between mothers/fathers/carers, Achieving for Children and schools. The service also encourages mothers/fathers/ carers to be involved in the development of local SEN policy and practice.

They can be contacted on :

tel: **020 8831 6179**

Website: www.kids.org.uk

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Trafalgar Infant School we work closely with a variety of pre-school settings before their children transfer to us, in order to ensure that we have the information necessary to make the transfer as seamless as possible.

Achieving for Children organise an annual event to enable the pre-school settings (nurseries/playgroups) to hand over the nursery transfer information to the schools. The InCo attends this together with the Reception class teachers. The InCo will act upon any information received regarding children with SEND, contacting parents, and often visiting



the child in the pre-school setting. This ensures the school is well-prepared to meet the child's individual needs when he/she starts Reception.

We also contribute information to a pupil's onward destination by providing information to the next setting. During the summer term, class teachers meet the appropriate class teachers in the Junior school to provide information about all the children moving to Year 3, and the InCo who splits her time across both schools within the Federation is aware of the needs of the children with SEND. All SEND documentation etc. is handed over to the Junior school at this point.

Information on where the local authority's local offer is published.

The local authority's local offer is published on www.richmond.gov.uk and mothers/fathers/carers without internet access should make an appointment with the InCo for support to gain the information they require.

We will publish the SEND Information Report (also known as the School Offer for SEND) on our website, this provides information about the implementation of Trafalgar Infant School's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

Date of change	Summary of significant changes and the reasons
Autumn 2014	First version of document to meet 1 st September 2014 implementation date.
Summer 2015	No changes
Summer 2016	Additional medical conditions. Primary Mental Health Service is now Emotional Health Service. Mrs Brazier's contact details now added as a SENCo. Change to list of other agencies with whom we have SLAs. EnhanceAble and Parent Partnership Service replaced with 'KIDS'. References to Local Authority now changed to Achieving for Children.
Summer 2017	No changes
Summer 2018	Mrs Kavanagh added as new InCo