



Special Educational Needs and Disability Policy

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Chairs Signature	Hannah Massey

Moat Farm Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

Every governing body is required by law to publish information about how the school makes provision to meet the special educational needs and disabilities (SEND) of its pupils. Our Special Educational Needs and Disabilities Policy, the Local Offer/SEND Information Report is available, free of charge, to parents/carers of existing or future pupils of the school. The Local Education Authority, Inclusion Service, Health Services and any other interested parties may request a copy by: calling into school, accessing policies from our website or by post.

This document contains all the required information. Further information and advice on meeting special educational needs in schools is available from the government through 'The Special Education and Disabilities Regulations 2014' and the L.A's 'Special Educational Needs Handbook for Education Providers 2014'. Information for parents can be found in 'Special needs and Disabilities Educational Provision in Sandwell, A Guide for Parents and Carers', on the Sandwell website www.sandwell.gov.uk/send

SEND policy

Moat Farm Infant and Nursery School places great importance on meeting the needs of ALL children in the school and recognises that some children will require additional help to access the curriculum.

Vision

All children will be given the opportunity to achieve their emotional, social and academic potential in a fully supportive and inclusive environment.

Aims

- At Moat Farm Infant and Nursery School we are committed to providing an equality of educational opportunities by placing the needs of the children first, supporting them and their parents both in school and, where appropriate, at home.

- We are an inclusive school and have successfully integrated children with physical disabilities, moderate and severe learning difficulties, and social, emotional and mental health difficulties.
- We encourage home/school liaison and have a welcoming ethos encouraging parents/carers to take an active role in the education of their children.
- We also assist our families to access the best support for their children. Our SENCO alongside our Safeguarding Lead, Mrs George, are here to help our parents/carers in this.

Objectives

- To support pupils with Special Educational Needs and disabilities (SEND) within the mainstream classroom.
- To ensure early identification of children with special educational needs.
- To provide guidance for the assessment of pupils with special educational needs.
- To establish procedures to meet our pupils special educational needs, providing a structured, staged approach to meet their needs, with support from outside agencies when necessary.
- To take into account the views of individual parents/carers when assessing their child's particular needs.
- To take into account the views of the child, taking into consideration their age and understanding.

Responsibilities

- The Governing Body is responsible for ensuring every effort is employed to meet the needs of children with special educational needs and disabilities. The governor responsible for SEND is Lara Stone.
- The Head Teacher is responsible for ensuring that the school's aims are evident in the everyday running of the school and is responsible for the Appraisal of the SENCO ensuring that she is challenged and able to justify decisions made.
- The SENCO is responsible for the co-ordinated provision for pupils with SEND.

Entitlements of children with Special Needs

1. Access to education that is broad, balanced, realistic, relevant and differentiated to meet the learning needs of the individual and which seeks maximum participation in the National Curriculum.
2. High quality teaching and support from adults in a positive and enabling environment.

3. An educational system that:-

- a) Views individual needs as being on a continuum with no sharp distinction and which is flexible and appropriately resourced in order to meet individual needs.
- b) Recognises that all teachers have a responsibility to meet the needs of the children they teach. When planning and preparing work all class teachers will make provision for children with SEN by providing differentiated work which is appropriate for their needs.
- c) Encourages early assessments of children to identify their needs. These assessments will be continuous and cumulative.
- d) Will work in close collaboration with parents and other agencies including; Sandwell's Inclusion Support Service, Speech and Language Departments, the District Health Authority and Social Services.

Equal Opportunities

Equal opportunities must be provided for all learners regardless of age, creed, gender, race or individual needs. The education given will promote respect for the cultural, social and linguistic diversity of our society.

We must ensure that all children are valued equally. Those children with special needs are as valued as much as high fliers and are given the same opportunities to participate in the whole range of school activities and are given the same share of responsibilities. This is also the case for children with physical disabilities.

Staff Development

- All teachers have a responsibility to meet the needs of the children they teach and so need to understand the issues of SEN provision.

The role of the Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the schools work including provision for children with special educational needs. She will keep the governing body fully informed. At the same time, the Head Teacher will work closely with the school's SENCO.

Resourcing

The Head Teacher will make available appropriate funding from school's delegated budget, as identified in the School Department Plan, to facilitate the work necessary to implement the school's Special Needs Policy.

Role of the Special Needs Coordinator

1. To encourage the development of a school ethos which is sympathetic to children's social, physical and emotional needs.
2. To ensure that colleagues are aware of the school's collective responsibilities to children with special needs.
3. To oversee the implementation and day-to-day operation of the school's SEN policy.
4. To co-ordinate the procedure for the identification of special needs.
5. To assist with the identification and assessment of children with special educational needs.
6. To liaise with and advise fellow teachers and where possible to provide colleagues with information concerning appropriate learning resources and in service training.
7. To liaise with and co-ordinate LSPs' support for SEN children.
8. To co-ordinate the provision for children with special educational needs - organising some group or individual extra support for SEN children.
9. To maintain the school's SEN list and ensure that appropriate Individual Education Plans are in place.
10. To ensure that the relevant background information about individual children with special educational needs is collected, recorded and updated.
11. To monitor the progress of children with special educational needs.
12. To liaise with relevant external agencies including voluntary bodies.
13. To ensure liaison with parents of children with special education needs.

The current SENCO post is held by Miss N. Skidmore

Role of the Governing Body

There is an SEN Governor who meets with the SENCO and Head Teacher to discuss SEN provision annually. The SEN Governor reports to the whole Governing Body the SEN provision within the school.

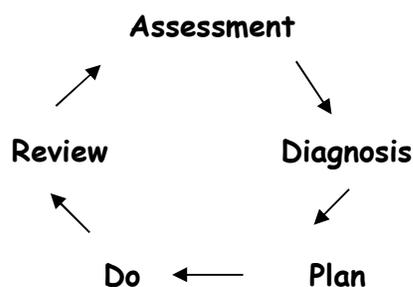
Procedures for the Process of Intervention

Following the publication of the September 2014 Code of Practice, identification and assessment of pupils with special educational needs are carried out according to the requirements of the school-based stages. The following points are helpful to remember at each relevant stage.

Identification and assessment

The trigger is the expression of concern together with evidence for that concern. Parents, teachers or any other professional such as health or social worker may voice this.

1. Early identification is necessary if the child is to receive help and support, however, due to the age of our children we must bear in mind that part of the problem may be due to slow maturation.
2. Assessment is not an end in itself but means of arriving at a better understanding of a child's difficulties.



It is a guide to present needs.

It can be used as a basis against which to monitor progress.

It is a continuous process.

3. The class teacher is directly responsible for his/her pupils and is in a key position to
 - Observe their response in the classroom.
 - Recognise the child who is having difficulties with learning or behaviour.
 - Try out different approaches to help meet the child's needs.
 - Keep notes and records of special work provided and the child's response and progress.
 - Monitor their progress through regular assessments.
4. We have a shared responsibility for all our pupils. All staff should know which children need additional support beyond the usual differentiation, the nature of those needs and how best to meet them.

Behavioural Problems

If a teacher becomes concerned about a child's behaviour, parents should be consulted. A record will be kept to monitor the behaviour that will be used to decide upon the appropriate action to take. When a child has an Individual Behaviour Plan, all staff will be informed, including dinnertime supervisors, to ensure a consistent approach is taken. Parents and the child may have been involved in deciding the targets but agree to them in order for the programme to be viable.

Wave Two level of Intervention

The trigger for this is that the child's current rate of progress is inadequate and that:

- The child is making little or no progress even when teaching approaches are targeted at the area of the child's need.
- The child shows difficulty in developing skills in literacy or numeracy that result in poor attainment in some curriculum areas.
- The child presents persistent and/or emotional difficulties, which can not be dealt with by the behaviour management techniques usually employed by the school.
- The child has physical or sensory problems, and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Evidence for this may be obtained from:

The school

- ◆ Class records, including any from other schools attended by the child
- ◆ National Curriculum Attainments
- ◆ Standardised and/or criterion referenced test results or profiles
- ◆ Records of achievement
- ◆ Reports on the child in school settings
- ◆ Observations about the child's behaviour

The parent

- ◆ Views on the child's health and development
- ◆ Perceptions of the child's performance, progress and behaviour at school and at home
- ◆ Factors contributing to a difficulty

- ◆ Action the school might take

The child

As Moat Farm Infant and Nursery school deals with children aged 2-7 years in some cases this requirement is not always possible or appropriate.

- ◆ Personal perceptions of any difficulties.
- ◆ How they may be addressed.

Other sources

- ◆ External agencies

Once the parents, class teacher and SENCO agree that intervention is necessary a series of actions are set in motion.

Action

- A class observation and/or baseline assessment may be carried out by the SENCO
- Specific targets are identified and discussed with the class teacher. An individual provision map will be set up. A copy of a non-costed provision map will be given to the parents if requested.
- Class work is further differentiated in a similar way as before and children will receive support in a withdrawal situation or in class as part of a small group (from an additional adult).
- A review date is set to discuss progress, effectiveness of the special help, parental views, and child's views (where appropriate) and future action to take which may include a consultation with Inclusion Support staff.

Behaviour Problems

- At 'Wave 2' diaries to monitor behaviour will still be kept.
- A more specific behaviour programme may be introduced whereby targets are set and if a child achieves these targets a reward is given.
- Parents will be kept informed of progress on a daily basis via the class teacher or a home school diary in which a brief description of the day may be written if appropriate.
- The parents may write their own comments in the book that will be discussed with the child who may also wish to have their comments recorded.

SENCO's Role in Wave Two

- At this stage the child's teacher, will decide which intervention is most appropriate.

- The intervention will be used and the child's progress monitored.
- The impact will be assessed and the next steps decided which may be; a different intervention or a consultation request to Inclusion Support or no further action.

Wave Three Intervention

The triggers for Wave 3 level of support may be:

- The child continues to make little or no progress in specific areas over a long period.
- The child continues to work at substantially below that expected of a child of their age.
- The child continues to have difficulty in developing basic skills in English and Maths.
- The child has behaviour problems that substantially and regularly interfere with the child's own or class learning.
- The child has physical or sensory needs and requires additional or regular advice/visits from a specialist service.
- The child has ongoing communication or interaction difficulties impeding the development of social relationships and causing a barrier to learning.

If the SENCO, parent or class teacher is concerned about a child's progress despite them receiving support at Wave 3 then, following a review the SENAT L/B will be consulted about moving the child to the Wave 3 level of support.

The following will then be activated:

- The SENCO will complete an ILS form, giving details of support already in place and copies of past/current provision maps and reviews. This may result in the child moving to Wave 3 or remaining at Wave 2 with the SENAT L/B giving further advice for IEPs.
- When the referral is accepted the SENAT L/B or other external agency involved will complete further baseline assessments from which further recommendations will be given to the class teacher and the SENCO.
- An IEP is written with appropriate targets and the delivery of the IEP is the responsibility of the class teacher.
- The external support may be involved with teaching the child directly or be acting in an advisory capacity in implementing the IEP.

- The SENAT L/B or the other external agency and the SENCO agree a review date to discuss the child's progress and needs. This will take place before the IEP review date.
- Parents are informed that their child has moved to Wave 3 by both the school and Inclusion Support who will write to them. They will be given a copy of the IEP and invited to discuss the targets set.
- The IEP is discussed with the child and their views taken into account (when appropriate).

The SENCO will agree monitoring arrangements with the class teacher and the external support services involved until the review date.

Behaviour Problems

- At this stage the school will contact the SENAT/B who will start the assessment procedure (see above).
- Check lists and specific notes on behaviour patterns will be kept to help towards a fuller identification of a child's need.
- A Boxall Profile may be completed.

Formal Assessment

When a child makes unsatisfactory progress despite following Wave 3 interventions (usually two reviews) then a request for formal assessment will be considered. A Community Assessment Meeting (CAM) will be held and will be led by the Educational Psychologist.

It is a meeting of child, parents / carers, school and the professionals who have been working with a child.

The purpose of the meeting is for the school and professionals to explore child and parental views, to set agreed outcomes and plan how provision should be adapted or replaced in order to achieve these outcomes

The meeting

The people at the meeting will consider what is happening now for the child, what is good about it and what is not going so well through a series of questions.

What do we like and admire about ...?

What is important for...?

What is important to...?

What is working well?

What are the issues and questions that need to be addressed?

What are the key outcomes and actions?

A set of outcomes will be formulated in discussion with the child, parents and colleagues at the meeting, together with the support and programmes needed in order to achieve them.

At the meeting it will be decided if those outcomes can be achieved with the existing Local Offer resources, or whether an Education Health and Care Plan should be requested to access additional funding.

If an EHC Plan is to be requested a date will be set for any additional assessments to be completed. This will be no more than 6 weeks from the CAM.

If the decision is not to request an Education Health and Care Plan and the child is in school, a plan of support using resources from the Local Offer / school's notional SEN budget is agreed upon. If the child is in an early years setting, then a plan of support may be resourced through early years block funding.

If there are additional assessments required then the SENCO / Inclusion Support Early Years key worker will ask the professionals/agencies to conduct them and provide reports.

If a plan using resources from the SEN Notional Budget has been developed, then the CAM should set a date to review the plan at the end of the meeting.

If parents are not happy that the SEN Notional Budget plan will meet their child's needs at the end of the meeting, they can still choose to request an Education, Health and Care Plan. However, the SENCO will need to ask the parent for their reasons and include these in their paperwork requesting an EHC.

If requesting an EHC Plan the school will gather the information and reports into the LA set format and send it into SEN at the Local Authority (LA) within 6 weeks of the CAM.

The LA will consider the evidence sent to SEN at an Assessment and Moderation Panel and parents will be informed if the decision is to assess for an EHC Plan or not within 2/4 weeks.

At all stages the SENCO will keep the Head Teacher informed.

Role of Parents

- ❖ We aim at all stages to work in partnership with parents. Parents have valuable information that they can give to the school. They can support the work we do or the strategies we put in place with their child at home.
- ❖ Parents should always be told of any special help their child receives and the outcome of that help, usually during a review meeting or during Parents Evening.
- ❖ Class teachers may talk to parents on a more regular but informal basis.
- ❖ At Wave 3 level of intervention parents will be invited to the review of the child's progress towards the IEP targets. The parents' views will be noted and new targets will be set. The parents will be given a copy of the new IEP. The review will take place even if the parents decide not to attend and they will be informed of the outcome verbally by either the class teacher or the SENCO.

Ensuring Continuity

The school will liaise with all authority services supporting teachers in delivering the SEN policy, with the Health Care Professionals and Early Learning providers concerning children new to the education system. The school will also liaise with the school from which children arrive and schools to which children go, in order to achieve continuity of provision.

The purpose of education for all children is the same. The goals are the same. But the help that individual children need in progressing towards them will be different.

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