



HAPPINESS is at the heart of Beeches Infant School. We create a relaxed environment in which each individual child is happy.

We believe everything follows from happiness. Children are more receptive learners when they're happy; they're more caring and respectful when they're happy; and they're much more likely to fulfil their potential when they're happy.

Of course, we'll challenge them through our inspirational teaching. At Beeches Infant School we promote responsibility and independence whilst offering opportunity and support.

As a rights respecting school this policy reflects the UN convention for the rights of the child

Article 23 (children with disability)

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 28 (right to education)

Every child has the right to an education.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full.

The governing body of Beeches Infant School is committed to ensuring that necessary provision is made for every pupil that has special educational needs or a disability in accordance with the Code Of Practice (2014) and Article 24 of The UN Convention on the Rights of Persons with Disabilities. The Code of Practice (2014) covers the 0-25 age range and there is a clear focus on the views of children and young people and on their role in decision-making. It

includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.

The schools SEND report is published on its web site and reviewed annually.

A child is defined as having special educational needs (SEN) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in the same area.

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

At Beeches Infant School we provide a broad, balanced curriculum for all pupils. High quality teaching which is differentiated and personalized is available for all. The school provides an encouraging atmosphere where children can grow in self confidence and where each individual child is accepted and valued. For children with SEND we aim to support them to succeed in their education and make a successful transition between educational settings and into adulthood. The views wishes and feelings of the child and their parents are important and the school supports children and parents to participate fully in decision making.

The governing body and the leadership team ensure a culture of high expectations for all is embedded in the whole school ethos which reflects the schools commitment to Special Educational Needs and Disability provision .

They recognise high aspirations are key to preparing children and young people for life beyond school.

Aims

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need or disability. SEND provision forms an integral part of the School Improvement Plan enabling the following be achieved :

- Enable identified pupils with SEND to reach their full potential.
- To enable successful transition for SEND pupils.
- To recognize the individual nature of children's needs and offer the appropriate level of provision and support. Each pupil identified to have an individual targets and planned provision to ensure progress which are reviewed termly.
- To ensure that appropriate staffing and funding is in place for SEND pupils.
- Developing a complementary and consistent Disability Equality scheme that reflects the legal duty of the governing body to promote equality of opportunity.
- Ensure that all governors and particularly the SEND governor are fully involved in the development and monitoring of SEND policy.
- To ensure that all parents have access to information to the special needs policy and the schools report/offer on SEND via the school web site.
- To develop strong partnerships with parents and involve them in the assessment and decision making at each stage.
- To include the children themselves in the decision making process through discussion and self-evaluation enabling them to be actively involved in their own learning using person centred tools.
- To promote the inclusion of all children in all school activities and in the local community.

Objectives

- To identify children with special educational needs using evidence from recorded information, base line assessments, observations, curriculum-based assessment tasks and the views of parents and other professionals.
- To have clear, laid out procedures for involving parents when initial concerns are raised within the school and guarantee parental involvement at all stages of decision making and prioritise areas of concern.
- To match teaching methods ,content and style to the specific needs of the child
- To use the appropriate local authority documentation to record concerns, targets, reviews and advice.
- To ensure quality first teaching with effective differentiation and the effective use of support staff.

The SEND Governor

The appointed governor for SEND plays a vital role in ensuring that SEND stays on the **governing** body agenda to ensure every effort is made to meet the needs of pupils with SEND and monitors the practical implementation of policy, highlighting and following up any actions that need to be taken.

Management of special needs provision

The overall management responsibility for SEND within the school lies with the Head Teacher.

The Inclusion Manager takes responsibility for:

- The day to day operation of provision made by the school for pupils with special educational needs.
- Identifying the needs of the children and working with them in school, using assessments to develop strategies enabling them to make the best possible progress.
- The strategic development of SEN provision within the school seeking to develop effective ways of overcoming barriers to learning.
- Ensuring that all staff involved with the children have the information necessary to secure improvements in teaching and learning through continuous discussion with class teachers and teaching assistants.
- Working with outside agencies to access advice and support to identify the appropriate level of intervention and provision.
- Consulting parents regularly, offering help and advice, ensuring that they are fully informed about their child's progress at every stage.
- Maintaining ongoing school records for individual children outlining individual targets and support, reviews, and documentation and provision mapping.

- To work with class teachers to ensure quality first teaching and the deployment of and planning for teaching assistants
- Regular meetings to discuss progress and to monitor provision.
- Liaise with Beeches Junior School and Perry Beeches Nursery and other preschool providers to ensure the smooth transition between settings and the transfer of records.
- Liaison with the governor who has responsibility for SEND.
- Bringing together all professionals involved with a child to maintain effective dialogue and the sharing of information in a multi disciplinary approach.
- Initiating and leading a FCAF if necessary.
- To contribute to the in service training of staff .

All Teachers are responsible for:

- High quality teaching, differentiated for individual pupils as the first step in responding to pupils who have or may have SEND
- Using assessment to identify children who need additional support for learning via individual targets and support plans.
- In the Autumn term teachers will be asked to complete base line assessments eg the SEN audit continuum, and provide evidence to support their judgments.
- Teachers are responsible for writing targets and ensuring support is appropriate to ensure progress. Appropriate differentiation to meet the needs of identified children should be reflected in weekly planning.
- Ensuring everyone working to support children has access to the information about a child's needs
- To provide evidence at review of progress towards targets
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Staff Development

We recognize that, to improve education for children with special educational needs and to maximize their achievements, we need to develop the knowledge and skills of all education professionals in our school, including teachers and teaching assistants. Ongoing opportunities are provided for all staff to attend relevant training and are informed of new policies and procedures as they arise.

A graduated approach: SEND support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Parents are involved in all decisions and informed throughout.

- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the Inclusion Manager, assess whether the child has a significant learning difficulty. Where this is the case, the support that is required for the child is agreed.
- Once a potential special educational need is identified, four types of action to put effective support are put in place - Assess, Plan, Do Review - this is the graduated approach called SEN Support
- Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies
- Where a pupil is receiving SEN support, school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school .
- The school accurately records the provision made for pupils and measures impact of interventions.

Pupil Participation

SMART targets are written by class teachers as part of the support plan for children, in 'child friendly' language and discussed with the children .This is in daily use in the classroom. Children are involved at review discussing how they feel about their

learning. Special arrangements are made for annual reviews of statements or EHC plans to involve recording of children's views in a child centered way that is appropriate to the age of child involved using person centred tools.

The Role of Parents

Beeches Infant School welcomes parents into school at any time to discuss their child's progress.

Concerns about progress are shared with parents as soon as they are identified. Reviews of targets and support plans are held each term, or more often if needed, and parents are invited to attend or to give a written comment.

Parents help and support is highly valued and there is ongoing consultation with members of staff who support the children to ensure strong home school links are maintained .

The statutory assessment process and Education Health Care plans

The code of practice (2014) states that the majority of children and young people with SEND will have their needs met within local mainstream early years providers, schools or colleges.

However for some children with complex needs, a higher level of support may be required to meet the needs of the child. The school working closely with the child, parents and all agencies involved may request an EHC plan from the local authority. Parents and children are involved at all stages of planning and decision making taking account of their wishes and aspirations using a person centred planning approach. Education, Health and Social Care meet and work together with the family for positive outcomes. Once an EHC plan is in place it should be reviewed at least annually.

Assessments and Education, Health and Care plans

- The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.
- Following a request for assessment the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent.
- Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions

- The whole assessment and planning process, from the point an assessment is requested final EHC plan is issued, must take no more than 20 weeks
- When making an education, health and care assessment local authorities must consult the child and his or her parent, and take into account their views, wishes and feelings and any information provided by them or at their request.
- Local authorities must also gather advice from relevant professionals.

Access

We promote the development of an inclusive education system. There is wheel chair access to the building and toilets. The school will make every effort to make reasonable adjustments to the environment in order to include everyone. (See separate accessibility plan)

Admissions Policy

Admission arrangements are the same for all children with priority given to children with statements or EHC plans.*

*NB When a place is requested for a child with a statement or EHC plan, school would assess whether a child's needs can be met and have open and honest discussions with parents /carers and all professionals involved.

For those with special educational needs, school makes every effort to liaise with other settings and professionals to ensure that information is passed on. Working with parents at this early stage is an essential part of the admission process.