

# Beddington Infants' School



## Special Educational Needs and Disability (SEND) Policy

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian *Reggio Emilia Approach*. It is an experiential provision for both children and adults.

**'Tell me and I forget. Teach me and I remember. Involve me and I learn.'** Benjamin Franklin

### Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:

**The Seven Gifts of Beddington Infants' School**  
where every child will:

be a well-rounded child 	be a good communicator 	be respectful and polite 	enjoy learning 	have strong core skills 	be a full member of the community 	be ambitious 
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Our holistic approach is reflected in our aim that, through genuine partnership with families, children leave Beddington Infants' School with these Seven Gifts.



Beddington Infants' School has historically had outstanding outcomes for the children who have attended the school. All stakeholders are constantly evaluating the provision to provide for the children additional opportunities to develop the whole child.

This school is committed to Inclusion. We aim to identify and assess children with Special Educational Needs and Disability (SEND) as early as possible, and to use our own resources and the services of outside agencies as appropriate to effectively support children's recognised needs.

## **INTRODUCTION**

### **Objectives of the Policy and Definitions:**

We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and /or Physical needs

### **At Beddington Infants' we believe that every child is an individual and that:**

- educational provision will focus on helping each child to reach their potential;
- children learn at different rates and in different ways and therefore the learning experience is tailored to the individual and differentiated at the planning stage;
- we value and build on a child's strengths;
- we are committed to helping children to develop a positive and realistic self image and there is frequent positive involvement by adults to give feedback on work in progress;
- the views of children are given appropriate consideration;
- all children have equal access to all areas of school life through the implementation of the Equal Opportunities Policy;
- parents/carers have insights and expertise related to the child's early and ongoing experiences outside the school environment and these are valued by staff and taken into consideration when planning interventions;
- parents/carers are encouraged to be actively involved in the education of their children and in making decisions about meeting their needs;
- we make a conscious effort to provide an environment in the classroom which supports children with SEND and promotes good practice for all children;
- we provide a multi-sensory approach to teaching and learning and staff make special efforts to vary their teaching methods as children learn best in differing ways;
- once SEND is identified the school responds quickly so as to provide for the child and to give support to parents and staff.

## **INCLUSION**

We believe that children with SEND should be admitted to Beddington Infants' School, with appropriate support so that they are able to achieve their potential. We feel that schools should be inclusive and children and their families should be part of the local community.

## **EQUAL OPPORTUNITIES**

Our Equal Opportunities Policy states that no individual or group of children should be disadvantaged in school. We work hard to ensure all children have equal opportunities at school to develop academically, socially and personally.

## **RESPONSIBILITIES**

**The Assistant Head leads on the provision for children with SEND.**

**The Assistant Head is responsible for:**

- the day to day operation of the school's SEND policy;
- liaising with and advising teachers and teaching assistants;
- co-ordinating provision for children with SEND;
- maintaining the school's SEND register;
- overseeing the records, including individual education plans (SSPs), of children with SEND;
- liaising with parents of children with SEND;
- ensuring that teachers and parents/carers are aware of the services available;
- contributing to the in-service training of staff;
- liaising with external agencies including the educational psychology services, health and social services and voluntary bodies;
- helping to determine the strategic development of the SEND policy and provision.

**The Governing Body (with the Headteacher) must:**

- determine the school's general policy and approach to provision for children with SEND;
- do their best to ensure that the necessary provision is made for any pupil who has SEND;
- receive termly reports from the headteacher so they are fully informed;
- establish the appropriate staffing and funding arrangements;
- maintain a general oversight of the school's work;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND;
- report annually to parents on the implementation of the school's policy for pupils with SEND;
- ensure that pupils with SEND join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical;
- consult and liaise with the Governing Bodies of other schools, as necessary, in order to ensure the co-ordination of special educational provision in the Sutton area;
- respond appropriately to any parental complaints about the SEND provision at Beddington Infants', in accordance with the Complaints' Procedure adopted by the Governing Body.

**The Class Teachers and Learning Support Assistants will work with the Assistant Head Teacher to ensure that they:**

- are familiar with and implement the school's SEND policy;
- appropriately identify pupils who may require special provision;
- prepare SSPs;
- have high expectations of pupils' progress;
- set realistic and challenging targets;
- monitor and review progress;
- develop appropriate support;
- liaise effectively with Teaching Assistants to ensure pupil progress;
- match work to ability;
- attend appropriate in-service training;
- consult with parents/carers as appropriate.
- provide additional resources as needed to help all children access the curriculum.

**Teaching assistants need to work with teachers and the Assistant Head Teacher to ensure that they:**

- understand the implications of a child's SEND;
- are appropriately trained to work with children who have SEND.
- develop appropriate resources and materials to use with children with SEND;
- monitoring and reviewing progress of children with SEND;
- attending appropriate in-service training;
- provide additional resources as needed to help all children access the curriculum.

**Midday Supervisors and Support Staff (including administrative and caretaking/cleaning staff) work with teachers and the Assistant Head Teacher to ensure that they:**

- understand, if appropriate, the implications of a child's SEND;
- know how best to interact with and help children with SEND;
- know about any particular medical or dietary requirements of all children.

## **IDENTIFICATION OF CHILDREN WITH SEND**

The following is Beddington Infants' Schools approach to identifying children with SEND :

**Assess:**

- Child is experiencing difficulty (academic, emotional social, speech language communication) or concerns raised by staff or parents/carers.
- Discuss with year leader and AHT (as necessary) and include parent and carer views.
- Decide on next steps.
- Agree any referrals to external professionals.
- Decide on a review date.

**Plan:**

- Begin the process of making adequate provision for the child, then start the referral form in yellow folder, detailing changes to provision.

**Do:**

- Follow action plan for the agreed time, this may change if the strategies are not helping the child.

**Review:**

- Meet again with Assistant Head Teacher and year leader and decide on next steps

- If all agree that an SSP is needed, parents must be informed of reason for that decision
- Children will only be added to the SEND register as agreed by Assistant Head Teacher and parents.
- Adequate evidence must be provided to support their change in status (observations, assessments, diagnosis).

## **ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN**

The school manages admission into the Nursery, admission into the rest of the school is arranged by the Local Authority. The headteacher will ensure that the already identified needs of any pupil to be admitted to Beddington Infants' are clearly understood by all staff who will be involved with the child. Strategies to support the child will be agreed prior to admission. These will be reviewed within a very short time scale, as it is difficult to assess exactly how an individual will cope or react in a new situation.

No child with SEND will be denied a place at Beddington Infants' School unless we do not have the facilities or personnel to address the particular SEND of the child.

## **SPECIAL FACILITIES**

The school is on one level and is accessible to wheelchair users. There are two wide access toilets in the main building and one in Reception.

## **SEN SPECIALISM**

As of January 2017, all staff have undertaken Autism training. All staff attend surgery sessions to raise awareness of and develop strategies to support pupils on the Autistic Spectrum.

## **PARTNERSHIP WITH PARENTS/CARERS**

The Headteacher is responsible for ensuring that parents/carers are fully involved with children's education and any action that needs to be taken in the area of SEND. School Support Plans (SSPs) are always shared with parents/carers and they are asked for their views, advice and input. SSPs are signed by parents/carers and they are always given copies. The SSP includes targets, how they will be achieved and the date this will happen.

Parents are also involved in the reviews. The class teachers meet regularly with parents of children on the SEND register, to keep them informed and up to date and discuss strategies used to support the child.

The school has an 'open door' policy and the Headteacher tries to see parents/carers whenever concerns arise. The Assistant Head teacher is available to see parents to discuss their child's' additional needs. The Headteacher also holds a surgery twice a term for parents/carers when appointments are not necessary.

The family of every child joining the school is given a leaflet, specifically written for parents/carers about SEND at Beddington Infants'.

## **IDENTIFICATION AND ASSESSMENT ARRANGEMENTS**

A child or young person has SEND 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

In identifying a child as needing SEND support, all professionals already involved with the child will share reports or meet to discuss the best strategies of support for the child. The Assistant Head Teacher would also visit the child at their current pre-school and meet with the parents.

This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the Assistant Head Teacher should contact them, with the parents' agreement.

### **'Targeted Support'**

The triggers for targeted support are the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- is still not making age related progress in English and/or maths;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Targeted support to enable a child to progress will be recorded and monitored by school staff, usually the class teacher, and the child will receive additional support from within the school's resources, usually from a trained teaching assistant in a small group. Parents/carers will be invited to contribute to the SSP and will be asked to sign it to show they have been involved. They will be given a copy.

### **SEND**

The triggers for identifying a child as having SEND will be that, despite having an SSP and/or additional support under SEND provision, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties with substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At this stage children continue to have an SSP, written and monitored by school staff, usually the class teacher and Assistant Head. As well as receiving additional support from within the school's resources children at this stage will also receive support from outside agencies, see Appendix 1.

## **School referral for a statutory assessment - sometimes leading to an EHCP.**

For a referral to be made to the LEA, the child will have demonstrated significant cause for concern despite having received considerable additional support.

The LEA Special Needs Handbook clearly sets out the information required for consideration for the statutory assessment of a child. It is the LEA's responsibility to inform parents/carers of their rights, to invite their full involvement and to set out clearly the procedures that will be followed during Statutory Assessment and the possible subsequent drawing up of an EHCP. However, the school will maintain close contact with the parents/carers and the child throughout this procedure.

At this stage children continue to receive extra support from within the school and from outside agencies. SSPs are written and monitored by school staff in conjunction with parents/carers.

### **Children are identified as having SEND through:**

- referrals/concerns expressed by parents/carers, teachers and teaching assistants;
- results from Foundation Stage Profile Assessments;
- results from regular in-class assessments;
- use of P levels for English and maths;
- moderation of children's work across and within year groups;
- advice from other professionals.

### **Planning for SEND**

All teachers plan differentiated work with specific learning outcomes. Children with identified SEND all have SSPs which are written and reviewed termly. Parents/carers are involved in agreeing and reviewing these SSPs and sign to show they have discussed them with the class teacher. Children are involved in target setting and their views are taken into consideration.

### **SEND Folders**

At Beddington Infants' School all children on the SEND Register have a SEN file and a have an entry in a class based SEND Folder. The evidence of the involvement of other agencies and reports from other professionals, e.g. a speech and language therapist, are all stored securely. The child's strengths, the support given and resources are noted and areas of SEND are carefully recorded. The SSP (Individual Education Plan) will address these needs so that the child can make progress.

### **SSPs, SEND and Education and Healthcare Plans.**

Good SSPs should have SMART targets chosen from those relating to the key areas of communication, literacy, numeracy, behaviour and social skills that match the child's needs. At Beddington Infants' School these are written on a form designed by the Assistant Head Teacher. SSPs for children with Statements are always written in conjunction with the Assistant Head Teacher.

An SSP should contain information about:

- the child's strengths;
- the child needs;
- other professionals involved;
- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- the resources (including personnel) to be used;
- when the plan is to be reviewed;
- the outcome of the action taken;

## **INTEGRATION AND ARRANGEMENTS FOR PROVIDING ACCESS FOR PUPILS WITH SEN TO A BALANCED AND BROADLY BASED CURRICULUM, INCLUDING THE NATIONAL CURRICULUM AND FOUNDATION STAGE CURRICULUM**

Children with SEND are welcome at Beddington Infants' School and enrich the school community. As far as possible we expect all children to be involved in all areas of the curriculum and we would support children in this through adapting the provision, additional adult involvement or buying specialist materials/equipment.

Children on the SEND register receiving additional support from both teachers and teaching assistants either within the classroom or just somewhere else in school as part of a targeted support group or 1:1 learning as appropriate to that child. If children are withdrawn from class for small group or individual learning, the times of this is varied to ensure they don't always miss the same thing.

### **ARRANGEMENTS FOR PUPILS WITH SEND WHEN THEY CHANGE OR LEAVE BEDDINGTON INFANTS' SCHOOL**

When children leave Beddington Infants', either mid-term or at the end of Year 2, their records, including the SEND records, are sent on to their new school. The Assistant Head Teacher of Beddington Infants' and the SENDCo at Holy Trinity (the school most children move to) liaise closely throughout the year. In the Summer Term the Assistant Head Teacher hands over documentation and discusses the SEN of the cohort transferring.

Additional visits are arranged by the Assistant Head for children who need additional targeted transition work, in addition to that already in place for the cohort. These include visits to take photos for their own transition books, to meet staff informally and visit at quieter less busy times before their class visits and buddy sessions.

The Assistant Head Teacher works closely with early year's professionals: Area Early Years SENCO, Portage, Nurseries and pre-schools. The Assistant Head Teacher arranges transition meetings and attends these with the class TA to help support those children with additional needs, transition books are given to the parents at these meetings to ensure a smooth transition.

### **ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND:**

Every child identified as SEND receives at least 2 hours of additional support per week in a small group from a qualified Teaching Assistant

If a child has an EHCP the resources allocated for that child must be used to meet the needs of that child as defined by the EHCP. Children with an EHCP usually receive support from a Learning Support Assistant, the number of hours being dependant upon the level of funding allocated to their EHCP. Every year the school budgets for money to be available for support for children with SEND.

The governors will take responsibility for clearly identifying the way in which the Additional Learning Support (ALS) Allocation for the school is used. It must be directly used to meet the needs of those children with SEND and EHCP's. The money allocated for children with statements is an extra resource and these children will also be benefiting from the ALS allocation.

### **LINKS WITH OUTSIDE AGENCIES**

Outside agencies that may be used by the school:

- Educational Psychology Service
- School Health - School Nurse and LEA doctors
- Learning Support
- Portage
- Pre-school play workers
- Behaviour Support
- Speech and Language Therapy
- Occupational Therapy
- Child Psychiatry Service CAMHS
- Visual Impairment Service



- Hearing Impairment Service
- Physiotherapy
- Paediatric Medical Health
- Early Intervention and Prevention Service
- Keyworkers

The Educational Psychologist (EP) will work with the school. Children with SEND can be referred to the EP who will give us advice, administer appropriate tests, observe children, talk with parents/carers and write reports.

The school has built up good relationships with the outside services listed above. Children are referred to the appropriate services, though there are often very long waiting lists for some services.

### **PROFESSIONAL DEVELOPMENT FOR STAFF - TEACHERS, TEACHING ASSISTANTS AND OTHER ADULTS**

All staff at Beddington will receive appropriate professional development. This will be achieved in the most appropriate way, by for example:

- school based in-service training ( INSET);
- input from the LEA's advisory staff;
- input from the officers of the LEA's Special Needs Team;
- by attending the training that is offered by the LEA and other organisations;
- subscribing to appropriate journals and publications;
- liaising with SENDCo from other schools;
- regular meetings for all staff to discuss SEND.

Staff needs are addressed through Performance Management, interviews with the Assistant Head Teacher / Headteacher and personal needs analysis. The Head teacher will ensure that expenditure is distributed evenly amongst the staff, both teaching and support staff

### **PROVISION FOR EXCEPTIONALLY ABLE CHILDREN**

Where the planned differentiation of activities by the class teacher is not sufficiently challenging for a child identified as being exceptionally able in one or more aspects of the curriculum, the teacher will, after discussion with the parents/carers, write an appropriate SSP for the child. This will be done in consultation with the Assistant Head Teacher and the relevant subject co-ordinator(s). Please see Policy Accelerated Learners (Gifted and Talented).

### **PROVISION FOR VULNERABLE CHILDREN**

Vulnerable children are those who may be experiencing upheaval at home for a variety of reasons. Some children are vulnerable for a short time until family circumstances change, others for the whole of their time at Beddington Infants' School. Examples of vulnerable children might be children who had experienced a parental bereavement, children who were refugees and had witnessed atrocities before arriving in England, children in care or with foster parents, children in temporary accommodation/bed and breakfast, children on the child protection register etc.

Vulnerable children may not have SEND but they it may be likely that they are underachieving and will need additional support and help at school. At Beddington Infants' school we identify vulnerable children and support them in a variety of appropriate ways. This support could be emotionally, socially or academically and would be dependant on the needs of the child and the family.

### **COMPLAINTS**

Complaints about the SEND provision at Beddington Infants' School will be taken seriously by the

Headteacher and Governors in accordance with the Complaints' Procedure adopted by the Governing Body.

## **MONITORING AND EVALUATION/SUCCESS CRITERIA**

### **Monitoring and Record Keeping**

The Assistant Head will keep the SEND register up to date and report regularly in the Head's Report to the Governors on the number of children at each stage and the movement between stages.

Each class has an Inclusion file which contains information about children with SEND Including:

- records those on a record of concern (ROC) initial concerns being raised prior to being put on the SEND register
- records of interventions taking place each term
- records monitoring intervention effectiveness through entry and exit data
- records of work for children receiving OT,SALT,LST,SLCNS
- updated SEND register
- support resources for the special needs they have in their class

These folders are monitored by the Assistant Head Teacher and collected for evaluation at the end of each term. They are returned with feedback and areas to address before the next evaluation.

The Assistant Head Teacher liaises with the class teachers to check ROC ,SSP's, SEND folders and make sure they are all up to date and reports, assessments and appointments have been filed, noted and followed up. The Assistant Head Teacher will also check to ensure parents have been shown or given copies of SSPs.

### **Use of outside support services and agencies**

The Assistant Head Teacher will monitor the use of outside support services and agencies termly and meet with support teachers termly to agree on children to be included in extra groups or for individual tuition. Service reviews are completed as requested.

### **Provision**

All ALS money (+ more) will be spent on supporting children on SEN and on children with EHCP's. Money will mainly be used to pay teaching assistants to work supporting small groups of children. The Resources Committee will monitor this annually.

Money allocated to children with EHCP's will be spent supporting the particular child with the EHCP. This money will predominantly be used to pay for an additional teaching assistant, though some may be spent on attending meetings, annual reviews, resources and administration.

## **GLOSSARY OF TERMS**

ALS	Additional Learning Support
Carer	Anyone who is not a natural parent of the child but who has parental responsibility for them, or the person named by the Local Authority to care for a child for whom the Social Services department has parental responsibility.
EP	Educational Psychologist
ICT	Information Communication Technology
SSP	School Support Plan
LBS	London Borough of Sutton
LSA	Learning Support Assistant
LEA	Local Education Authority
LST	Learning Support Teacher
PLT	Primary Language Teacher
ROC	Record of Concern
SEN	Special Educational Needs
AHT/Assistant Head Teacher	Member of staff of the school who has responsibility for co-ordinating special educational needs provision within the school
EHCP	A formal identification of a child's Special Educational Needs with a commitment by the L.E.A. to provide resources consistent with the child's assessed needs.
TA	Teaching Assistant
TA (SEN)	Teaching Assistant employed by the school specifically to provide support for a child or group of children that complements the class teacher's input.

### **Other relevant documents**

SEN Code of Practice  
LEA SEN Handbook  
Leaflet about SEN for parents/carers  
Equal Opportunities Policy  
Policy for Gifted and Talented (Accelerated Learners)  
Foundation Stage Curriculum  
Diagnostic Tests SEND  
Folders  
Initial Concern Form

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