



Trumps Green Infant School

Special Educational Needs and Disability Policy

Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.

Vision Statement

Trumps Green Infant school respects and values the unique contribution which every individual makes to our school community. We seek to place this contribution within a clear structure, valuing individual differences in ability, aptitude and level of skills, while embracing the highest possible academic aspirations.

Every teacher in our school is a teacher of every child, including those with SEND. The class teacher is the first port of call for parents to discuss their child's needs. If you have done this and still need further guidance the SENCo can be contacted via the school office or via email; office@trumps-green.surrey.sch.uk. The SENCo will liaise with the class teacher, as they work with the child every day, and then get back to you to arrange a time to speak with you. This may be a telephone call or in person. The SENCo is also a class teacher and will get back to you as soon as they can. **Our SENCo is Mrs Dawn Quirk.**

Definition of SEND

As a school we use the definition for SEN and for Disability from the 2014 SEND Code of Practice. This states that:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision which is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Disability: A disability under the Equality Act 2010 is a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day tasks.

Special Educational Needs and Disability Co-ordinator (SENCo)

The SENCo has responsibility for coordinating SEND across the school, co-ordinating arrangements with the class teachers, teaching assistants and outside agencies regarding children with additional needs. In conjunction with the head teacher they have responsibility for

the SEND policy and the co-ordination of specific provision for individual children with SEND, including those with an Education Health and Care Plan (EHCP).

Further key responsibilities of the SENCo include:

- Liaising with the designated teacher for looked after children with SEND
- Advising staff on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet childrens needs effectively
- Liaising with parents of children with SEND alongside the class teacher, if required
- Liaising with early years providers, other schools, educational psychologists, health and social professionals and independent and voluntary bodies
- Being a key point of contact for external agencies and the local authority
- Liaising with junior schools to ensure a child and his/her parents are informed about options and a smooth transition is made
- Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all children with SEND up to date and shares relevant information with the staff working with the children with SEND
- Provide systems that allow staff to provide the targeted learning and support for all children including those with SEND
- To provide a structure to record intervention and monitor this termly

We are fortunate to have teaching assistants with skills and training to support children to close the gap in their learning as well as those children with SEND. Mrs Turner is our school ELSA (Emotional Literacy Support Assistant) trained for child emotional support. We have designated special needs assistants who work with individual children who have hours allocated to them through an EHCP (Education, Health and Care Plan). However, the class teacher and the class based teaching assistants also work with these children when appropriate.

The staff member responsible for managing LAC (Looked After Children) funding is the School Business Manager Mrs Lee, working together with the SENDCO.

Access to SEND policy

Parents can access this policy via the school website. A hard copy can be requested via the school office. Please let us know if this needs to be enlarged.

Context

This policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 (July 2014)

Aims

At Trumps Green School all children, regardless of their particular needs, are provided with teaching that enables them to

- Make the best possible progress;
- Become confident individuals living fulfilling lives;
- Make a successful transition to the next phase of their educational journey

It is the responsibility of all class teachers to meet the needs of all children including those with special educational and disability. This may be achieved with or without external help and support. All staff are required to submit short term plans which include information about differentiated learning opportunities for children with SEND. Training will be used to assist staff in facilitating suitable provision and materials for children with SEND.

How will we achieve this?

- We will set challenging targets for all children ensuring support to attain these is in place, depending on the individual needs of the child.
- We will ensure effective whole school provision management of universal, targeted and specialist support for children with special educational needs and disabilities.
- Monitor provision and track attainment of children with SEN and disabilities with the Senior Leadership Team.
- There is a clear process for identifying, assessing, planning, providing and reviewing for children who have additional needs, keeping the child and their carers at the centre.
- Work closely with the stakeholders, to ensure effective communication and co-production of policies and practice relating to children with SEND

There are four areas of need identified in the Code of Practice. They are:

1). Communication and Interaction (C&I):

"Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction." (COP 2014)

2). Cognition and Learning (Cog):

"Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment." (COP 2014)

3). Social, Emotional and Mental Health (SEMH):

"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder." (COP 2014)

4). Sensory and/or Physical (S/P):

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties." (COP 2014)

It is likely that a child's needs may fall into more than one of the above categories. At Trumps Green Infant School we will identify the needs of each child by considering those of the whole child, which are broader than just the educational needs of the child. This will lead into the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEND Support

Trumps Green Infant School follows a graduated approach in order to identify and support children with SEND.

Quality teaching in the classroom ensures personalised learning is in place for all children, with differentiated activities and clear learning goals, appropriate to individual needs. This is the first step in responding to children who may have SEN.

Teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants and specialist staff.

All children's progress is tracked regularly by the year group teams, subject co-ordinators, senior management and the SENCO. Outcomes are moderated internally and externally. Any children who are not making expected progress are closely monitored and intervention is put in place.

The quality of classroom teaching is monitored through observations, drop-ins and co-coaching development cycles. This includes effective deployment of TAs. INSET and training is provided where needs are identified, in order to develop teachers' understanding and repertoire of strategies to support vulnerable children and their knowledge of the SEND most frequently encountered.

Good communication with nurseries and preschools ensure that needs of children joining us will have been identified and discussed. Similarly, meetings with junior schools are held in order to share strategies and targets, facilitate continuity of provision and identification of needs.

How does the school decide whether to make special educational provision?

The school aims to provide the right provision at the right time. We aim to work in partnership with parents and careers to get the best picture of a child and work together to plan the best approach. We follow the Assess, Plan, Do Review approach (APDR). Quality first teaching (QFT) should always be used in the first instance, teachers are responsible and accountable for the progress and achievements of all the children they teach even when a child is supported by teaching assistants or outside specialist support (SEND Code of Practise 2015). Teachers have a responsibility to provide differentiated and personalised learning that is supportive, stretching and has challenging targets.

If a child is not making enough progress or concerns continue after QFT move to the APDR cycle.

- **Assess** - observe and identify gaps. Draw on information from the child, parents or outside agencies, if any are already involved. Have earlier cycles taken place if so what needs to be refined from them?
- **Plan** - set a time frame e.g. 3-6 weeks. Teacher/SENCO/parents agree targets and plan the intervention. Keep the child and their needs at the centre of the process.
- **Do** - carry out the intervention keeping records of results, attainment and other measures. The teacher retains the responsible for the day to day teaching of the child including 1-1 work or small group work and any intervention that is done away from the class.
- **Review** - revise the plan in light of outcomes. How did the intervention go? Did it improve things for the child? Consider the impact against their targets. Evaluate the effectiveness of the support. Do we need to do another cycle of APDR or seek specialist support? Update the parents and other key staff. What has supported the child to make progress and meet their outcomes?

The following information may also be used to inform the decision to put special educational provision in place.

- Appropriate differentiation and targeted strategies are in place and the child is not making expected cognitive progress
- Communication and interaction levels are significantly below those of peers
- Positive and consistent behaviour management support strategies are in place and the child presents persistent emotional, social or behavioural difficulties
- Knowledge of sensory and physical needs which impact on access to learning

Once a need has been identified, all the information gathered about the child will be considered by the teacher and SENCo. This will include the child's progress based on their age and starting points and against national data. Accurate formative assessments and staff moderation of progress will be analysed. A short term intervention may be put in place to address specific needs, with a time-bonded review date.

If progress remains below expectation, further intervention programs will be put in place. These will be matched to specific, identified needs and are additional and different from the school's differentiated curriculum and the child may be placed on the school's special needs support register.

Where children have a higher level of need, specialist professionals such as the Educational Psychologist, Physical and Sensory Support, Race Equality and Minority Achievement, Behaviour Support, Learning and Language Support and a range of medical professional services such as Speech and Language will be referred to and consulted with in order to set specialised targets.

Parents will be informed when additional targets are set for children at Parent Interview (parents evening) or in addition meetings if required.

How is the decision made to place a child on the SEND register?



Assess

All children's' needs are regularly assessed so that each child's progress and development is carefully tracked and compared to peer and national expectations. Views and experiences of parents, carers and children will be listened to. Where appropriate, assessments and guidance from other educational professionals such as the EP, PSS, health and social services, for example, will be drawn upon.

Plan

Where SEN support is required, the teacher and SENCo with the parent/carer will put together a plan outlining interventions and support which will be put in place for the child and will include expected impact on progress and outcomes with a review date. Targets will be shared where appropriate with the child, in child friendly language. All staff working with the child will be aware of the plan. Parents will be asked to share the plan through any home learning where relevant.

Do

The class teacher is responsible for working with the child on a daily basis. S/he will liaise closely with TAs, LSAs and specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review

The plan and impact of the support will be reviewed each term by the teacher, SENCo, parent and the child. This will inform the planning of next steps for a further period. Where the programme has been successful, the child may be removed from the SEN register.

For children with a Statement for Special Educational Needs or an EHCP, the Local Authority must review the plan annually and 6 monthly for children in Early Years.

How are parents, families and young people involved in this process?

Parents/carers will be invited to meet with the class teacher on a termly basis to set objectives and review progress. Clear outcomes will be identified. The Code of Practice defines an outcome as the 'benefit or difference made to an individual as a result of an intervention'. When agreeing outcomes Local Authorities should consider both what is important to the child or young person - what they want to be able to achieve; and what is important for them - the needs that must be met. Outcomes should be informed by the child or young person's longer term aspirations and will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress to the next phase or stage. (See Right Provision at the Right Time document) This is overseen by the SENCo. Targets will be written in child friendly language and shared with the child where appropriate. The plan will have the biggest impact when home and school work in partnership.

SEND Provision:

Additional Learning Support

This can take many forms and will be selected in order to meet the child's needs most effectively.

It could include

- ❖ A specific learning programme
- ❖ Additional support in class from a teacher or learning support assistant
- ❖ Providing or adapting materials and equipment
- ❖ Working in a small group
- ❖ Observing the child in class or break times and keeping records
- ❖ Helping the child to take part in class activities
- ❖ Ensuring strategies are in place to ensure the child has understood things by encouraging them to ask questions, reflecting back and being confident to 'have a go'
- ❖ Paired learning and choosing playtime buddies
- ❖ Use of task boards or visual timetables
- ❖ Additional strategies to raise self esteem
- ❖ Work in small groups with our trained TRACKS LSAs
- ❖ 1:1 Precision Teaching
- ❖ Group work for literacy acceleration with the SENCo
- ❖ Additional reading with volunteers
- ❖ Group work to support emotional literacy with the ELSA
- ❖ Following elements of the school based Occupational Therapy programme
- ❖ Regular fine motor activities
- ❖ Supporting children with personal or physical care such as eating, safe mobility and toileting or dressing.

Managing the needs of the children on the SEND register

Children may be placed on the SEND register when their progress is significantly below that of their peers and the provision they require is additional and different. Children may be removed from the register when interventions result in accelerated progress and these criteria are no longer relevant

Each child on the SEND register has individual needs and will have a programme to meet their specific needs.

The school will implement the Assess, Plan, Do, Review Cycle for specific strategies appropriate to the individual child's needs.

The school adopts a graduated approach, with specific provision at each wave. (Refer to school provision maps, wave 1, 2 and 3.)

1. Quality First Teaching - All children are entitled to good quality first teaching, which is regularly monitored by the Senior Leadership Team across all subjects through learning walks, SEND awareness training, team teaching, drop-ins and observations of staff and TAs. Work is carefully differentiated to match learning targets appropriately, including for children who are gifted, talented or those for whom progress is at a reduced rate. Dynamic and personalised adaptations to learning are made by the teacher and through the deployment of the TA. Support may include additional reading, positive classroom behaviour strategies, discussions with previous teachers/settings, parent/carer discussions, team teaching, EAL strategies, SENCo advice, visual and kinaesthetic learning materials, visual timetables, individually adapted learning materials, task boards, adapted questioning and language use, pre-teaching and over-teaching, and child progress meetings.
2. School Support - If the review identifies that further support is needed, the next targets are set and strategies may include small group work in literacy, numeracy or social skills and confidence. Personalised behaviour strategies including behaviour plans where relevant, meetings with parents, SENCo input, REMA support for the class teacher, groups or individuals, training for teachers and LSAs as well as contact with the Home School Link Worker may be included to meet the child's needs.
3. School support with outside agencies
Referrals to agencies may be necessary including OT, VI, HI, PSS, EP, SLT, LLS and the behaviour team. SEND support reviews with the SENCo and parents will be held. Costed provision maps and child centred Surrey SEND Support Arrangements will be put in place in consultation with the child and parents.

Where children have long term needs, requiring multi-agency involvement and key costed provisions do not meet the needs of the child, an EHCP assessment may be requested.

Supporting parents, carer and young people

Parents, carers and young people can find useful information in a number of ways.

- The SEND Information Report available on the school website - <http://www.trumps-green.surrey.sch.uk/page/?title=SEND&pid=65>
- The Wave Provision maps available on the school website - <http://www.trumps-green.surrey.sch.uk/page/?title=SEND&pid=65>
- Surrey Local Offer website - www.surreysendlo.co.uk
- School admission arrangements - <https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions>
<https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions/applying-for-a-school-place-for-a-child-with-a-ehcp-or-a-ssen>

Supporting children with medical needs

Trumps Green Infant School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The children may be supported through individual healthcare plans, access to the indoor and outdoor learning environment including changing and toilet facilities and relevant training for staff.

Where children with medical conditions are disabled, the school will comply with its duty under the Equality Act 2010. The school Disability Access Plan is available from the school office.

Some children may also have special educational needs and may have a statement or EHCP, bringing together health and social care needs as well as special educational provision.

Monitoring and evaluation of SEND

Quality of provision for all children is regularly monitored and evaluated. This process informs personalised learning on an individual level as well as future developments and improvements, informing SDP direction.

Progress of SEND children is monitored on an individual basis through target review, work scrutiny, meetings with teachers and TAs, formal assessments, internal and external moderation and child data tracking.

The quality of class provision and additional interventions for children with SEND is evaluated within this context of individual progress, as well as through drop-ins, observations, learning walks and consultation with staff and parents. Improvement targets are put in place within a time-bonded evaluation cycle, measuring impact on quality of learning in terms of process as well as outcome.

An action plan with priorities for SEND is evaluated annually with areas for development identified and built into the following one.

The Headteacher reports SEND children's progress on a termly basis to the Governor Learning Committee, in liaison with the SENCo.

Costed provision maps are evaluated with the Senior Leadership Team to ensure interventions are good value for money and have an effective impact on progress. Regular finance review meetings are held with the School Business Manager.

External audits, monitoring visits and Surrey Local Authority school annual health-check reports all moderate quality of provision as well as inform the improvement cycle.

Training and development

Training opportunities are provided and evaluated according to childrens' identified individual and overall needs and SDP priorities. The impact is then measured in terms of quality of provision through monitoring.

The SENCo attends termly regular update meetings provided termly by Surrey.

Storing and managing information

Relevant data and documentation is stored as hard copies in a locked cupboard. Correspondences do not contain child names or details unless sent via Egress. This includes correspondence with advisory agencies and transfer documents. Alternatively, such documents including referrals are sent first class recorded delivery and marked 'confidential'.

Child progress data with examples of work and relevant financial records (provision mapping and Child Premium Reports) for future monitoring is kept in a file in a locked cupboard and destroyed when replaced on a seven year basis.

Electronic data is kept securely and is erased when no longer required.

Comments, compliment and complaints

The well-being, needs and achievements of each individual are central to our school ethos and we welcome all communication with parents in order to maximise the self-esteem and attainment of every child. We have an 'open door policy' and if a parent has a concern, they are encouraged to speak to the class teacher in the first instance. If the matter cannot be resolved at this stage then the SENDCo and Headteacher may become involved and a meeting convened in order to look for a resolution to the issue.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership. A copy of the school's complaints procedure can be requested. The complaints procedure will outline the formal steps the school will take in handling each complaint.

EQUALITY STATEMENT

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all children have equal access to all opportunities offered by the school.

GLOSSARY

SENDCo	Special Educational Needs and Disability Co-ordinator
TA	Teaching Assistant
LSA	Learning Support Assistant
PT	Precision Teaching
TRACKS	(A literacy support intervention)
ELKLAN	(A literacy support intervention)
ELSA	Emotional Literacy Support Assistant
EHCP	Education Health and Care Plan (previously a Statement)
LAC	Looked After Children
DfE	Department for Education
REMA	Race Equality and Minority Achievement
BS	Behaviour Support
LLS	Language and Learning Support

VI	Visual Impairment
HI	Hearing Impairment
OT	Occupational Therapy
PSS	Physical and Sensory Support
SLCN	Speech, Language and Communication Needs
ASD	Autism Spectrum Disorder
MSI	Multi-Sensory Impairment
EAL	English as an Additional Language

Policy Status	
Agreed by Governors	September 2021
Next Review Date	September 2022