



## **ROSE GREEN INFANT SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

#### **Definition of Special Educational Needs**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for 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 or mainstream post-16 institutions*

The Equality Act 2010 and Children and Families Act 2014 are two of the legislations that should be referred to in association with the Code of Practice 2015 guidance due to their common focus on removing barriers to learning. Schools use the guidance in the SEND Code to deliver a clear and consistent approach for identifying and providing for children with SEND. The focus of this is aimed at helping every child make progress and improve their individual outcomes. The Equality Act 2010 defines disability in children and adults as '*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

Our school vision:

*'Our school encourages children to look beyond their horizons and become independent, motivated, responsible, resilient and creative learners.'*

To gather 'the views and wishes of the pupil' (SEND Code of Practice), formal and informal Pupil Voice meetings between the SENDCo and each individual child on the SEN register are held. This is to supplement pupil and parent views collated through Individual Learning Plans (ILPs), informal meetings, Parent/Carer Consultations etc. Our SEND vision is at the centre of how we aim to support all children:



'Together, we can Reach for the Sky'.

'If I had a problem, I would ask my teacher.'  
'Letter cards and resources help me.'  
'When I use my timer and fidget toys it helps.'

*Extracts from pupil voice YR – Y2*

This policy should be read in conjunction with our SEND Information Report.  
The SEND Code of Practice (2015) has four broad areas of SEN and some pupils may have needs in multiple areas:

Communication and Interaction	This may include; Speech, language and understanding needs and difficulties learning how to make and process effective communication methods.
Cognition and Learning	This may include; children learning at a slower pace to that of their age related peers, having difficulties in specific subjects of their learning such as literacy or maths, challenges with organisation and memory skills.
Social, Emotional and Mental Health	This may include; presentations of dysregulated behaviour that may have a detrimental impact to their own health or well-being or to the learning of other pupils, difficulties with forming and managing relationships with other people
Sensory and/or Physical	This may include; children with a physical need requiring additional, long term support and/or equipment, visual and/or hearing impairments

## **Aims**

At Rose Green Infant School we recognise that all children are entitled to a broad, balanced and appropriately adapted curriculum. The National Curriculum and Early Years Foundation Stage are the means whereby this is achieved. Effective curriculum design focuses on 'Intent, Implementation and Impact' for all children, including those pupils with SEND. The West Sussex Inclusion Framework facilitates whole school development to ensure that SEND provision is robust and tailored to individual needs. The purpose of this policy is to inform staff, professionals and parents/carers of how Rose Green Infant School use best endeavours to meet the needs of children with

SEND. It is vital that school and home are able to work collaboratively in order to support children and gathering pupil voice is also an essential part of this process.

- We understand that all children have individual needs and aim to meet these needs within the classroom through work which is appropriate to individual pupils and adapted when necessary. We endeavour to ensure that all children develop their learning potential and social skills to the full.
- Each member of staff is involved in meeting pupils' individual needs. We work to foster an awareness of pupils' individual needs among all the staff and aim to develop a whole school approach.
- We aim to work in partnership with parents and carers. They will be notified when SEND provision is being made for their child and they will be invited to play an active role in their child's education.
- We aim to maintain progression and continuity both within and between schools by establishing close liaison with local pre-school settings and Rose Green Junior School.
- We aim to ensure that all children with SEND are identified and assessed as early as possible, in order to provide a 'Graduated Response' to their additional needs, following the 'Assess, Plan, Do, Review' (APDR) process. Our Special Educational Needs and Disability Policy and our SEND Information Report both adhere to the outcomes and expectations within the SEND Code of Practice (2015).
- If not already identified by parents, pre-school settings or other professionals, children with special needs will normally be identified by the class teacher, supported by the Headteacher, SEND Co-ordinator and parents, in accordance with the Code of Practice (2015) which states that: *the benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.*
- The school aims to integrate SEND children, including those with disabilities, as fully as possible into normal classroom activities, where this is consistent with the best interests of the child and the rest of the class.
- The school has a **ZERO TOLERANCE** policy on any physical, verbal, intimidatory or disrespectful abuse towards members of staff and other parents. Staff and parents should be able to come to work/school without fear of violence, abuse or harassment. Please help us to teach pupils to respect other people; we're here to help you.

## **Roles and Responsibilities**

### **Governors**

The Governing Body is the school's legally accountable body. It is accountable for the individual school to the local authority, West Sussex and must have regard to the statutory guidance, the 'SEND Code of Practice: 0 to 25 years'.

The Department for Education (DfE) Governance Handbook states that effective governance:

- *Ensures clarity of vision, ethos and strategic direction;*
  - *Holds executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and*
  - *Overseeing the financial performance of the organisation and making sure its money is well spent*
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- Governors must appoint a qualified teacher as SENCo and ensure they hold the postgraduate National Award
  - The Governing Body must comply with legal duties in relation to pupils with SEND in accordance with the Children and Families Act 2014 and the Equality Act 2010
  - The Governors must make sure that all children have access to a broad and balanced curriculum
  - Ensure that the necessary provision is made for any pupil who has special educational needs, and that parents/carers are informed, including those with and without an Education and Health Care Plan (EHCP)
  - Have a clear approach to identifying and responding to SEND and have a named individual on the Governing Body to oversee the school's arrangements for SEND
  - Publish information on the school's website regarding the SEND Information Report
  - Provide annual reports and review the impact of resources on the progress of children with SEND

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities. The Headteacher should keep the Governing Body fully informed and also work closely with the school's SEND co-ordinator.

The Headteacher has specific responsibility for:

- ensuring the SEND policy is implemented and that a SEND Information Report is published annually
- having due regard for the SEND Code of Practice

- ensure the necessary provision is made for any pupil who has SEND
- ensure inclusive teaching and support is embedded throughout the school

### **The Special Educational Needs and Disability Co-ordinator (SENDCo)**

The SEND Co-ordinator, working closely with the Headteacher, Governing Body, senior management and fellow teachers, has the responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with SEND through school support and those with EHCP outcomes.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil (CLA) has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- liaising with parents/carers of pupils with SEND and signposting families to SEND support networks such as The West Sussex Local Offer, SENDIAS (SEND Information, Advice and Support Service), Enabling Families etc.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the headteacher and school 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 the records of all pupils with SEND up to date
- chairing Annual Reviews for children with Education and Health Care Plans (EHCPs)

### **The Class Teacher**

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

The class teacher has responsibility for:

- high quality teaching and Ordinarily Available Inclusive Practice (OAIP), adapted for individual pupils
- liaising with parents/carers of children in their class
- making regular assessments of progress for all pupils

- working with the school SENDCo to assess if a child has SEND and then put into place additional interventions to meet particular needs
- following the four-part cycle known as the Graduated Approach of 'Assess, Plan, Do, Review'
- creating and reviewing termly Individual Learning Plans (ILPs) with the SENDCo for pupils requiring additional support. These must be shared with parents/carers and pupils where appropriate
- implementing appropriate support to meet the needs and outcomes on each ILP

## **Learning Support and Teaching Assistants**

Learning Support Assistants should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

They have responsibility for:

- assisting class teachers and/or teaching assistants in the implementation of individual programmes
- delivering individual and group programmes planned by class teachers, the SENDCo or external services

## **Parents/Carers**

Parents/carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that all professionals actively seek to work with parents and value the contribution they make.

All parents of children with special educational needs and disabilities should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents can make a contribution by:

- ensuring regular school attendance
- informing the school of any problems/concerns
- involving themselves in school activities and generally supporting the school
- supporting school policies
- helping their child to cope with school life eg. bringing the necessary equipment, and making satisfactory arrangements for homework.

In working in partnership with parents, staff respect the differing needs parents may have, such as a disability or communication and linguistic barriers, as well as their personal feelings.

## **Admission Arrangements**

Admission arrangements for SEND children without Education Health Care Plans (EHCP) are the same as for all other pupils. Admission arrangements for children with an EHCP are managed by the West Sussex SEN Assessment Team who then consult with settings following the parents/carers making their school preference known.

If a child has a pre-identified need, the SENDCo will attend a transition meeting with the child's parents and with any professionals known to be involved so that appropriate arrangements can be made for the child's entry to school. This may include visits to the child's pre-school setting by his/her new class teacher and/or the SENDCo, additional visits by the child and his/her parents to school and visits by professionals to give advice on particular requirements within our school setting.

## **Identification**

At Rose Green Infant School children will be identified:-

- when they enter school with a known special need
- when the parent informs the school of the child's SEND
- when school staff/external agencies observe a need

## **Assessment**

More detailed assessment, carried out by school staff under the guidance of the SENDCo, may include observations of behaviour presentation, tests of ability, understanding, reading, writing, maths, speech and language, as well as diagnostic tests to establish specific difficulties and learning style.

Specialists from other agencies may be consulted for advice and assessment, for example:

- the Speech and Language team
- the EMTAS team for pupils with English as an Additional Language (EAL).
- Support from the Fair Access team for pupils who may be eligible and benefit from Alternative Provision.

## **Recording**

A portfolio for each SEND child is kept containing a Running Record/Log, transfer records, reports from outside agencies and school-specific materials.

A SEND register of children identified as having SEND is kept and updated by the SENDCo. When a pupil makes better than expected progress/meet outcomes from

ILP's/external agency reports, it is sometimes appropriate to remove the child from the SEND register.

### **Ordinarily Available Inclusive Practice (OAIP) and monitoring children's progress**

#### **'Universal Support'**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The classteacher will inform the SENDCo of the lack of progress. The SENDCo will add the child's name to the written records and under these circumstances, class teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above our ordinarily available inclusive practice within the classroom setting. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

### **SEN Support**

#### **'Targeted Support'**

When a class teacher or the SENDCo identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

The triggers for intervention through school support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving adapted learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which cannot be met by the behaviour management techniques usually employed in the school
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interreaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum



**School Support** may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to Local Authority support services through yearly Annual Planning Meetings (APM) with an Educational Psychologist and Consultation and Review Meetings (CARM) with advisory teachers from the Autism and Social Communication Team (ASCT) and the Learning and Behaviour Team (LBAT) services
- access to other agencies for advice on strategies or equipment

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an Individualised Learning Programme (ILP). Parents/carers will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### **Individual Learning Plans**

#### **'Specialist Support'**

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (ILP). This will be created by the class teacher in conjunction with the SENDCo. The ILP will be discussed and at a termly meeting between the class teacher and parent/carer at which point, there are opportunities to discuss and review targets as a partnership. This meeting will also involve the child, where appropriate. If the child is not involved in the initial meeting, the class teacher will discuss the ILP with the child at a later date and record his/her comments. The ILP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- the support to be given at home by parents/carers
- when the plan is to be reviewed
- outcomes (to be recorded when the ILP is reviewed)

The ILP will only record that which is additional to, or different from, the adapted curriculum and will focus upon four or five individual targets that match the child's needs and have been discussed with the child and the parents. The ILP will be reviewed at least three times a year.

If, after several cycles of additional support and reviews of targets, the child's progress is still giving cause for concern, advice may be sought from specialist external agencies. Advice will be sought if, despite receiving individualised support, the child

- continues to make little or no progress in specific areas over a long period

- continues working at a level substantially below that expected for children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised 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 impeded the development of social relationships and cause substantial barriers to learning.

Where such advice is received, it will be incorporated into the child's ILP. These strategies will be implemented, least in part, in the normal classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

### **Request for an Education and Health Care Needs Assessment**

Where a child does not make progress despite receiving additional support and demonstrates significant cause for concern, the school, in consultation with the child's parents, may make an application to the LA for a Statutory Assessment to establish the extent and nature of the child's SEND. This is a detailed process which requires a minimum of two terms of evidence proving that the child has needed a specific costing of additional support per week. Information about what is involved when applying for an Education and Health Care Needs Assessment (EHNA) can be found on the [Local Offer website](#).

### **Education and Health Care Plan**

#### **'EHCP'**

The LA may then decide that the child needs an Education and Health Care plan, which identifies the educational provision necessary to meet the child's needs.

All children with EHCP needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an ILP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ILP will continue to be the responsibility of the class teacher.

### **Annual review of a Education and Health Care Plan**

All EHCPs are reviewed annually with the parents, the pupil, the LA, the school and all other professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved. The review in Year 2 will also be attended by staff from the school the child is transferring to, wherever possible.

## **Transition**

- Documentation of children's special needs, including ILPs and interventions and SATs documentation will form a basis for liaison with other schools.
- There will be informal meetings between the SENDCo, reception class teachers and pre-school learning providers during the summer term before children start school.
- Children with identified special needs will be visited at their pre-school setting by the SENDCo and/or the prospective class teacher. Ideally this visit will also include an opportunity for discussion with the child's key worker and the SENDCo of the pre-school setting, possibly involving a review with the parents of the child's individual play plan.
- There will be informal meetings between SENDCos and Learning Support Assistants from Rose Green Infants and Junior School prior to transfer. SENDCos liaise frequently to discuss concerns and share resources.

## **Complaints**

The complaint procedure is the same as for any other aspect of the school policy. We strive to develop positive working relationships with all parents/carers and welcome communication from you to continue to build effective home-school partnerships in order to support your children. The school's [complaints procedure](#) can be found on our school website.

Useful contact details:

Headteacher: Mrs Sally Dreckmann  
[head@rosegreeninfant.school](mailto:head@rosegreeninfant.school)

SENDCo: Mrs Jennifer Gwynn  
[jgwynn@rosegreeninfant.school](mailto:jgwynn@rosegreeninfant.school)  
01243 262318

SEND Governor: Mrs Karen Rodger  
[krodger@rosegreeninfant.school](mailto:krodger@rosegreeninfant.school)  
01243 262318

Local Authority: [www.westsussex.gov.uk](http://www.westsussex.gov.uk) (then click on Education, children and families section)

SEND Information, Advice and Support Service (SENDIAS): **0330 222 8555**  
[send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

West Sussex Local Offer: <https://westsussex.local-offer.org/>

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