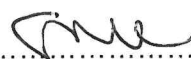




Full Governors
25.09.24

Signed.....

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Portway Infant School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following documents. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014) The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014) Teachers Standards 2012

Responsibility for the co-ordination of SEND provision

The person responsible for overseeing the provision for pupils with SEND is the Headteacher. The person co-ordinating the day-to-day provision of education for pupils with SEND is Andrea Phillippe, the Special Educational Needs Co-ordinator (SENDCO). The SENDCO is currently a member of the Senior Leadership Team (SLT). The SENDCO can be contacted at Portway Infant School tel (01332) 550702 or via e-mail SENDCO@portwayi.derby.sch.uk

The School Governor responsible for SEND is Cat Smith. She can be contacted via e-mail admin@portwayi.derby.sch.uk

The SEND aims of the school

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.

- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Definition of Special Educational Needs

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Portway Infant School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

SEND is divided into 4 broad areas which could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying.
- Cognition and Learning - in acquiring basic skills in school.
- Social and Emotional Mental Health - making friends or relating to adults or behaving appropriately in school.

- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best.

Teachers take account of this when they plan teaching and learning activities.

Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the school.

Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC or IE plans, these will be reviewed and amended in sufficient time prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Inclusion

This policy builds on our Pupil Equality, Equity, Diversity and Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints.

Identification

At Portway Infant School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teaching staff are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress in any of the four areas of need is seen as a significant factor in considering the need for SEND provision.

Early Identification

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the leadership team including the SENDCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Assessments

Assessments made will be through:

- Observations
- Records from feeder schools, nurseries, etc.
- Foundation stage baseline assessments
- Target setting
- Pupil tracking
- Meetings and observations made at nurseries and Early Years settings
- Interventions
- Discussion with parents

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs, as set out below:

Step 1 Whole school/class approaches

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will apply Quality first Teaching, adaptive teaching and make reasonable adjustments to the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENDCO should be informed and consulted to provide support and advice.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored.

Step 2 Targeted SEND support

This will include any of the above and other provision such as booster groups and alternative interventions. The child will continue to be monitored and the provision reviewed.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement will be sought, to reinforce or contribute to progress at home. This plan will be recorded in the form of an IEP document (Individual Education Plan) which will be shared with staff, parents and the pupil.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes termly and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Step 3 Specialist SEND Support

If Targeted SEND Support is not sufficient to meet a child or young person's SEND, then they will be helped through Specialist SEND Support. This decision will be made jointly with parents / carers, adults working closely with a child, and the child or young person, where appropriate.

Specialist SEND Support does not mean that a child or young person will be accessing specialist provision or any specific specialist service. It means that school has made the decision to involve external agencies.

At this stage, a child or young person will be accessing everything that is available at Targeted SEND Support plus the involvement of external professionals and specialist interventions.

Specialist SEND Support might include:

- 1 to 1 interventions/programmes delivered by school staff
- Specialist advice – from services such as STePS, Primary Behaviour Service, speech and language therapists.
- Training for school staff to better understand and support a child or young person.
- Specialist equipment.

The 'assess, plan, do, review' process will continue to be used and evidenced throughout this stage.

At least two cycles of SEND Support must be implemented before considering the next step which is to consider an Education Health Care Plan Assessment.

Referral for an Education, Health and Care Plan

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the child's LA with any school-specific information and evidence about their profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the child can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the child's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any child that names the school in an EHC plan and will ensure that all those teaching or working with a child named in an EHC plan are aware of the child's needs and that arrangements are in place to meet them.

Reviewing EHC plans

The school will ensure that teachers monitor and review the child's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the child prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and child that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the child's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a child's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a child whenever they feel it is necessary.

Funding for SEND support

Where additional child needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider applying for an EHC and accessing high needs top-up funding from the LA to provide additional specialist support.

SEND provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate adapted learning programmes. For pupils with identified SEND the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Support Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

English as an additional language

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Staffing

The SEND team of the school is:

- SEND Coordinator (SENDCO) - Mrs Andrea Phillippe
- SEND Governor – Mrs Tori Beat
- Autism Advocate - Mrs Andrea Phillippe
- Learning Mentor - Miss Emma Wood (maternity leave)

SEND training

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School's training needs will be included in the annual School Improvement Plan.

The school's SENDCO keeps up to date with local and national updates in SEND and has completed the National Award for SEND Coordination.

Partnership with parents

Portway Infant school firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome.
- ensuring all parents and carers have appropriate communication aids and access arrangements.
- providing all information in an accessible way.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for the child through an individual education plan (IEP) if necessary and sharing IEPs with parents in a termly meeting

Evaluating the success of our SEND policy

The SEND Governor will meet at least twice a year with the SENDCO and the governor will report on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests
- School tracking systems

- Discussions with parents and professionals involved

In addition, the school will publish an annual SEND Information report which can be viewed on the school's website.

Complaints procedure

Portway Infant School's complaints procedure is outlined in the school prospectus and can be reviewed in full on the school's website. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

Links with external agencies/organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils. Derby City and Derbyshire County Councils Local Offer webpages are a good source of support and information about services locally that can be very helpful to families. They will signpost you to other useful agencies and services.

www.derby.gov.uk/sendlocaloffer

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Paediatricians/doctors/professionals based at the hospital
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- School Health
- STePS (for children with autistic spectrum disorder) and also includes:
- Hearing impairment services
- Visual impairment services
- Physical impairment services

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENDCOs in other Derby and Derbyshire schools
- Early Help Team

SEND policy review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough annual review of both policy and practice

Andrea Phillippe

Reviewed September 2024

To be reviewed September 2025