

Frogmore Infant School

Special Educational Needs and Disabilities Policy

1. Aims

This policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Frogmore Infant School (FIS) we believe that:

- all children should be valued equally, regardless of their abilities and behaviour
- all children are entitled to have access to a broad, balanced, relevant curriculum which is differentiated to meet individual needs
- all children should, wherever possible, be fully integrated into the life of the school
- every teacher is a teacher of every child including those with SEND and therefore they aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO (Special Needs and Disabilities Coordinator)

The SENDCo is Becky Brooks.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which builds on previous settings, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are added to the pupil's record and given to their parents.

We formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment is reviewed regularly. All children on our SEND register have an Individual Learning Plan (ILP). ILP targets are reviewed and updated at termly by the class teacher and SENDCo and shared with the parent/carer termly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We draw upon more specialist assessments for external agencies and professionals e.g. educational psychologist, occupational health, physiotherapists etc, as required.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this. We ensure effective transition for pupils moving to new schools/settings.

Admissions arrangements:

The SENDCo liaises with local preschools schools from the spring term preceding transfer and at other times as necessary. Full pupil records, including ILPs and information held by the SENDCo, are forwarded to any receiving school.

Transition to other settings:

Many children need extra support during transition time. The school runs a Transition Project for pupils transferring to other schools to familiarise the children with their new environment and staff.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This is differentiated for individual pupils. We provide a range of interventions as required including RWInc 1:1, fine motor skills, SALT.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in extra-curricular activities
- We provide small group interventions during the school day

We have a zero tolerance approach to bullying.

5.11 Working with other agencies

We involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations as required, to help us meet pupils' SEND and supporting their families.

5.12 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents/carers of pupils with SEND

The school has prepared a SEND Information Report which can be found on the school website (www.frogmore-inf.hants.sch.uk). There is a link to Hampshire's Local Offer which signposts parents/carers towards any support that they may need. The Headteacher or SENDCo can also give advice to parents/carers about support that may be available to them

The school has a policy on managing the medical conditions of pupils- this is available on our school website.

6. Storing and managing information

Frogmore Infant School adheres to the Hampshire retention schedule. Individual records are stored in a locked filing cabinet and are passed to the next school on transfer. We adhere to all data protection requirements.

7. Accessibility

Frogmore Infant School is fully accessible and has a large disabled toilet. The SENDCo works with the Specialist Teacher Advisory Service to gain advice on access within the grounds and classroom and also removing any barriers to learning. The SENDCo works with the Inclusion Support Officer to risk assess environments for trips.

Please refer to the Accessibility Plan.

Health and Safety checks are undertaken every half term to ensure the school is safe.

Parent's needs are catered for at Frogmore Infant School. Interpreters and signers can be provided on request.

8. Monitoring arrangements

This policy and information report will be reviewed by headteacher and SENDCo every **year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Data Protection
- Equality information and objectives
- SEND Information report for parents

- Supporting pupils with medical conditions