



Chapel End Infant School & Early Years Centre SEND Policy 2015



Policy written: Sept 2014 (draft for consultation)

Ratified: June 2015

To be reviewed: July 2017

Signed _____ Headteacher (Mrs Terri Martin)

Signed _____ Chair of Governors (Mr Terry Toomey)

Aims of Chapel End Infant School & Early Years Centre

"Caring, sharing, trying our best"

At Chapel End Infant School & Early Years Centre we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For access to a broad and balanced curriculum that promotes the fulfilment of each child's academic, creative and physical potential and fosters their social, moral and spiritual values.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- For children to learn to be organized, confident and persistent individuals and to develop a respect and understanding for others.
- For the development of positive relationships between all members of the school community to support and enhance children's learning.

Equal opportunities

At Chapel End Infant School & Early Years Centre school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environments for all, which embraces the values of inclusive educational practices.

Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners. At Chapel End Infant School & Early Years Centre we respect each other and celebrate diversity and difference.

This policy was reviewed and updated in September 2014. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25, September 2014 section 65(3)(a) of the Children and Families Act 2014 and has been written with reference to the following guidance and documents:

Equality Act 2010; advice for schools DfE February 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 Key Stage 1 framework document 2014

EYFS Framework

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Chapel End Infant School & Early Years Centre has produced a SEND information leaflet which is available from our website and is a comprehensive set of Frequently Asked Questions which explains how we support children and their families. The website also includes a link to The Waltham Forest's Local Offer for parents and children with SEND.

Contact information:

Headteacher: Mrs Terri Martin

SENCo: Mrs Debra Noakes (DHT)

Inclusion Lead (EYC): Mrs Karen Wishart (AHT)

SEND Link Governor: Mrs Kate Williamson (interim)

Designated Safeguarding Lead: Mrs Terri Martin (HT)

Deputy Safeguarding Leads: Mrs Debra Noakes (DHT), Mrs Karen Wishart (AHT)

Safeguarding Link Governor: Mrs Kate Williamson

Please contact through the school office:

Tel: 020 8527 1388

Email: School@chapelend-inf.waltham.sch.uk

This document is a statement of the aims, principals and procedures for provision for children with Special Educational Needs & Disability (SEND) and this policy should be read in conjunction with the School's policies on Admissions, Attendance, Equality, Medical Needs, Behaviour (including anti-bullying) and the Accessibility Plan.

This policy will be developed in consultation with parents, staff, children and governors and will be reviewed annually.

Chapel End Infant School and Early Years Centre Special Needs & Disabilities (SEND) Policy

At Chapel End Infant School & Early Years Centre, we believe that all children have an equal right to a full and rounded education that will enable them to achieve their full potential. We believe that, with the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education. We believe that every teacher is a teacher of every child or young person including those with SEND. All of our children have equal access to extra-curricular activities and where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. We work in partnership with parents, the local authority and other schools to remove barriers to learning and participation, so that all children can have access to an appropriate education that affords them the opportunity to achieve their personal potential.

As an inclusive school we believe that all children have the right:

- to an education which enables them to become full, independent and active members of the community.
- to an education that is broad and balanced with the maximum possible access to the national curriculum.
- to have their contributions and achievements recognised.
- to be seen as individuals with differing interests, knowledge and skills.
- to an education where support if needed is seen as an entitlement.
- to careful monitoring and assessment of their individual needs in an appropriate context. This includes ensuring that there are high expectations and appropriate targets.

Aims

- Raise the aspirations of and expectations for all children with SEND
- Enable all children to have full access to all elements of the school curriculum
- Enable children with SEN to attain their full potential as independent learners
- Ensure that parents are able to play their part in supporting their child's education and independence and are fully involved in any decisions

Objectives

- to ensure that there is a focus on the achievements of children as they move through the school
- to provide an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to provide support and advice for all staff to develop knowledge and skills
- to ensure effective communication between the school and home
- employment of a Special Educational Needs Co-ordinator who will work with the Early Years Inclusion Leader to oversee the day-to-day operation of the school's SEND policy

The aims and objectives will be met by following the recommendations of the revised SEN Code of practice. The arrangements for meeting these recommendations are detailed in the remainder of this policy.

Identifying Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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

For children aged 2 or more, 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 maintained schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The school will make provision for all children with identified SEND. There are four broad areas of need identified in the new Code of Practice September 2014, as follows:

Communication and interaction: this includes children with speech, language and communication delay, Autism Spectrum Disorder or Specific Language Impairment

Cognition and learning: this includes children who demonstrate features of specific learning difficulties, moderate learning difficulties, dyslexia, dyscalculia, dyspraxia, severe learning difficulties.

Social, emotional and mental health: this includes children who may be withdrawn or isolated, disruptive or who demonstrate features of attention deficit hyperactivity disorder (ADHD); depression, eating disorder, attachment disorder,

Sensory and/or physical needs: this includes children with vision impairment, deafness or hearing impairment, multi-sensory impairment or physical difficulties

The purpose of identification of a child's need is to ensure that the best support is provided, not to fit a child into a category. In practice, individual children often have needs that cut across all the above areas and their needs may change over time. At Chapel End Infant School & Early Years Centre, we consider the needs of the whole child, including their strengths, not just the special educational needs of the child. The identification of SEN is built into the overall approach of monitoring the progress and development of all children. Regular assessments of all children identify children making less than expected progress given their age and individual circumstances. Parents sometimes ask us to look more closely at their child's learning and we always take parental concerns seriously.

However, slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN. As a school we consider issues that may not be SEN but may impact on progress and attainment for example:

- attendance and punctuality
- health, welfare and well-being
- safeguarding
- EAL (English as an additional Language)
- being in receipt of Pupil Premium grant
- being a Looked after Child.

In addition, we consider the following:

Difficult or withdrawn behaviour does not necessarily mean that a child has SEN. Where children show challenging behaviour, this is addressed in line with the school's Positive Behaviour Management Policy. However, consistent disruptive or withdrawn behaviours may be an indication of underlying SEN.

At Chapel End we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We will make arrangements to support children with medical conditions, as stipulated by the Children & Families Act (2014), and this may include the need for an Individual Healthcare Plan, which will specify the type and level of support required to meet the medical needs of the children. Where children also have SEN, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. (Please refer to the school's medical policy.)

Special Educational Provision

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. The Code of Practice 2014 states that schools should adopt a graduated approach to the identification and assessment of SEND. In doing so we recognise that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise and advice should be sought to support the difficulties that a child may experience.

At Chapel End Infant School & Early Years Centre we expect that high quality teaching, differentiated for the needs of individual children is the first step in responding to the needs of children who have or may have SEN. Our class teachers set high expectations for all children and they plan for teaching and learning opportunities appropriate to the level of need for success and progress to be achieved. Children's attainment and progress is monitored against national expectations. Some children may require extra support in different areas and at different times during their time at Chapel End and provision is made either within the class or out of class through additional time-limited tailored interventions to help them 'catch-up'. The impact of this extra support is reviewed and the child's progress monitored and tracked to ensure that the intervention

carefully matches the child's need. The expectation for these children is that they should be back on track to meet or exceed national expectations by the end of the key stage.

If the child continues to experience difficulties or makes little or no progress even when teaching approaches are particularly targeted to help the child catch up, then discussions between the class teacher, SENCO and parents may lead to the child being identified as having SEN and this is recorded in school as SEN Support. (SEN Support, also known as the 'Single Category', replaces School Action and School Action Plus as the new category for additional support for children with special educational needs.) At this stage it may be necessary to seek parental permission in order that advice or support from external agencies can be given. Information about the additional support their child is receiving (the child's individual provision map) is shared with parents at termly parent's evenings and progress towards individual targets is monitored by the class teacher, the Inclusion leader and SENCO and members of the leadership team in pupil progress discussions.

The aim of formally identifying a child with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

Assess: this involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with children of a similar age and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services, including health and care professionals will also be considered. The analysis will require regular review to ensure that support and intervention is closely matched to the need, that barriers to learning are clearly identified and being overcome and that the support offered is developing and evolving as the child progresses.

Plan: planning will involve consultation between the teacher, the SENCO and parents to agree the interventions and support that is required, the desired outcome for the support and a date for review. Teaching strategies and approaches will also be discussed and shared with all staff working with the child.

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 and specialist teaching staff to plan and assess the effectiveness of support and interventions.

Review: reviews of a child's progress will be undertaken regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and, where appropriate, their parents. The class teacher, together with the SENCO will revise the support and outcomes based on the child's progress and development, making any necessary adjustments and ensuring that these are recorded on the provision map.

It may be that the support and intervention detailed above, does not produce the desired outcomes for the child. At this time, the school may decide that the child's needs are so substantial that they cannot be met within the resources normally available to the school. At this stage, the school will consider implementing an SEN Support Plan which will look at the existing provision within school and

will determine what further additional support is required. Once the Support Plan has been completed, the school can request additional funding from the Local Authority with reference to the Waltham Forest Education, Health and Care Plan pathway. Information regarding this can be found via the SEND Local Offer: <http://walthamforest.childrensservicedirectory.org.uk>.

If the child meets the eligibility criteria, for example, has a severe, complex or life-long difficulty, the school or parents may request that the Local Authority carries out a Statutory Assessment. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need and to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan will combine information from a variety of sources, including parents, teachers, SENCO, Social Care, Health professionals and Educational Psychologist. If the assessment results in the child being given an Education, Health Care Plan, then a Person Centred Review will take place annually to ensure that the plan remains current and appropriate to the child's needs. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Free advice and information for parents is available from WFSENDIASS (formally Parent Partnership) and they can be contacted at the following address:

Parkside Centre
82 Peel Close
Chingford E4 6XQ
Tel: 020 8496 5230 or Freephone 0800 587 2521
Email: Wf.sendiass@walthamforest.gov.uk

Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision, at Chapel End we encourage feedback from staff, parents and children throughout the year. This is may be done in the form of annual parent questionnaires, pupil conferences, pupil progress meetings with staff and regular progress meetings with parents and parents evenings.

Admissions

At Chapel End Infant School & Early Years Centre, we recognise that all children progress at different rates. It is our belief that a vital element of meeting all children's needs is a fair and transparent admissions policy. We follow the locally agreed admission criteria. We work with other schools and staff at the LA to ensure that children with any special educational need are not disadvantaged. We work with all parents of all children to ensure that their admission to school is enjoyable and successful.

Please refer to the information contained in our school handbook and on our website.

Transition Arrangements

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies who are providing existing support. Transition arrangements within school may include additional meetings for the parents and child with the new teacher, additional visits to the classroom environment and opportunities to take photographs of key people and places in order to make a transition booklet.

Accessibility

- The school buildings are all on one level and designed to allow access for those with physical and sensory difficulties. All entrances are step free.
- All information is distributed in a variety of ways; newsletters, letters, schoolcomms for text messaging, website (Google Translate available), phone calls, office telephone enquiry available 8:00 am to 6:00 pm, individual translation offered when needed.
- Entrance doors are double width and have low keypad entry systems.
- Flooring has contrast strips for visual impairment, clear signage for fire exits.
- Disabled toilets are provided with showers with seats
- A curtained changing area is available in the office
- Personal Emergency Plans (PEP) are completed for individuals with mobility, sensory or cognitive impairments
- All classrooms have step-free exit onto playground and wide doorways. Some classrooms have double width doors onto corridors.

The School's Accessibility Plan is available on the website.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We also seek support from outside agencies for staff and families whenever it is needed. We have experienced Inclusion Leaders overseeing provision within our school and early years centre and an effective team of LSAs and SEN teachers. The training needs within our school reflect the needs of the staff and the children we work with.

Some of our Learning Support Assistants (LSAs) have ELKLAN training which helps them to support children with communication difficulties. All of our LSAs have received training to raise awareness about specific difficulties and are trained to deliver specific interventions. All of our LSAs work with children with SEND.

All staff can access:

- The Chapel End Infant School & Early Years Centre SEND policy
- A copy of the SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on individual children's special educational needs, including SEN Support Plan, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of educational needs and disabilities
- Information available through Waltham Forest's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about children with special needs and their requirements which will enable them to provide for the individual needs of all children.

Working with Parents

At Chapel End & Early Years Centre we work in partnership with parents and value the contribution they make. When working with parents, we give due consideration to parental knowledge and expertise in relation to their child. We always focus on the child's strengths as well as their needs and we are sensitive to the feelings of everyone involved with the family. We offer support and guidance so that parents understand procedures and policies and if parents ask us for information that we don't have we will always signpost to the relevant agencies. We try to make sure that meetings are flexibly arranged and are not daunting for parents.

Parents also have a responsibility to communicate effectively with us to support their child's education. We ask that parents communicate with us and alert us to any concerns that they have about their child's learning or provision.

Roles and Responsibilities

Headteacher: responsible for the overall management of the SEND provision

SENCO: responsible for overseeing the day-to-day operation of the school's SEND policy.

Class Teachers: responsible and accountable for the progress and development of all children in their class wherever or whoever the children are working with (including support provided by LSA or specialist staff)

All adults and staff working with SEND children (including agency staff and outside providers): responsible for liaising with the class teacher in order to share SEND information regarding identified children and give feedback of evaluations and assessments.

Learning Support Assistants: to use a range of teaching strategies to meet the children's SEND needs and to assess, evaluate and monitor progress in order to liaise with the class teacher to inform the next stage of learning.

Governing Body: it is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of

Practice 2014. The Governor with particular responsibility for SEND is Kate Williamson. The link Governor for SEND meets with the SENCO at least termly.

Local Authority: is responsible for providing external support and to resource additional requirements for children with SEND. They also provide disagreement resolution arrangements and mediation services.

Complaints

If a parent/carer has a concern about the progress their child is making or the support he/she is receiving the teacher will arrange a meeting to discuss the concern with them. If this meeting is unable to resolve the issue the SENCO will meet with the parents/carers. The majority of complaints will be dealt with in this way, however if the issue is complex or the parent/carer is not satisfied the Headteacher and/or governing body will be involved. The School's Complaints policy is available on the website.

If necessary the local authority SEN team can be involved and the parent also has the right to use the LA complaints procedure.