



WOOTEY INFANT SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

Created by: Mrs Tracey Thomas
Responsibility: Full Governing Body
Reviewed by: Full Governing Body
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The intent of the SEND provision at Wootey Infant School is to ensure that every child, regardless of their special educational needs and/or disabilities, receives an inclusive and high-quality education that enables them to make significant progress.

This involves creating an environment where all children feel valued, challenged, and supported to thrive academically, socially, and emotionally.

Intent

1. **Inclusive Environment:** Promote an inclusive ethos, where the individual needs of every child are recognised, understood, and accommodated within the school community.
2. **High Expectations:** Have high expectations for all children, including those with SEND, and provide them with equal opportunities to succeed.
3. **Personalised Learning:** Implement a curriculum that is flexible and tailored to meet the diverse needs of children with SEND, offering appropriate levels of challenge and support.

Implementation

1. **Quality First Teaching:** Ensure that teachers are equipped with the knowledge and skills to adopt inclusive teaching practices that effectively cater to the needs of all learners, including those with SEND.
2. **Specialist Support:** Provide access to specialist support, such as educational psychologists, speech and language therapists, and occupational therapists, to address individual needs and enhance learning outcomes.
3. **Collaborative Partnerships:** Work in collaboration with external agencies and parents to develop comprehensive support plans that align with the Education, Health, and Care (EHC) plans of children with SEND.

Impact

The impact of outstanding SEND provision at Wootey Infant school is evidenced by the progress and achievements of children with SEND, as well as the positive attitudes towards diversity and inclusion within the school community.

1. **Progress and Attainment:** Children with SEND make significant progress in their learning, narrowing the attainment gap and demonstrating tangible academic, social, and emotional growth.
2. **Well-Being and Confidence:** Children with SEND exhibit improved well-being and confidence, enabling them to fully engage in learning and social interactions within the school environment.
3. **Cultural Climate:** Foster a cultural climate where diversity is celebrated, and the contributions of children with SEND are valued and integrated into the wider school community.

This comprehensive approach to SEND provision aims to ensure that every child, irrespective of their individual needs, is empowered to thrive and make significant progress within an inclusive and nurturing school environment.

Definition of Special Educational Needs

Children and Families Act 2014

SEND Code of Practice: 0 to 25 January 2015

A child or young person has SEN if they have a difficulty or disability which calls for special educational provision to be made.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities. These difficulties may be due to physical or sensory disability, emotional or behavioural difficulty; specific learning difficulties, speech and language problems or due to medical conditions.

Children do not have a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Roles, responsibilities and co-ordination of provision

Provision for pupils with SEN is a matter for the school as a whole and aims to comply with the 2014 Code of Practice.

The Governing Body

The school governors will ensure that:

- They are familiar with the SEN policy
- The necessary provision is made for any pupil who has special educational needs
- Parents are notified of a decision by the school that SEN provision is being made for their child
- They report to parents on the implementation of the school's policy for inclusion and Special Educational Needs
- The Governor for SEN works closely with the SENCo and is fully involved with SEN policy and development. In doing so Governors will have regard for the SEN Code of Practice, the Disability Rights Code of Practice for Schools.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The SENCo and Inclusion Leader keeps the Head Teacher and governing body fully informed.

The School Staff

Every teacher has responsibilities under the SEN Code of Practice and does their best to make reasonable adjustments to meet individuals' needs through high quality teaching.

All teachers acknowledge that environmental and domestic factors can contribute to difficulties in learning.

All teachers, including Learning Support Assistants are involved in identifying, assessing and making provision for vulnerable pupils, those with SEN or who are disabled.

All teachers with the involvement of LSAs and SENCo will work with pupils to identify their needs and write pupil's Individual Education Plans (IEP).

Teachers, LSAs and SENCo will work in partnership to enable children to achieve the identified outcomes on their IEP.

Teachers and LSAs will review the IEP half termly or as required, with SENCo support.

The Special Needs & Disability Co-ordinator

At Wootey Infant School, our SENCo role is fulfilled by the Deputy Headteacher Tracey Thomas.

SENCo responsibilities include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for vulnerable pupils, those with SEN or who are disabled
- Maintaining the school register of pupils with SEN and oversee the records of all children with SEN
- Liaising with and advising staff, which includes identifying and providing SEN training
- Liaising with parents of pupils with SEN
- Liaising with a range of children's services, other outside agencies and voluntary bodies
- Working closely with the governor responsible for SEN
- To monitor and evaluate SEN provision
- Meeting regularly with SENCos in other schools and keeping up to date with current local and national initiatives and to seek out and share best practice.

Admissions and inclusions

Admission arrangements for children with special educational needs are in line with Hampshire County Council Guidelines. Children with additional educational needs are considered for admission in line with the school's admissions policy which has been adopted by the governing body.

Objectives in making provision for pupils with SEN

- To identify an individual's needs for special educational provision as early as possible
- To ensure the most appropriate provision is in place through careful assessment and monitoring
- To develop self-esteem and self-confidence in learners in order for pupils to successfully deal with the challenges in life
- To foster the development of positive relationships in order to achieve mental and emotional well being
- To set challenging targets for improvement and raise achievement for all pupils
- To foster positive attitudes to learning and development of skills in order to increase pupils' ability to work independently
- To provide equal access for all pupils to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that all pupils have equal access to curricular activities
- To inform parents of their child's special needs and recognise that partnership with parents plays a key role in enabling pupils to achieve their potential
- To ensure that learners express their views and are fully involved in decisions that affect their education
- To promote effective partnership with outside agencies through close liaison and co-operation when appropriate
- To promote links with educational settings, including specialist schools and colleges, sharing skills and best practice
- To ensure that all staff regularly receive SEN training

Identification and assessment of pupils with SEN

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation (quality first teaching).

The school endeavours to identify children who have a special educational need as early as possible. Evidence will be collected through regular observations and assessments to track individual needs and progress.

The class teacher will consult with the SENCo to establish whether additional and/or different provision is necessary. The area and level of need will be identified using the graduated approach method embedded in the Code of Practice.

Parents of any child placed on the SEN register will be informed by the class teacher or the SENCo/Inclusion Leader. Hampshire Advisory Criteria for SEN will be used to support decisions. Pupils identified will be recorded on the SEN register as:

‘SEN Support’ – recognising needs can be fully met through the resources ordinarily available in any state-funded mainstream school. Children at ‘SEN Support’ will have an Individual Education Plan (IEP).

EHCP – Children with the most complex needs may be subject to an education, health and care assessment (EHC). This is a more formal, multi-agency investigation into a child’s SEN and may lead to the child being made an EHC plan – a legal document that sets out all of the child’s SEN and the special educational provision that must be made for them so that the child can achieve good outcomes. EHC plans must be reviewed once a year, to provide an opportunity to celebrate the progress the child has made over the previous 12 months, make any changes to the EHC plan or consider if an EHC plan is no longer needed.

Provision for pupils with SEN

Following assessment an appropriate provision will be identified to meet the pupil’s need in partnership with the child and family.

Provision may involve adjustments made to the environment, teaching style, resources and curriculum to provide First Quality Teaching; or it may be in the form of structured programmes (interventions) that pupils follow, either in a small group or on a 1:1 basis. All planned interventions are detailed on a provision map.

Provision may also involve the use of outside agencies listed above.

Provision that is additional to or different from that available to all will be recorded on an Individual Education Plan (IEP).

Plans for pupils are written by the class teacher in collaboration with colleagues, the child and parents/carers. Plans detail the provision, desired outcomes from the provision and a review. This follows the ASSESS, PLAN, DO, REVIEW model.

Plans will be shared with parents and carers during consultation sessions three times a year. Parents are very welcome to discuss their child's needs with the SENDCo and class teacher in addition to these meetings.

Reviewing Pupil's Progress

Children with SEN will have their IEP progress reviewed half termly. Decisions regarding the range, type and intensity of further support will be based on progress made. Progress reviews will identify provision and outcomes. Pupil's views will be sought and involved in these decisions where appropriate.

Monitoring and evaluation of SEN

The SEN policy is reviewed regularly by the Head Teacher, SENCo, teaching staff, learning support staff and School Governors.

The SENCo will monitor SEN provision through observations, assessment information, discussions with staff, children, parents/carers and any relevant outside agencies.

The governor for SEN will meet regularly with the SENCo in order to discuss SEN outcomes and is involved in planning and development.

This policy should be read in conjunction with:

- Admissions Policy
 - Behaviour Policy
 - Child Protection and Safeguarding Policies
 - Learning Policy
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