

Summerhill Infant School
SEN and Disability Policy and Information
Report

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014. 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having 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.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010 advice for schools DfE (updated 2015)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Rationale:

Summerhill Infant School is committed to providing an appropriate and high quality education to all of the children in our local community. We have high aspirations and expectations for all children identified as having SEND.

We strive to build solid foundations for citizenship and skills for life so that our children are prepared for the world beyond our school and they are ready for future development. Every teacher at Summerhill Infant School is a teacher of every child including those with SEND.

This policy was created by the INCo with input from the school SLT and the governors. The INCo for Summerhill Infant school is Mrs Wendy Edmonds. She is a qualified and experienced teacher. She is also a member of the Senior Leadership Team within the school. Mrs Edmonds can be contacted by:

Tel: 0117 9030243

Email: sencosummerhilli@bristol-schools.uk

Aims

- To provide every child with access to a broad and balanced education.
- To ensure the SEND Code of Practice and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

Objectives

- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning and quality first teaching
- To provide specific input and support, matched to individual needs, in addition to differentiated classroom provision, for those pupils requiring it.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
- To seek, monitor and respond to the views of both pupils and parents/carers in order to build high levels of confidence and partnership
- To make reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum
- To work in co-operation and partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all children identified with SEND

Responsibility for the coordination of SEND provision

The Inclusion Co-ordinator, (INCo) - which includes the role of Special Educational Needs Coordinator, is a qualified teacher and a member of the Senior Leadership Team. The Head Teacher has delegated the responsibility for coordinating the provision of Special Educational Needs to the INCo who is responsible for:

- Overseeing the day-to-day implementation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has also been identified as having SEND
- Advising on the graduated approach to providing SEND support
- Ensuring that an agreed, consistent approach is adopted
- Liaising with parents of pupils with SEND
- Liaising with early year's 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 are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintaining the setting's SEND/Inclusion records
- Organise regular reviews of all children on the school SEND register and arrange meetings as appropriate with staff, parents and outside agencies
- Advising on the graduated approach when providing SEND support
- Taking the role of leading SEND specific support staff through the annual Professional Development and Review process

The SEN governor will:

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

The governor with responsibility for SEND is Ms. Jo Walker - contact via school office

The Head Teacher has responsibility:

- For the management of all aspect of the school's work, including provision for pupils with SEND
- To work closely with the SENCo INCo
- For the deployment of staff within the school
- For the monitoring and reporting to the governors

Class Teachers are 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Identifying Special Educational Needs

(See definition of Special Educational Needs at start of policy.)

The Code of Practice suggests pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions and adjustments and good quality personalised teaching.

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has an SEN and should not automatically lead to a child being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

SEN Information Report

What kinds of SEN does Summerhill Infant School provide for?

Special educational provision is any educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age. The Special educational needs and disability code of practice (Jan 2015) categorises need under four areas of difficulty:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

These can include a range of difficulties with:

- Readings, writing, speaking and listening, number skills
- Speech and language development
- Children expressing themselves or understanding information
- Making friends or relating to adults and other children
- Behaving appropriately in school
- Sensory and physical difficulties which may affect a child in school

How does Summerhill Infant School know if my child needs extra help and what should I do if I think my child may have SEND?

We aim to identify any special educational needs and disability as early as possible. When considering if a child needs support the school takes into account:

- Views of parents/carers or child
- Concerns raised by the child's class teacher
- Meetings/discussions with the child's nursery school/previous school
- Pupils progress and attainment over time. This may include progress in areas other than attainment, for example, social needs
- specialist assessment and advice from relevant external agencies where applicable
- Health diagnosis from a paediatrician
- Attendance

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

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

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher or our INCO, Mrs Wendy Edmonds, to discuss these concerns.

How will Summerhill Infants School support my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. So the teacher, with support from the INCo, will decide the action required to help your child make progress. These actions may include:

- Adapting teaching and learning styles
- Providing different learning materials or special equipment
- Running interventions to teach skills and monitoring how effective these are
- Allocating staff to work with your child in a group or individually for some of the time
- Additional training for staff
- Asking for support from professionals outside the school
- Running interventions given to us by other professionals such as speech and language therapist, occupational therapist or an educational psychologist

How is the decision made about what type and how much support my child will receive?

At Summerhill Infant School, we follow a 'graduated approach' which is a cycle of assess, plan, do, review. This means we regularly consider what your child needs and then plan to support these needs. We then carry out these plans and then regularly review the progress made by your child.

Using this approach, we track progress of all children's learning termly. We hold pupil progress meetings to discuss whether children are on track to meet their end of year targets. If they are not making expected progress, we will discuss how the child can best be supported to reach their targets and adapt and change any additional provision that is in place. This may take the form of differentiation in class, a class-based plan, a specific intervention programme, additional resources or a further assessment of need.

How will the curriculum and environment be adapted to my child's needs?

At Summerhill Infant school we believe that your child's learning needs will first be met through the high quality teaching delivered by your class teacher. It is their responsibility to differentiate work to enable each child to access the curriculum more easily.

Differentiation may take the form of:

- Use of specific strategies and/or resources such as using a range of teaching styles, giving longer processing times, pre teaching of key vocabulary, individual timetables, etc

- Individual or group support from a Learning Support Assistant or the class teacher
- Specific work which is targeted at the child's ability so that they are able to work independently
- Regular, detailed feedback to children so they know what their next steps for learning are.
- Additional specialist equipment to support their learning where advised by other professionals
- Regular reviews of accessibility plan to ensure all children have the fullest access to the curriculum and school site as possible

As part of our graduated approach, where expected progress is not being made, a class based plan is written by the class teacher for each child with specific targets and how staff and parents are going to support the child to meet those targets.

Summerhill Infant School also has a learning intervention space where identified children are taught in a small group with a highly differentiated curriculum planned by teachers and delivered by trained and experienced TAs. The time children will spend in the HUB is limited and they are fully integrated within the class for the remainder of the day.

How will both you and I know how my child is doing and how will you help me to support my child with their learning?

Summerhill Infant School operates an open door policy and are always available to give advice and offer practical ideas to support your child. Your child's teacher will be available at the end of each day if you wish to speak briefly to them. Appointments can be made to speak in more detail to the teacher or Inco by visiting the school office and making an appointment.

We will also involve you as parent/carers in any discussions and/or changes in provision for you child.

We acknowledge that circumstances outside of school may affect the well-being of your child. We would urge you to inform the school, verbally or in writing, of any changes at home regarding your child's circumstances, so that we can better be prepared to deal with possible effects they may have on your child during the school day.

If a child has a class-based plan, this will be shared and reviewed with the child and parents and we will discuss ways of supporting the plan at home. Parents/carers will also be informed if a child accesses an intervention programme.

If your child is receiving additional school support and has outside agency involvement they will have an Individual Learning Passport with specific targets. These will be reviewed with children and parents and the progress made toward the previous targets discussed.

If your child has an Education Health and Care Plan (EHCP) an annual review will be held. This is a formal meeting including input from the professionals working with your child to

discuss your child's progress and will include your views and thoughts as well as those of your child.

You will be able to speak to your child's teacher at Parent's Evenings which are held twice a year in Term 2 and Term 4, and you will also have the opportunity to respond to the Annual Report sent to you in Term 6.

What support will there be for my child's overall wellbeing?

We are an inclusive school that celebrates equality and diversity. The happiness and well-being of all of our pupils is our primary concern. We believe that all children should feel safe, have their basic needs met and be made to feel special in school, regardless of their individual needs. Bullying of any kind is not tolerated at Summerhill Infant School

The class teacher has overall responsibility of the pastoral, medical and social care for every child in their class. If you have concerns about your child's well-being, your first point of contact is therefore your child's class teacher.

Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. We use a scheme called Jigsaw, which is an approach to Personal Social Health Education (PSHE) that integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and Spiritual Moral Social and Cultural development.

The school use a Nurture approach to meet the emotional needs of children and carefully planned interventions are provided.

Additional support from outside specialist staff can be arranged as needed for individual pupils, both in and out of the classroom e.g. Counselling, Bereavement Counselling.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. When applying this policy, adjustments are made taking into account the needs of the child.

Pupils' views are sought through school council and other forums.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Relevant Staff are trained to support medical needs, including administration of medicines. We have a medical policy in place.

If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse and in consultation with the Parents/Carers. The Care Plan will be discussed with all staff involved with the pupil.

Medicines can be administered in school with the consent of the Parents/Carers. In this case a signed Administration of Medicine form must be completed.

What specialist services and expertise are accessed by the educational setting and how will they be secured?

We may involve specialists where there are concerns that a child is not making expected progress despite evidence-based support and interventions that are matched to their needs. Parent/carers are always involved in any decision to seek advice and support from outside agencies and their views sought. Any information is shared with them.

We access specialist support for children as required. These include:

- Educational Psychology Service
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Bristol Autism Team
- Children and Adolescent Mental Health Service
- Paediatrician Service
- Specialist Nursing Services
- Social Care
- Sensory Support Service
- Bereavement Counselling

An Education, health, and Care Plan (EHCP) is for children and young people up to the age of 25 who need more support than is available through special education needs support. It identifies the needs of the child and sets out the additional support to meet those needs. We may decide to apply to Bristol SEN Team to carry out an assessment if we think your child needs one. This request can be made by anyone who thinks an assessment may be necessary, including teacher, parents, doctors and health visitors.

Further information can be found on Bristol Local Offer website – please see the end of this report for details.

What training do Staff supporting SEND have?

We have a rolling programme of training and support for staff, based on the needs of the children within school. Staff are sent on more individualised training if they are supporting a child with a more specific need.

Training we have received up to date include,

- Read Write Inc
- Boosting Reading at Primary
- Reading Recovery
- CAMHS Cascade training
- Better Move On
- Stepping Stones
- Nurture training

- Training provided by Speech and Language Services
- Picture Exchange Communication Systems
- Sensory Support Service training for the visually impaired.

Support staff working with individuals have received individual training from Occupational Therapy Service, Physiotherapy Service, Speech and Language Therapy Service and Bristol Autism Team.

How accessible is the education setting?

The school has an Accessibility Plan that is regularly monitored and reviewed in compliance with legal requirements. It is available on request or can be found on the school website. We are also mindful of our duties under the Equality Act 2010. Due to the age of our school building there are many stairs and different levels to negotiate which make it unsuitable for wheelchair users at this time. The classrooms in the old part of the school are not ideal acoustically for hearing impaired children so we seek advice from the Sensory Support Service on strategies to support reasonable adjustments such as seating positions.

We have a changing room and toilet for children who need special assistance. Visual timetables are used in all classrooms.

We regularly monitor the learning environment in classrooms to ensure they meet our inclusive checklist.

How will my child be included in activities outside the classroom, including school trips?

We aim to make sure trips and activities can be accessed by all children. Risk assessments are carried out for school visits and ratios of staff to children are adjusted if required. If a child has a specific difficulty or medical need then the Parents/Carers will be consulted and an individual risk assessment carried out if necessary.

After school clubs are available to all children. Vulnerable children are given priority and adjustments will be made to support their participation. We have at least one club which runs during lunch times.

Health and safety audits and safeguarding audits are conducted to ensure that the school provides a safe environment for all children.

How will Summerhill Infant School prepare and support my child to join their setting, transfer to a new setting or the next stage of education and life?

We recognise that transitions can be difficult for a child with Special Educational Needs and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information and SEN records will be passed on to the new class teacher. If your child has additional needs they will have a Learning Passport which will support the next teacher in understanding their likes, dislikes and ways to help them.

There will be a moving up day and time spent with new teachers. Some children may benefit from a social story or a transition booklet to have at home during the summer break to support this transition.

Entering Reception:

There are induction events during the summer term for all children who are joining the Foundation Stage in September.

The reception class teacher/teaching assistants will visit nursery settings.

The Inco arranges to visit children identified as having SEND and additional meetings will be arranged with the nursery, parents and where necessary with other agencies who have been involved with your child to draw up a transition plan.

Leaving Year 2:

The Year 2 teacher and Inco will discuss the specific needs of your child with the Inclusion Manager of the feeder Junior school.

The new school are invited to attend any reviews that we hold before your child transfers to them.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.

How are parents/carers involved in the education setting?

Partnership with parents plays a key role in enabling children with SEND to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared understanding of a child's needs and the best way of supporting them.

We will aim to have an early discussion with you and your child when deciding whether your child needs special educational provision.

We fully involve Parents and Carers when writing and reviewing EHCP's, Individual Class Based Plans, Learning Passports, Pastoral Support Plans (PSPs), and when forming care plans to meet medical and physical needs. We will ask for parental consent before beginning an intervention with a child and we will invite parents in to observe interventions where appropriate to support their understanding of how to continue the strategies at home.

If your child has involvement from any external professionals, Eg Speech and language therapist or Occupational therapist, you will be invited into school to meet with them as your views and knowledge of your child is vital to building a clear picture in order to fully understand their needs.

We are available daily to talk with you. You can have a brief discussion with the class teacher at the end of the day. If you wish to meet for longer then please make an appointment at the office. You will be invited to two Parent/Carer evenings throughout the year to discuss your child's progress and will receive a written report at the end of each academic year.

If you wish to discuss any concerns with the Inclusion Manager - Mrs Wendy Edmonds, you can make an appointment at the school office.

If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

All staff at Summerhill Infant school are always happy to hear your views, comments, questions and concerns. In this way, we can celebrate our successes and work together to avoid any problem escalating. If you are not happy with the SEND provision at the school, please contact the class teacher or Inclusion Co-ordinator – Mrs Wendy Edmonds, to share your concerns. If your concerns have not been addressed and you wish to speak to Mr De N'Yeurt, the head teacher, please contact the school office to make an appointment.

If the matter cannot be resolved informally, then a formal complaint, in writing, should be forwarded to the Chair of the Governing Body, Miss Hannah Fowler, via the school. A complaint form is available from the school office.

Who can I contact for further information?

If a Parent / Carer is concerned about their child they should first contact their child's teacher or the Inclusion Co-ordinator who is currently Mrs Wendy Edmonds (ask at school office).

If a Parent / Carer of a child with SEND is considering joining Summerhill Infant School they should speak to the Head teacher and Inclusion Co-ordinator, who will talk to them about their child's specific needs and how we can meet them.

Links to other specialist services:

- The Bristol SEND Local Offer is set out on their website <https://www.bristol.gov.uk/web/bristol-local-offer>
- Parents may also like to contact Parent Support Service at: <https://www.supportiveparents.org.uk/> Phone their Information, Advice & Support (IAS) line – 0117 9897725 , which is open from 9.30am – 4.30pm, Monday to Friday.
- Children's Community Health Partnership - <https://www.sirona-cic.org.uk/nhsservices/services/childrens-community-health-partnership-cchp/>

Monitoring and Evaluation of Special Educational Needs and Disability

The School regularly and carefully reviews the quality of teaching for all pupils. The Inco regularly monitors interventions across the school and reports on their impact to SLT and the Headteacher. Book scrutiny, observations and Learning walks support the monitoring and evaluation of SEN across the school.

If a child has an EHC plan in place progress is monitored during an Annual Review meeting that celebrates successes and carefully reviews outcome based actions. It provides a specific action plan to inform the outcomes for the following year.

Communication with parents is actively encouraged at Summerhill Infant School and staff are encouraged to talk with parents and carers on a regular basis. Parents' consultation

Storing and Managing Information

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

Reviewing the Send Policy

This policy will be reviewed and updated annually. Parents, Governors and staff will be consulted.

Signed *Tina De N'Veurt*

(Headteacher)

Date 1/9/20

Signed Wendy Edmonds

(INCo)

Date 8/7/20



Jo Walker

(SEN Governor)

Date 18/09/2020