

Special Educational Needs and Disability (SEND) Policy 2023/24

Springfield is a Rights Respecting School.

Article 3- The best interests of the child must be a top priority in all actions concerning children.

Article 23 – A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Article 28 – Every child has the right to an education.

This SEND policy and the Information Report is based on the statutory 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 (EHCP), Inclusion Manager and the SEN information report
- The Equality Act 2010 schedule 10, which sets out the Accessibility Plan
- The Code Of Practice (2015)

Introduction

Springfield Infant School provides a broad and balanced curriculum for all children. The National Curriculum, including the Foundation Stage Curriculum, provides our starting point for planning the specific needs of individuals and groups of children. Teachers use Assessment for Learning and planning to set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements, which could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment of children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEN is as follows: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

The following definition of Special Educational Needs is taken from the Code of Practice 2014, which came into effect in September 2014.

Definition of Special Educational Needs

A child has Special Educational Needs or disability (SEND) if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child has a learning difficulty and/ or disability if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority (LEA)
- is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he/she will be taught.

At Springfield Infant School, we also include pupils who require extra pastoral support towards social and emotional aspects of learning, as having additional needs. Pastoral support is accessed through the school's Learning Mentors and through small SEAL groups.

Aims

At Springfield, we endeavour to teach all children to recognise their individual differences and needs. We aim to develop each individual child to the best of their abilities within a stimulating and safe learning environment, providing access to a broad and balanced curriculum including the new Curriculum, and remove barriers to learning.

For those children identified as having SEND we aim to:

- ensure that no child is refused admission on the grounds that the school cannot cater for his/her SEND;
- identify, assess and support pupils as early as possible;
- involve and inform parents/carers of their child's changing needs and the provision offered;
- ensure that all members of staff and parents/carers recognise and accept responsibility for meeting pupil's individual needs;
- take into account the reasonable opinions of the child concerned, considered in light of his/her age and understanding;
- work closely with Outside Agencies as appropriate.

Educational Inclusion

At Springfield, through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Our teachers respond to children's needs by:

- providing appropriate support for children who need help with any aspect of their education;
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND (SEND code of practice: 2015, p92)
- planning to develop children's understanding through the use of all available senses and experiences;

- planning for children's full participation in learning and in physical and practical activities;
- helping children to positively manage their behaviour and emotions and to take part in learning effectively and safely;
- planning and providing for children to reach their potential in learning to participate in physical and practical activities.

Roles and Responsibilities

The Governing Body has responsibility for:

- liaising with the Headteacher and Inclusion Manager and determining the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general overview of the school's work;
- ensure that proper provision is made for pupils with SEND, through an Inclusion team and new key initiatives;
- providing in the Prospectus for parents, information on the school's policy for pupils with SEND;
- supporting development and the monitoring of the SEND policy
- ensuring the school has an Inclusion Manager;
- ensuring that the school has procedures to identify and assess the needs of those pupils with SEND and that provision is monitored and evaluated;
- ensuring it has regard to the new Code of Practice when carrying out its duties toward all pupils with SEND;
- providing a Local Offer/Summary Card for the LEA and the school website;
- ensuring that SEND provision is an integral part of the School Improvement Plan.

The school's SEND Governor is Tanya Andrews

The Headteacher:

The Headteacher is Mrs Rebecca Wycherley

The Headteacher has responsibility for:

- the day to day management of all aspects of the school's work, including provision for children with SEND
- ensuring the SEND policy is implemented
- keeping the Governing Body and Staff fully informed of issues and provision in regard to SEND
- for working closely with the Inclusion Manager on the development of the SEND policy and provision.

Class teachers

Class teachers have responsibility for:

- ensuring that they are aware of the school's policy for SEND and that it is kept in their planning file;
- following the agreed procedures with regard to identification, assessment and provision for pupils with SEND;
- developing expertise in areas of need;
- meeting the needs of pupils with SEND by differentiation or modification of the curriculum, the appropriate use and deployment of resources, etc.;
- keeping parents/carers informed of their child's progress, any concerns, and actions to be taken;
- informing colleagues and those concerned with the child, of any information imparted by the parents/carers pertaining to the child's progress;
- devising, implementing and reviewing Individual Learning Plans (ILPs), three times a year, in consultation with the Inclusion Manager, support staff and parents and children;

- guiding the work of Teaching Assistants through planned intervention in relation to targets identified on ILPs;
- ensuring record keeping procedures for LSAs (group or individual) are adhered to;
- helping the Inclusion Manager to provide reports to outside agencies as appropriate;

The Inclusion Manager is Natalie Collins and she is supported by Learning Support Assistants.

Parents/carers

Parent/carers have responsibility for:

- ensuring their child regularly attends school and notifies the school of any absences;
- informing the school of any change in circumstances or concerns or worries;
- supporting the ILP at home where possible;
- preparing their child for school by having positive expectations;
- attending parents' consultation meetings and review/structured conversation meetings to help feed into the ILP.

Pupils

Pupils have responsibility for:

- contributing to the assessment of their need;
- contributing to setting their own learning targets for their ILPs;
- participating in decision making through expressing their feelings and indicating their choices.

Article 29 – Education must develop every child's personality, talents and abilities to the full.

Identification, Assessment, Recording and Monitoring

At Springfield, we identify, assess and support pupils with SEND as early as possible. Once identified the parents are sent a letter from the Inclusion Manager and with permission the child is placed on the school Special Educational Needs Register. Usually the class teacher is the first identifier of any additional needs. However, parents/carers or Outside Agencies may also highlight a barrier to learning or concern to the school's attention, prior to a child's entry into Springfield.

Class teachers will use a combination of teacher observation; school based screening, National Curriculum Tests results, half-termly work assessments and 'Pre Key Stage' descriptors to identify pupils with SEND and to monitor progress. Such assessments are an integral part of the whole school's assessment policy. Where necessary, other diagnostic testing may be undertaken if requested, by Outside Agency specialists.

Parents/carers are informed of any concerns and are encouraged to inform the school promptly of their own concerns.

Provision will be made to meet the child's needs.

The School's SEND Register is drawn up at the beginning of the year and is regularly revised following SEND reviews.

School Support System

Early Years

Through liaison with Early Years settings, those pupils identified as having SEND when transferring from a nursery setting into school will have a One Page Profile (OPP) and Individual Learning Plan (ILP) in place, they will automatically access School Support and be on the school Special Needs Register.

This system is also in place at Springfield Nursey. If children in the nursery are presenting with more complex needs that cannot be met in the setting, the child will be referred to the Early Years Team for a Targeted Setting Support (TSS) and following that, to the SEND under 5's for further assessments to take place. An EHCP may be recommended at this point to support the child's needs in nursery/school.

Class teachers, parents/carers or outside agencies identify a child's special educational needs and consult the Inclusion Manager. At this time, the needs of the child are identified and shared with parent/carer. From this point on the child will be subject to a greater degree of monitoring and evaluated additional support.

The Inclusion Manager, Special Needs LSAs or class TAs will then work with the child in a small group or 1:1 to address the needs identified. This support will usually happen in class, but may be through withdrawal in a small group or 1:1. An ILP will be devised by all those working with the child, and progress will be reviewed four times a year by parents/carers, Learning Support Assistants, Class Teachers, class TAs and the Inclusion Manager.

Children at this stage will often have the involvement of Outside Agencies, which offer advice and/or make specific assessments of the child's needs. Some children have more complex needs necessitating multi-professional consideration. In such cases, the school may make a request to the area SEND panel requesting an Education, Health and Care Plan. The school, in consultation with parents/carers and other outside agencies, including the Educational Psychologist, will collate all relevant information on the child's needs, progress and provision at School Support and will send this to the SEND panel for consideration. Having given consideration to the evidence presented, the panel **may** then issue an EHCP.

Education, Health and Care Plan Provision

At this point, the LEA has a statutory duty to take responsibility for ensuring that the needs of the child are met. An Education, Health and Care Plan will be written and will state what the required outcomes are for the child. The EHCP is set up in liaison with school, parents and Outside Agencies and an ILP is written, carefully considering the required outcomes of the EHCP. There will then be an annual review of the child's EHCP where evaluations from all those involved with the child, report their recommendations to the LEA.

At all stages of the process parents/carers are kept informed and their views and co-operation in this partnership are sought and encouraged.

Admissions, Liaison and Transition

Our admissions policy for children with SEND is the same as that for all other children. At Springfield, we admit pupils who already have identified SEND as well as identifying and providing for pupils not previously identified as having SEND.

Liaison takes a number of forms between different people for a variety of purposes.

Home and School

- Home visits for pupils about to join Early Years are standard practice. However, as pupils move through the school contact with parents/carers tends to take place at Parents' Evenings, ILP reviews (3 x per year), Annual Reviews or by request from either party.

School

- There is regular formal and informal liaison between the parents, pupils, class teacher, Inclusion Manager, LSAs and class TAs regarding pupils with SEND. Records of intervention at group or individual assessments are kept by all parties and, this information is used as part of the ILP Review process and for the purpose of the annual review.

Outside Agencies

- Meetings and discussions are held between school and outside agency representatives whenever the need arises. Where necessary consent to share information with outside agencies from parents/carers is always sought prior to information being divulged or discussion taking place. Outside Agencies might include the Educational Psychology Service, The Medical/Health Support Service, (Child Development Centre/ CAMHS/ Paediatric Occupational Therapy Service/Physiotherapy Service), Speech and Language Therapy Service, Learning and behaviour Team, Advisory/Social Communication Team, sensory Support Service Team, Educational Welfare Service, Think Family, Children and Young Persons' Planning Forums or Social Care Services. Some of these agencies have regular visits to the school. In addition to these maintained services, the school will draw on the expertise and support of voluntary organisations in order to meet the needs of pupils with SEND.

Between Schools

- Children transferring at the end of Year 2 will be visited by staff from the receiving Junior School. There are also various visits to the junior schools and small group visits for children with SEND. Information pertinent to pupils with SEND will also be shared. For all pupils transferring to other West Sussex maintained schools the LEA National forms for Transfer are completed to ensure all relevant information and results are passed on.
- Additional transition visits and programmes are arranged for children who have very complex additional/special educational needs or disability.
- Visits and meetings between nurseries and Springfield School are arranged to make transition for children with identified SEND as smooth as possible. The Inclusion Manager also arranges additional visits to school and photo books for children with SEND.

Provision

We aim to ensure that no child's access to a broad and balanced curriculum is affected by the school's provision arrangements.

Access to the National Curriculum for pupils with SEND is planned and resourced with regard to the school's Teaching and Learning Policy and school budget allocation.

Children with SEND are supported to help access the National Curriculum and follow an ILP in the following ways:

- The support may be in class or in small withdrawal groups;
- The support may be provided by the class teacher, Learning Support Assistants, teaching assistants, Learning Mentor or Inclusion Manager;
- The support may take the form of access to resources, equipment or Outside Services, whichever is deemed the most appropriate.

At Springfield, we have a specialist Inclusion Manager providing support to pupils.

Resources for SEND are located in the Polar Bear Inclusion and Nurture Room.

The main school building is single storey and there is a wheelchair access to the building. Springfield School aims to promote positive attitudes and the equality of opportunity for all disabled pupils in order to make the curriculum equally accessible to all, whatever the disability and however severe the disability is.

Parental Involvement

At Springfield we believe that the education of children is a partnership between parents/carers and school. Parents/carers have key information about their children and have a critical role to play in their development.

Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child.

At Springfield, school partnership is encouraged in the following ways:

- The school keeps a record of all those with parental responsibility for children with SEND. Where parents are separated but share parenting/responsibilities every effort is made to keep both parents informed.
- Parents/carers are welcomed into the classrooms to talk to teachers about any concerns they may have regarding their child or their child's progress at a pre-arranged time.
- The Inclusion Manager has an 'open door' arrangement for all parents of children with SEND.
- With the agreement of the parents, any concerns expressed to the teachers may be passed to the Headteacher or Inclusion Manager.
- Parents/carers are invited to contribute and comment on the formation and review of Pupil ILPs supporting targets at home, where applicable.
- Parents/carers receive formal notification of the provision given for their child on the SEND register.

Complaints

Parents/carers are encouraged to discuss concerns, worries or problems as soon as they arise. We aim to deal with complaints, worries or problems as soon as they arise and deal with them quickly and efficiently, and to find an early resolution to any concerns that are expressed. In the first instance concerns should be shared with the class teacher; if the concern persists the parent/carer will need to see the Inclusion Manager. In the unlikely event that the concern is not resolved, an appointment should be made with the Headteacher. In some situations, the matter may be referred to the Governing Body for further consideration. There is a formal complaints procedure detailed in the school prospectus should the concern not be resolved.

Success Criteria

- ILP reviews show progress being made by pupils with SEND
- Whole school assessment procedures support the early identification of pupils who have SEND and help to measure progress.
- Parents/carers are informed of the nature of their child's need and the allocation of provision.

Covid 19

Springfield have recognised the impact Covid 19 has had on the children's mental health and well-being. The school has used the 'catch up funding' to target children identified as vulnerable or as having Special Educational Needs and/or Disability. This includes children that have been assessed as having Social, Emotional and Mental Health needs. An SEAL intervention group has been set up to support children to talk about their feelings along with the direct work of the Learning Mentor. The school will continue to review this provision throughout the year.

Review: Annually

Glossary of terms used in this policy:

SEND – Special Educational Needs and Disability

LEA – Local Education Authority

SEAL – Social and Emotional Aspects of Learning

OPP – One Page Profile

ILP – Individual Learning Plan

LSA – Learning Support Assistant

TLA – Teaching and Learning Assistant

TA – Teaching Assistant

EHCP – Education, Health and Care Plan

TSS – Targeted Setting Support

EYPARM – Early Years Planning and Review Meeting