

**PRIOR HEATH INFANT SCHOOL  
POLICY AND PROCEDURES STATEMENT**

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**TITLE: SEN & Inclusion Policy**

**DATE: February 2017  
REVIEW: February 2018**

**APPROVED/MONITORED BY: Curriculum Committee**

**AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Our SEN Information Report (which can be found on our website)
- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 framework document Sept 2013
- Teachers Standards 2012
- Keeping Children Safe in Education – statutory guidance for schools and colleges September 2016
- School policies which can also be found on our website or from the school office

This policy was updated by Mrs Claire Kelsey, SENCO, in liaison with the SLT, all staff and governors Mrs Kelsey can be contacted via the school office on 01276 25546.

**Aim**

At Prior Heath Infant School we aim to demonstrate through our work that we positively value and respect children and adults of all ethnic origins/racial groups, sexual groups, religions, cultures, linguistic backgrounds and abilities. Children and adults of both sexes are positively encouraged to participate in all activities.

We aim to:

- Comply with the SEND code of Practice 0-25 (September 2014)
- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Ensure all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- Ensure all children are given equality of opportunity to participate fully in school activities
- Provide every child with opportunities to meet personal standards of excellence
- Ensure early identification of special educational needs

- Remove barriers to learning and achievement
- Effectively assess and monitor needs
- Provide appropriate provision for children with SEN (Special Educational Needs)
- Ensure maximum opportunities for effective inclusion throughout the school to develop the children's independence, as appropriate to their level of need
- Ensure close and effective partnership between parents, school and outside agencies
- Include and value the contribution of all families to our understanding of equality and diversity
- Ensure children's views are valued and listened to
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities

We aim to give all children the opportunity to:

- Fully participate in their learning and achieve their best
- Observe, investigate, question, learn to think for themselves and collaborate
- Develop curiosity, imagination and creativity in a safe and secure environment
- Be inspired to develop a positive attitude towards learning
- Attain independence in all aspects of learning and development
- Respect and care for the world around us
- Develop understanding of environmental and global issues
- Understand how to live active and healthy lives
- Celebrate being part of a diverse local, national and global community.

### **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with a SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To work within the guidance provided in the SEND COP, 2014
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To enable pupils to have their voice heard
- To communicate with the Governing Body to enable them to fulfil their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To clarify the roles and responsibilities of staff and governors

## Definition of SEND

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they

- Have a significantly greater learning difficulty in learning than the majority of others of the same age
- or
- 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

The Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEN.

The 4 areas of need are:

- **Communication and Interaction**, including:  
SLCN (Speech, Language and Communication Needs)  
ASD (autism spectrum disorder)
- **Cognition and Learning** - when children learn at a slower pace than their peers, even with appropriate differentiation, including:  
MLD (moderate learning difficulties)  
SLD (severe learning difficulties, often associated with mobility and communication difficulties)  
PMLD (profound and multiple learning difficulties)  
SpLD (specific learning difficulties eg dyslexia, dyscalculia, dyspraxia)
- **Social, Emotional and Mental Health** including:  
ADD (attention deficit disorder)  
ADHD (attention deficit hyperactivity disorder)  
A wide range of difficulties including withdrawal, challenging behaviour, underlying mental health conditions
- **Sensory and Physical** including:  
VI (visual impairment)  
HI (hearing impairment)  
MSI (multisensory impairment)  
PD (physical disability)

## Supporting Pupils and Families

The Surrey Local Offer can be found on the Surrey Council website and this will provide information on what is available in the area. Parents without internet access should contact the SENCO for support in finding the information they require. [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk)

The school SEN information report is available on the school website or from the office.

## **Principles**

Prior Heath Infant School promotes positive recognition, understanding, knowledge and celebration of differences. We will ensure that the opportunities and activities in the learning environment are available to all children and their families. We recognise that every child is unique and a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued and responsible member of the local, national and global community. We endeavour to provide a happy, safe and caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning.

## **Procedures**

The school has experience in dealing with children with a variety of needs. A central resource base is equipped with additional materials and the school has an ICT suite and a designated quiet room.

### **Curriculum Access, Breadth and Balance**

Our policy is to provide access for all children to the National Curriculum. The curriculum encourages children and families to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Different ability groups and different needs will be catered for through differentiated planning. Classrooms are organised and managed with this in mind. Children with SEN are fully integrated into the life of the school.

### **Inclusion and Integration Arrangements**

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. Work is differentiated by task, support, input or outcome to meet the needs of pupils. This applies to the entire spectrum of children with SEN. Support is usually given in small groups or individually, and will be within the context of the ongoing class work (where appropriate) and current Support Plans and provision maps. The class teacher ensures that the child does not miss vital information if she/he has been working outside the classroom.

### **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at Prior Heath Infant School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Further details of how we support pupils with medical conditions can be found in our Supporting Pupils with Medical Needs policy.

### Information Regarding Training for Staff

All staff are consulted on their individual training needs and the needs of the school are also considered. It is part of the role of the SENCO to provide training and support for colleagues. The school's SENCO regularly attends the LA and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND. Training is ongoing in response to identified need.

### External Support for SEN

Support services who are involved in supporting the school include:

- Educational Psychology Services
- Learning and Language Support
- Behaviour Support
- Hearing and visual impairment
- Speech and Language Therapy
- Paediatric Occupational Therapy
- Children and adolescent mental health services (CAMHS)
- Outreach services

### Parent Partnership

The involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the class teacher and asked for their views. Thereafter parents are consulted at all stages. Parents are involved in all decision making. Outside agencies will not see a child unless parental permission has been granted. Reports from Outside agencies are shared with parents and an opportunity is given to discuss these.

### Links with Other Schools

When pupils change schools all SEN records are passed on. For children transferring to junior school, Year 3 teachers from the receiving schools visit to consult the Year 2 teachers. Children with SEN are discussed at these meetings. If necessary the SENCO will meet and consult with the SENCO of the transfer school to ensure continuity for the child. Where possible, SENCOs from junior schools are invited to attend the EHC Plan annual review in year 2.

### Links with Health Services, Social Services, Education Welfare Services and Voluntary Organisations

There is liaison between Prior Health and School Health. When appropriate there is liaison between health visitors and the school, this would also be in the case of Social Services.

### Arrangements for Co-ordinating SEN and Inclusion Provision

The SEN register is kept electronically. Individual children's programs of work are recorded, monitored and evaluated by the class teachers and SENCO. Each class teacher has a record of the children in their class who currently have SEN. These are kept in the class SEN folder. Copies are updated at termly reviews. Complete copies of these are discussed with the SENCO. Any outside agency reports are also kept in the class file and by the SENCO.

### Storing and Managing Information

Information is stored in a locked filing cabinet. The information is shared with staff working with the pupil. Class teachers hold SEN files which are stored in the classroom. At the end of each year the information is transferred to the next class teacher and discussion held to ensure transition is efficient and effective.

When a pupil moves to another school the records are photocopied and archived. The originals are passed onto the new school.

### Evaluating Effectiveness of the Policy

Our success criteria are as follows:

- All staff are aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to targets set
- all children will be given equal opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise self esteem
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered

### Complaints Procedures

We will endeavour to act swiftly and positively to address the issues directly. The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher, SENCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing body.

## **Identification, assessment and review**

### A Graduated Approach to SEN Support

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who appear to be at risk of not making expected progress are initially identified by class teachers and also directly by the SENCO.

The progress and attainment of all pupils is reviewed and discussed termly and in addition to this, any teacher or member of staff can discuss concerns about a pupil with the SENCO at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the SEND Code of Practice 2014: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The class teacher and SENCO will analyse a pupil's needs before identifying a child as needing SEN Support Plan is created. Additional testing and discussion may take place.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEN support. The Support Plan is shared and amended if needed. Plans will be based on specific targets to promote progress and enable 'catch up'.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning. When interventions are not taking place, activities in terms of level of difficulty, resources or task may be used by the class teacher.

Review: The effectiveness of the support will be reviewed in line with the agreed date. Support Plans are reviewed and revised with parental and pupil input. Termly review meetings between the class teacher and SENCO will take place. Interventions will be monitored and evaluated by the SENCO.

In school we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, P Scales, Teacher Assessments, Screening Tests, SATs results, RAISE online, Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc.

Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs Register and their specific

difficulties are investigated and supported. Parents are always consulted before this decision is made.

The SEN Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

### Managing Pupils' Needs on the SEN Register

Once a pupil is included on the SEN register a Pupil Profile is drawn up by the class teacher in consultation with SENCO, parents/carers and the pupil, where possible. Occasional advice may be sought from external agencies to inform effective intervention. The Pupil Profile feeds into the Support Plan which allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. The Support Plan should include information about:

- the short -term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria outcomes (to be recorded when the Support Plan is reviewed)

Individual targets should be written, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills that match the needs of the child. The Support Plan should be discussed with the child and the parents. Parents should be informed of their child's progress towards the Support Plan targets.

- If a pupil fails to make the expected progress then advice may be sought from external agencies which may include social as well as educational services.-

All class teachers have a summary of the pupils identified as having Additional and Special Educational Needs in the register file in each class. This file also contains a list of SEND pupils in the class and additional information where appropriate. Termly reviews are held with Parents, Class teacher and SENCO, where appropriate, but parents are encouraged to contact the school whenever they have a concern or information to share.

If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support. We would need to prioritise pupils dependent on their need.



### Reviewing Support Plans

Support Plans should be reviewed once a term. Parent's views on the child's progress will be sought and they will be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets.

### Education Health Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a pupil's progress the SEN team may assess the child and decide to issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

### Criteria for Exiting the SEN Register/Record

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the SENCO and the Class teacher at the termly reviews.

## **Monitoring and Evaluation of SEND**

The monitoring and evaluating of provision is an ongoing process. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils. Where a need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs. Specialist equipment will be considered on an individual basis.

## **Responsibilities:**

### Co-ordination of Provision

The SENCO: The Special Educational Needs Co-ordinator (SENCO) is Mrs Claire Kelsey-

The SENCO is responsible for:

- Overseeing the day to day operation of the SEN and Inclusion policy
- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEN

- Liaising with early years providers, other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
- 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
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEN.
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Liaising with and advising all staff, teaching and non-teaching and the SEN governor
- Updating the school's SEN Provision recording system.

The SEN designated governor is Mrs Emma Batley Hammond.

The Governing Body is responsible for:

- Ensuring that the school complies with current legislation regarding race relations, equal opportunities, disability and SEND.

The Class Teacher is responsible for:

- Familiarising themselves with the children's records and information regarding their SEN
- Differentiating the curriculum to meet the needs of all children including those with SEN
- Supporting individuals in reaching Support Plan targets
- Keeping the SENCO informed of any changes to need or circumstances
- Identification through observation and ongoing assessment of other children with SENs
- Informing SENCO of their concerns or concerns expressed by parents /carers
- Directing and overseeing support as delivered by teaching assistants
- Communicating with parents about their child's provision and progress

The Teaching Assistants are responsible for:

- Supporting individuals or groups of children in accessing the curriculum
- Following Support Plan targets and programs of work set by teachers and outside agencies
- Keeping records for Support Plans as required
- Liaising fully with the class teacher

The Parents are responsible for:

- Attending meetings and reviews
- Providing up to date information about their child's needs and well-being

- Supporting their child, giving encouragement and positive reinforcement

### **Assessment recording and reporting procedures**

Assessment and recording for children with SEN is completed according to the school's Assessment Policy and Assessment for Learning Policy.

### **Summary for parents**

At Prior Heath Infant School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. Children with SEN are welcomed at Prior Heath. The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties and, where the constraints of the building allow, physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs. In addition, parents will be given regular and detailed feedback regarding their child's progress. Prior to admission, it is the School's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment. Home visits are carried out prior to children entering the Reception class in September if necessary.

**Policy set up: May 2007**

**Reviewed: February 2017**

**Next Review Date: February 2018**