



Special Educational Needs & Disability Policy



‘Every Child, Every Chance, Every Day’

Reviewed By	Sarah Nutbeam	Policy Owner	January 2022
Approved by	Cate Gregory & Annette Hixon	Headteacher	July 2021
Ratified by	Carolyn Fayle	Governor	July 2021
NEXT REVIEW			January 2023

At Shirley Infant and Junior School we provide high levels of care for all pupils, celebrate their individuality and make sure that pupils’ voices are listened to, respected and acted upon. We have established excellent links with parents and the community which brings another dimension to the quality of pupils’ learning. We are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

Children with Special Educational Needs or Disability (S.E.N.D.) are identified as those with social, emotional, mental health, physical, sensory or learning difficulties. The Equality Act, 2010, defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term effect on that person’s ability to carry out normal day to day activities’.

We have high expectations of all pupils. We are committed to taking positive action in light of the Equality Act, 2010 with regard to disability. We are a very inclusive school and are eager to promote a culture of support and awareness throughout the school. We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their needs in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered.

In particular, the achievement and participation of pupils and students with additional needs is monitored regularly. We will use this data to raise standards and ensure inclusive teaching. We expect to make reasonable adjustments in relation to teaching and learning and wider aspects of academy life to make sure that the educational environment is as accessible as possible. Parents evenings take place in the Autumn and Spring terms, these meetings give parents/carers the opportunity to formally discuss their child’s progress. An end of year written report is sent out in the Summer term. This highlights the children’s academic attainment and progress along with targets for next steps.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both pupils and their parents and access to the academy buildings, its facilities and amenities for all.

We implement our Special needs policy in line with the new National Code of Practice 2015. The policy should be read in conjunction with the teaching and learning, equal opportunities and inclusion policies.

AIMS

- To provide a balanced and creative curriculum catering for individual needs and different learning styles.
- To provide a positive learning environment in which a wide variety of skills and talents are valued.
- To maintain a culture of understanding and tolerance.
- To promote a supportive climate in which staff, pupils and parents can communicate effectively.
- To use and promote the graduated response to support and intervention for pupils.

OBJECTIVES

- To identify any difficulty likely to impede a pupil's social and emotional development or their ability to learn.
- To support children's achievement using a variety of teaching and learning strategies.
- To support children's personal, social and emotional development through individual or group intervention work.
- To build on children's strengths.
- To encourage an understanding of differences.
- To work together to overcome difficulties, targeting children's needs and designing supportive individual targets or education plans.
- To encourage children to develop their full potential across the curriculum.
- To value pupils' contributions and encourage them to develop self-esteem.
- To develop a confident approach to learning.
- To encourage children to support each other.
- To foster links between home and school and offer parents the opportunity for regular communication with staff.
- To foster links between home and school and outside agencies to support the children and parents.

GRADUATED RESPONSE

All children are part of the graduated response as stage 1 is Universal Provision.

	Support and provision	Assessment, recording and monitoring systems	Monitored by
Stage 1 Universal provision	High quality teaching. A broad and balanced curriculum within an inclusive classroom. Personalised learning targets. Attention paid to different learning styles. Carefully planned differentiation including practical, visual and concrete resources. Modelling by adults within classroom Curriculum assessment of progress to support target setting for pupils Assessment for learning and constructive feedback	Differentiated planning and outcomes Pupils aware of learning targets (in an appropriate style suited to their ages and needs) Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team Assessment for learning systems used to identify strengths and gaps	Class teacher

If it is identified by the class teacher, those working with a child or at Pupil Progress meetings that they need more than the universal provision, then stage 2 is implemented or if needed stage 3. Children working within

stage 2 and 3 are not children with special educational needs. The stages are fluid and children need to be frequently reviewed to ensure provision is correct.

	Support and provision	Assessment, recording and monitoring systems	Monitored by
Stage 2 Early Intervention Support	In addition to stage 1: Support within class through small groups and individual support (i.e cut away, workshops) Differentiation of the curriculum to meeting individual learning needs Tools and resources to support access	Differentiated planning and outcomes Pupils aware of learning targets (in an appropriate style suited to their ages and needs) Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team Assessment for learning systems used to identify strengths and gaps	Class teacher and SLT
Stage 3 Targeted Additional Support	In addition to stage 1 and 2: Investigation of strengths and needs Early intervention and personalised provision Inclusion of parents and child as part of the Plan-Do-Review cycle of target assessment Targeted support within class through small groups and working with individually with adults Evidence based interventions delivered individually or in small groups between 6-20 weeks (e.g. ELSA, phonics intervention, reading support) Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access	SENDco and Inclusions Lead made aware (concern sheet completed detailing evidence of intervention, impact and outcomes) Evidence based interventions to be reviewed every 6 weeks Reviewed at Pupil Progress meetings with SENDCo or Inclusions Lead Intervention records completed weekly to record progress Assessment for learning systems used to identify strengths and gaps	Class teacher SLT SENDCo Inclusion lead

If through professional discussion it is decided that targeted, additional support has not helped a child to make progress then they will move to stage 4 (targeted, intensive additional support) and this is when a child is added to the Children with Special Education Needs or Disabilities register.

	Support and provision	Assessment, recording and monitoring systems	Monitored by
Stage 4 Targeted intensive additional support	In addition to Stages 1-3: Multi-professional planning and coordination support may be in place e.g. EP, SAOD, PHIG, CAHMS Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station Inclusion of parents / carers, child as part of the plan-do-review cycle of targeted assessment and intervention Individual Education Plan (IEP) reviewed at least termly	Pupil passport IEPs - available on school website so that parents have access to present and previous IEPs Progress meeting with SENDCO or Inclusion Lead SENDCO or Inclusion lead monitoring provision Intervention identified on whole school provision map	Class teacher SENDCO Inclusion lead

	Access to an adapted environment if appropriate Individual modifications to the curriculum		
Stage 5			

CHILDREN ON SEND REGISTER

The names of children whose needs cannot be met by the normal classroom differentiation after receiving targeted, additional support are placed on the special needs register as **SEN Support** as identified in the SEN Code of Practice.

In the Infant School, a Learning Log is created for these children, listing individual targets and recording examples of work. This provides documentation to assist in the monitoring and discussion of the child's progress. The targets are shared with parents and children. Any need for additional adult support, specialist equipment or staff training will be identified as early as possible through liaison with Early Years settings and other professional bodies.

Children receiving Speech and Language Therapy from the Speech and Language Therapy service are monitored closely and they receive additional speech and language support from the school Speech and Language Support Assistant (SALSA) or teaching assistants as detailed on their speech therapy target records. Sessions are recorded weekly to ensure a high quality provision.

YEAR R

We believe strongly that parental involvement is key to our children's successes and parents are encouraged to attend initial parent 1:1 meetings or home visits in the summer term prior to their start in September. Here there is opportunity for parents / carers to highlight any support that their child received at their early years setting.

Any areas of concern are discussed with parents as soon as they arise. If it is felt that a child would benefit from additional support, appropriate achievable targets are identified and discussed with parents. These targets can be worked on both at school and at home. Children are supported to achieve these targets on a regular basis. Learning in school within the curriculum is differentiated according to need. Relevant individual or group support is given by the teacher and Early Years Assistant within the normal Development Matters Curriculum Framework. In cases of very significant individual need additional staff or resources may be provided. The Early Years Team meet and review data every 3 weeks to ensure the quality of provision remains high and children are supported appropriately if working off track. Any child working off track in one of the 7 areas of the curriculum will be noted and a tailored provision will be put in to allow children focused adult led time to develop a skill. This is done in a very inclusive manner and is made part of the school day, along with any child completing the activity if they wish to.

EARLY SCREENING

At the end of Year R there are some children for whom there are reasons for concern. The following criteria indicate cause for further assessment, review or observation;

- Emerging in all Early Years Foundation Profile areas,
- Cross laterality,
- Below 10 initial sounds,
- Parental concern,
- Behaviour, social, emotional difficulties or mental health difficulties.
- Diagnosis of a Social/Communication disorder
- Involvement of outside agencies
- Impairment of sight or hearing or other disability

YEAR 1 & 2

During the year there may be some children for whom there are reasons for concern. The following criteria indicate cause for further assessment, review or observation;

- Severe social or emotional difficulties
- Reading/Writing /Maths tracking significantly below expectations at end of Y1 with evidence of intervention impact but low progress
- Involvement of outside agencies
- Impairment of sight or hearing
- Diagnosis of a Social/communication disorder
- Complex speech and Language difficulties
- A child has transferred from their previous school and is already receiving support at SEN Support level

NB. Decisions regarding summer birthday children may be delayed until progress in the Autumn term of Year 1 has been monitored. Their needs will be carefully discussed with previous class teachers to ensure they are at an expected level of development for them.

YEAR 3 – 6

During the year there may be some children for whom there are reasons for concern. The following criteria indicate cause for further assessment, review or observation;

- A child has transferred from their previous school and is already receiving support at SEN Support level
- Reading/Writing /Maths tracking significantly below that of their **expected progress**
- Quality first teaching is failing to close the gap in a child's attainment and they are not making progress
- Involvement of outside agencies
- Impairment of sight or hearing
- Diagnosis of a Social/communication disorder
- Complex speech and Language difficulties

PROCEDURES: Every leader is a leader of SEND.

Every adult who works in our school is a leader of SEND and they have responsibility for ensuring every child is carefully thought about.

Role	Expectation
SEND Governor	Strategic overview Support Challenge
Headteacher	Strategic responsibility of SEND, intent, implementation and impact
SLT, Inclusion lead and SENDCo	Coordination of SEND provision and deployment of staff Monitoring of SEND provision Data and analysis and evaluation of impact Integral focus on SEND in all lesson reviews / learning walks / environment checks
Middle leaders Phase /KS leaders	Monitoring of pupil progress Monitoring of quality first teaching Monitoring of provision for SEND Integral focus on SEND in all lesson reviews

Class teacher / subject teacher	Delivery of inclusive teaching Target setting Monitoring of progress of individual students Monitoring of interventions Delivery of intervention
Support staff	Delivery of intervention Collection of data against target/outcome

- Teachers are responsible for meeting the educational needs of all the children in their class. Planning, differentiation, careful monitoring and assessment includes the special individual or specific needs of any pupil. Teachers apply up-to-date, relevant and knowledgeable approaches to the teaching and learning of all pupils.
- Individual needs are supported mostly within the class situation, utilising resources and expertise available.
- The Infant and Junior Inclusion Lead (Sarah Nutbeam) and Junior School SENCO (Bridget Patten) and Infant School SENCO (Aimee Riley) consult on a regular basis with class teachers, offering support and monitoring the progress of children identified with specific needs. The SENDCo liaises with outside agencies where appropriate and makes applications for support where necessary.
- We identify children's individual needs as early as possible, through consultation, previous records or assessment procedures. Children at **SEN Support** status have an Individual Education plan, identifying specific targets to be worked on and listing the resources, including staff time, which will be needed to achieve those targets. These targets are updated on a termly basis. They are available to parents online, so that parents can access their child's current and past IEPs. They may also be discussed with them during parents' evenings. The targets are specific and achievable. They are monitored and reviewed regularly through the Assess, Do, Review process and The Graduated Response.
- Parents are involved in supporting their children in the achievement of their targets.
- Parental consent is always sought before outside agencies are involved.
- **SEN Support** refers to children for whom the help and advice of an **external agency** is sought, or following significant early intervention which has not resulted in progress. The children at SEN support status have complex and/or long term needs. These have been closely monitored through The Graduated Response.
- Contact is made with previous schools, establishments and any other relevant agencies to gain as much information as possible prior to children starting school.
- Support is given to individuals and groups of children by Teaching Assistants (TAs) or teachers.
- TAs have a wide range of specific training and expertise. Small group support may take place within the classroom as part of the usual curriculum or individual programmes may be more appropriately placed in a quieter 1 to 1 situation. Training for all staff is developed and extended regularly.
- Teaching assistants liaise with teachers and work closely with children in a group or individual basis to support identified targets and to promote the acquisition of learning in a variety of lively and interesting ways.
- A provision map is drawn up to detail and monitor support across the school and for each child and groups of children. It is also an on-going record of current and previous intervention for individual children.
- Where the concern is behaviour, regular monitoring is kept to assist in the identification and monitoring of particular behaviour difficulties. A challenging behaviour plan detailing strategies to manage challenging behaviour is written and shared with parents and key staff members.
- Support for individuals with emotional or social needs may be delivered by the school's Emotional Literacy Support Assistant (ELSA).
- Procedures for an Integrated Assessment, will be put in place when necessary, in liaison with the 0-25 team from the Local Authority. Pending a successful assessment, an Education Health and Care Plan with long and short term targets will be drawn up.

- Children who have an Education, Health and Care Plan will have a learning log. This will list the long-term targets set out in the plan as well as short-term targets for the current school year. It will also record the child's progress towards these targets, including photographs and pieces of work.

TRANSITION

At the end of each year teachers review the targets and Learning Log and pass these and any behaviour monitoring to the next teacher.

Transition programmes are arranged for children needing support in transition from Infant School or to Secondary School. For Year 6 children moving to Secondary school, social stories can be written to help children 'get to know' their new setting and what to expect alongside additional transition visits. Transition meetings involving other agencies, eg pre-school workers or liaison with other schools for mid-year transfers, are held when appropriate.

We pride ourselves on transition being based on relationship building and adult predictability to create a secure base for a child.

Transition for all at Shirley Infant School includes the following:

- Story time with different adults from the school who may be in the year group next academic year
- Direct Physical Activity (PDA) with different adults from the school who may be in the year group next academic year
- All About Me books for class teacher and TA in every book area from Year R – Year 2
- Meet and greet with parents and carers
- Teachers and TA out on playground duty

Additional transition opportunities at Shirley Infant School includes the following:

- Extra time with new class teacher and / or TA by taking part in different activities with them that the child enjoys e.g. Lego, playdough
- Time to celebrate with new class teacher and / or TA e.g. work, a wow moment
- Visiting the new classroom to see how it looks
- Social stories with a special message from the new class teacher and TA but also from the current class teacher and TA. One for home and one to be kept in school

Transition for all at Shirley Junior School includes the following:

- PSHE lessons in school to prepare for change and new beginnings.
- Visit(s) to secondary school during the second half of the summer term.
- Games and activities at secondary school to make children familiar with key staff and school sites.
- Visits from key secondary school staff to meet children and teach some example lessons.

Additional transition opportunities at Shirley Junior School includes the following:

- Social stories
- Transition groups with school ELSA
- Extra transition visits to secondary school to meet key members of staff.
- Visits from key staff, such as 1:1 TAs, to build relationships with children

THE ROLE OF THE SENDCO AND INCLUSION LEAD: SARAH NUTBEAM

- To monitor and improve teaching and learning.
- To be accountable for good progress.
- To report to the Head Teachers..

- To line manage school SENDCos and support their professional development.
- To provide professional development for Teachers and Teaching assistants.
- Identify and monitor pupils with EHC plans.
- Liaise with outside agencies.
- To collaborate on EHCP reviews.
- To liaise with and support teachers to develop and implement strategies to support pupils with social emotional, mental health or behavioural needs, regularly review and update plans.
- Deploy and manage adults within the inclusion team including: SENCO, ELSA, SALSA, family support worker.
- To liaise with parents involving them in their child's learning and progress.
- Prepares reports for EHCP submissions, PHIG requests, and CAHMs referrals.
- To prepare reports for Governors as requested and present to the Teaching and Learning Committee.
- Liaises regularly with the Governor responsible for SEN, Carolyn Fayle.

THE ROLE OF THE SENDCO: BRIDGET PATTEN (Juniors) and AIMEE REILLY (Infants)

- To provide support, advice and information for colleagues in the identification and assessment of children's needs.
- To promote the use of available expertise and resources within the school.
- To monitor and support the setting of individual targets and reviews, progress made, in discussion with colleagues.
- To track the overall progress of children with special educational needs.
- To engage the support of relevant outside agencies.
- To establish liaison with other professionals.
- To coordinate the support offered to the child.
- To have regular meetings with 1-1 Teaching Assistants to support their role and identify professional development needs.
- To liaise with parents involving them in their child's learning and progress.
- To be available to take part in termly reviews.
- To co-ordinate EHCP annual reviews.
- To advise the Inclusion Lead where there are significant problems.
- To work with the Inclusions Lead to prepare information for Integrated Assessments and Annual Reviews.
- To prepare reports for EHCP submissions, PHIG requests, and CAHMs referrals.
- To order and provide resources to enable effective work to take place.

MANAGEMENT

- The Head teacher and Governing Body have overall responsibility for the effective education of all pupils and support the Inclusion Lead and SENDCO in that role.
- The Governor with responsibility for S.E.N.D. together with the Head teacher will ensure that children with S.E.N.D. are identified and receive appropriate provision.
- The Governor for S.E.N.D. reports regularly to the governing body.

FUNDING

S.E.N.D. in school is funded according to the current Local Authority formula. This funding supports the employment of assistants and additional materials. When available, the school is able to draw on the expertise of:

- The Educational Psychology Service
- Occupational Therapists

- Physiotherapists
- Education Welfare Officer
- Social Services
- Behaviour Support Services
- Speech and Language Therapy
- CAMHS
- Outreach workers e.g. Springwell support.
- Family Support Worker
- Specialist teachers of children with visual or hearing impairment.

Additional expenses are met from the general school budget.

ADMISSIONS

We strive to give every child the appropriate care and education. Any parent with an admission query is welcome to contact the Head Teacher, Governing Body, Inclusion Lead and SENDCO. Liaison and discussion will then take place with the L.A. to establish ways in which any application can be supported. Shirley Infant and Junior School are committed to meeting the learning and social needs of children with disabilities. We adhere to the city council's admissions and equal opportunities policy, which sets out clear criteria for deciding the entitlement of equality of opportunity for all pupils irrespective of gender, race or disability.

A parent with any query related to S.E.N.D after discussion with the class teacher is welcome to make an appointment with the SENDCO, Inclusion Lead, Head teacher or contact the Governing Body.

This policy will be reviewed annually by the Head teacher, Inclusion Lead and SEND Governor. It can be made available in alternative formats if required.

Other related policies – Physical Restraint Policy, Equal Opportunities Policy, Disability Equality Policy, Shirley Infant School Intimate Care Policy.

Special Educational Needs & Disability Policy Glossary

S.E.N.D.	Special Educational Needs and Disability
Learning Log	Individual targets are written for those children with complex needs, identifying specific targets to be worked on and listing the resources needed to achieve those targets. They also hold examples of children's work and are designed to show progress and celebrate children's successes.
S.E.N.C.O.	Special Educational Needs Co-Ordinator. Responsible for the school's day to day operation and application of the SEND policy. Performs liaison between pupils, parents, teachers, outside agencies and the governing body.
SEN Support	Children for whom the help and advice of an external agency is sought, or following significant early intervention which has not resulted in progress. The children at SEN support status have complex and/or long term needs.
S.A.L.T.	Speech and Language Therapist/Therapy

I.B.P.	Individual Behaviour Plan. Document detailing strategies for managing challenging behaviour, shared with parents and key members of staff.
E.L.S.A.	Emotional Literacy Support Assistant. Provide support for children with emotional, social and behavioural needs.
CAMHS	Child and Adolescent Mental Health Services. Specialist services that provide assessment, treatment and support to young people with emotional, behavioural and mental health difficulties